

Fall 2021 First-Year Writing Seminars

Monday, Wednesday, and Friday 08:00-08:50a.m.

CLASS 1531 SEM 101 Greek Myth

Monday, Wednesday, and Friday 09:05-09:55a.m.

ANTHR 1101 SEM 104 Culture, Society, and Power: Violence, Power, and Media in the Americas
ENGL 1134 SEM 103 True Stories
ENGL 1160 SEM 101 Intersections: Race, Writing, and Power
ENGL 1167 SEM 101 Reading Now
ENGL 1170 SEM 101 Short Stories
ENGL 1183 SEM 101 Word and Image
ENGL 1191 SEM 101 British Literature: Here Be Dragons
FREN 1108 SEM 101 Monstrous Forms: Wild Men and Wicked Women
GERST 1122 SEM 101 Love and Death in Vienna
HIST 1200 SEM 101 Climate Change and Human History
MEDVL 1101 SEM 104 Aspects of Medieval Culture: The Medea Myth from Ancient Greece through
the Middle Ages
MUSIC 1701 SEM 103 Sound, Sense, and Ideas: Listening Through Writing
ROMS 1102 SEM 101 The Craft of Storytelling: Decameron
ROMS 1109 SEM 101 Image and Imagination: French Cinema in the Margins
SOC 1110 SEM 101 Writing Computers and Society

Monday, Wednesday, and Friday 10:10-11:00a.m.

ANTHR 1101 SEM 101 Culture, Society, and Power: Gleaning and the Ethics of Leftovers
ASIAN 1111 SEM 102 Violence and State in Asia
COML 1105 SEM 102 Books with Big Ideas
ENGL 1134 SEM 101 True Stories
ENGL 1140 SEM 101 Writing Medicine: Stories of Illness and Healing
ENGL 1160 SEM 102 Intersections: Race, Writing, and Power
ENGL 1167 SEM 102 Reading Now
ENGL 1168 SEM 101 Cultural Studies: Dear Diary
ENGL 1168 SEM 102 Cultural Studies: Black Memoirs
ENGL 1170 SEM 102 Short Stories
ENGL 1191 SEM 102 British Literature: Jane Austen Made Me Do It
HIST 1200 SEM 105 Histories of Queer Asia
LING 1100 SEM 101 Language, Thought, and Reality: Indigenous Relationships with the Earth
PHIL 1112 SEM 102 Philosophical Conversations: Ancient Greek and Asian Philosophy
ROMS 1102 SEM 104 The Craft of Storytelling: Women's Writing, Writing Women
ROMS 1113 SEM 101 Thinking and Thought: On Love

Monday, Wednesday, and Friday 01:30-02:20p.m.

ENGL 1130 SEM 102	Writing the Environment: Learning from Plants and Animals
ENGL 1168 SEM 104	Cultural Studies: Action Movies and the Licenses to Kill
HIST 1200 SEM 102	The Meaning of Life
LING 1100 SEM 104	Language, Thought, and Reality: The First Sentence
MUSIC 1701 SEM 104	Sound, Sense, and Ideas: Queer Popular Music

Monday, Wednesday, and Friday 02:40-03:30p.m.

ANTHR 1101 SEM 103	Culture, Society, and Power: Technoscience and Medicine in Africa
ROMS 1113 SEM 103	Thinking and Thought: Globally Queer
ROMS 1114 SEM 101	Semiotics

Monday, Wednesday, and Friday 03:45-04:35p.m.

MEDVL 1101 SEM 103	Aspects of Medieval Culture :Heroes and Heroines of the Medieval World
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Monday, Wednesday, and Friday 11:20-12:10p.m.

COML 1105 SEM 103	Books with Big Ideas
COML 1105 SEM 105	Books with Big Ideas
ENGL 1111 SEM 101	Writing Across Cultures: Monster Hunter Narratives
ENGL 1130 SEM 101	Writing the Environment: The American Imagination at Sea
ENGL 1134 SEM 102	True Stories
ENGL 1140 SEM 102	Writing Medicine: Stories of Illness and Healing
ENGL 1158 SEM 101	American Voices: Asian-American Food Writing
ENGL 1160 SEM 103	Intersections: Race, Writing, and Power
ENGL 1168 SEM 103	Cultural Studies: Travel, Real and Imagined
ENGL 1170 SEM 103	Short Stories
ENGL 1183 SEM 102	Word and Image
HIST 1200 SEM 104	Walt Disney Presents
ROMS 1102 SEM 103	The Craft of Storytelling: Italian Renaissance Comedies
ROMS 1113 SEM 102	thinking and Thought: On Love

Monday, Wednesday, and Friday 12:25-01:15p.m.

ENGL 1105 SEM 101	Writing and Sexual Politics: The Vampire's Reflection—Fear, Love, and Transformation
ENGL 1111 SEM 102	Writing Across Cultures: Documentary Now
ENGL 1167 SEM 103	Reading Now
ENGL 1183 SEM 103	Word and Image
GERST 1170 SEM 103	Marx, Nietzsche, Freud
HIST 1200 SEM 103	Sex in Early Modern Europe, 1500-1800
HIST 1200 SEM 108	Writing History: A Life Under Cover—Spies in History, Fiction, and Cinema

LING 1100 SEM 103 Language, Thought, and Reality: Language, Myth, and Reality
WRIT 1370 SEM 109 Elements of Academic Writing: Heroes and Villains

Monday and Wednesday 08:05-09:20a.m.

ANTHR 1101 SEM 105 Culture, Society, and Power: Anthrop Perspectives of Technological Worlds
ANTHR 1101 SEM 109 Culture, Society, and Power: Writing Water in the US—From Wild Rivers to Toxic Lakes
ASIAN 1111 SEM 105 Ghosts, Buddhas and Magic: Vietnamese Religious Experience Then and Now
COML 1105 SEM 104 Books with Big Ideas
GOVT 1101 SEM 104 Anticolonial Global Justice
STS 1126 SEM 101 Science and Society: Food-Flix and Chill

Monday and Wednesday 09:05-09:55a.m.

WRIT 1370 SEM 108 Elements of Academic Writing: Heroes and Villains

Monday and Wednesday 09:40-10:55a.m.

BIONB 1220 SEM 104 Natural History Collections As Windows Onto Environmental Change
GERST 1121 SEM 101 Writing Berlin
HIST 1200 SEM 107 “Laughter in Hell”: Surviving through Humor in Times of War
MEDVL 1101 SEM 105 Aspects of Medieval Culture: The Art of Friendship in the Latin Middle Ages
PHIL 1112 SEM 103 Philosophical Conversations: Borders, Immigration, and Citizenship
PMA 1165 SEM 101 Fourth Walls: Barriers, Boundaries, and Borders in Performance

Monday and Wednesday 01:00-02:15p.m.

ANTHR 1101 SEM 108 Culture, Society, and Power: Cans to Cultured Meats—Food Technology, Risk, and Society
ANTHR 1101 SEM 111 Decolonizing “The Gaze” in Documentary Film
ARCH 1901 SEM 101 Water and the City
COML 1104 SEM 103 CANCELLED 7-12-2021-- Reading Films
COML 1105 SEM 107 Books with Big Ideas
FGSS 1121 SEM 101 Environmental Justice for Whom? Stories in Sex and Gender
LING 1100 SEM 105 Language, Thought, and Reality: How to Build a Language
NES 1984 SEM 101 Hebrew Bible as Literature
PMA 1162 SEM 101 Burnout Feminism: The Politics of Writing, Work and Wellness

Monday and Wednesday 01:30-02:20p.m.

WRIT 1370 SEM 103 Elements of Academic Writing: Metaphor in Art, Science, and Culture

Monday and Wednesday 02:45-04:00p.m.

ASIAN 1111 SEM 101 From a Text to Practice and Back Again: The *Yogasūtra*
BIONB 1220 SEM 101 Sex and Gender Politics in Scientific Research

COML 1105 SEM 101	Books with Big Ideas
COML 1135 SEM 101	Loneliness and the City
ENGL 1111 SEM 103	Writing Across Cultures: Traveling Poetry—Conquest and Ritual
ENGL 1111 SEM 104	Writing Across Cultures: Rules of the Game—Writing Under Constraint
ENGL 1111 SEM 105	Writing Across Cultures: Home, Unbound
ENGL 1111 SEM 106	Writing Across Cultures: Feeling Race, Sexuality, and Gender
ENGL 1134 SEM 104	True Stories
ENGL 1168 SEM 105	Cultural Studies: Poetic Justice or the Refusal to “Move On”
ENGL 1168 SEM 112	Cultural Studies: College Reading, Teen Texts
GOVT 1101 SEM 101	A Tale of Two Koreas
GOVT 1101 SEM 102	The Politics of Work
HE 1150 SEM 101	Unequal Childhoods
HIST 1402 SEM 101	Global Islam
PHIL 1111 SEM 102	Philosophical Problems: Explaining Consciousness
ROMS 1102 SEM 102	The Craft of Storytelling: Spiritual Autobiography
ROMS 1115 SEM 101	Literature and Medicine: Europe, Africa, the Mediterranean
STS 1123 SEM 102	Technology and Society: Digital Infrastructures

Monday and Wednesday 07:30-08:45p.m.

COML 1104 SEM 102	Reading Films
COML 1106 SEM 101	Robots
ENGL 1140 SEM 103	Writing Medicine: Stories of Illness and Healing
ENGL 1168 SEM 106	Cultural Studies: Gut Feelings
ENGL 1170 SEM 108	Short Stories
ENGL 1183 SEM 104	Word and Image
HIST 1200 SEM 106	CANCELLED 8-5-2021---Histories of Social Justice in Human and Nonhuman Worlds
PHIL 1110 SEM 101	Philosophy in Practice: Education and Inequality

Monday and Wednesday 11:20-12:10p.m.

WRIT 1370 SEM 101	Elements of Academic Writing: Metaphor in Art, Science, and Culture
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Monday and Wednesday 11:25-12:40p.m.

ANTHR 1101 SEM 102	Culture, Society, and Power: Archaeology of Food
ANTHR 1101 SEM 110	Decolonizing “The Gaze” in Documentary Film
ASRC 1816 SEM 101	Writing Black Experience and Black Lives
BIONB 1220 SEM 102	Ethical Investigations of the Neuroscience of Perception
COML 1105 SEM 106	Books with Big Ideas
DSOC 1200 SEM 102	Good for Business? Corporations, Entrepreneurs, and Global Poverty
MEDVL 1101 SEM 106	Aspects of Medieval Culture: Medieval British Archaeology
MUSIC 1701 SEM 102	Sound, Sense, and Ideas: Animal Music—From Cicadas to Whales
PHIL 1110 SEM 102	Philosophy in Practice: Applied Ethics in a Divisive World

PMA 1161 SEM 101 Food and the Media
WRIT 1420 SEM 101 Research and Rhetoric: Bridging Differences

Tuesday and Thursday 08:05-09:20a.m.

ANTHR 1101 SEM 106 Culture, Society, and Power: Culture on Tour
ANTHR 1101 SEM 107 Culture, Society, and Power: Within and Beyond Prison Walls—Resistance, Reform and Abolition
ASIAN 1111 SEM 104 Ghosts, Buddhas and Magic: Vietnamese Religious Experience Then and Now
BIONB 1220 SEM 103 Nothing in Biology Makes Sense: Writing Persuasively about Evolution
DSOC 1200 SEM 103 Pirated Ecologies: Somalia and International Waste Disposal
ENGL 1130 SEM 103 Writing the Environment: Climate Fiction
ENGL 1160 SEM 104 Intersections: Race, Writing, and Power
ENGL 1167 SEM 104 Reading Now
ENGL 1168 SEM 107 Cultural Studies: Modes of Healing
ENGL 1170 SEM 104 Short Stories
PMA 1104 SEM 101 Gender and Crime: The Case of the Female Detective

Tuesday and Thursday 09:05-09:55a.m.

WRIT 1370 SEM 102 Elements of Academic Writing: Mind, Body, Self

Tuesday and Thursday 09:40-10:55a.m.

ASIAN 1116 SEM 101 The Huns
COML 1134 SEM 101 Reading Poetry
DSOC 1200 SEM 101 She-roes: Global Perspectives on Girls' Empowerment
DSOC 1200 SEM 104 Pirated Ecologies: Somalia and International Waste Disposal
ENGL 1111 SEM 107 Writing Across Cultures: The Detective Novel and Film
ENGL 1111 SEM 108 CANCELLED--8/2/2021--Writing Across Cultures: The Literature of Care Work and Care Workers
ENGL 1134 SEM 105 True Stories
ENGL 1134 SEM 109 True Stories
ENGL 1160 SEM 105 Intersections: Race, Writing, and Power
ENGL 1170 SEM 105 Short Stories
ENGL 1183 SEM 105 Word and Image
ENGL 1191 SEM 103 British Literature: Which Shakespeare Character are You?
GERST 1109 SEM 102 From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness
GERST 1175 SEM 101 Small Forms, Big Ideas
GOVT 1101 SEM 105 Decolonization
HIST 1400 SEM 101 Rudyard Kipling's India: Literature, History, and Empire
LING 1100 SEM 102 Language, Thought, and Reality: Language and Nationalism
MEDVL 1101 SEM 102 Aspects of Medieval Culture: Mind and Soul in the Middle Ages
PHIL 1112 SEM 101 Philosophical Conversations: Liberalism and Neoliberalism

PHIL 1112 SEM 104	Philosophical Conversations: Pointing at the Moon—The Forms and Methods of Buddhist Philosophy
PMA 1164 SEM 101	Page to Stage to Kick-Ball-Change: Adapting Musical Theatre
PMA 1166 SEM 101	Making Feminist Theater in the Twenty-First Century
POLSH 1301 SEM 101	East European Film
PSYCH 1130 SEM 101	Animals, Social Learning, and Behavior
PSYCH 1140 SEM 101	Event Cognition: How the Mind Remembers Experience

Tuesday and Thursday 10:10-11:00a.m.

WRIT 1370 SEM 104	Elements of Academic Writing: Food for Thought
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Tuesday and Thursday 01:00-02:15p.m.

ASIAN 1111 SEM 103	The Realm of Senses: Ritual, Theater, and Performance in Asia
BIOEE 1640 SEM 102	Migration and Moonbirds: Animal Movement Over Space and Time
BIOEE 1640 SEM 103	The Human-nature Relationship: Past, Present, and Future
COML 1104 SEM 101	Reading Films: Modern Chinese Cinema
CRP 1109 SEM 101	Cities and Regions: Gender, Cities, and Planning
ENGL 1105 SEM 102	Writing and Sexual Politics: Female Desire in the Digital Age
ENGL 1111 SEM 110	Writing Across Cultures: Childhood and Youth
ENGL 1134 SEM 107	True Stories
ENGL 1167 SEM 106	Reading Now
ENGL 1168 SEM 110	Cultural Studies: Comic Books! Graphic Novels! Transmedia!
ENGL 1170 SEM 107	Short Stories
ENGL 1183 SEM 106	Word and Image
ENGL 1270 SEM 103	Writing About Literature: Poetry and Democracy
GERST 1170 SEM 101	Marx, Nietzsche, Freud
HE 1151 SEM 101	Understanding Inequity in Women's Health
HIST 1335 SEM 101	CANCELLED 8/21/2021--Fascisms
MEDVL 1101 SEM 101	Aspects of Medieval Culture: Writing about Dreams in the Middle Ages
PSYCH 1140 SEM 102	The Human Mind and Beautiful Things
ROMS 1108 SEM 101	Cultural Identities: Sailors and Cities—Cultural Exchange in France's Ports
ROMS 1109 SEM 102	Image and Imagination: French Film—1895 to the Present

Tuesday and Thursday 01:25-02:40p.m.

JWST 1987 SEM 101	Jews on Film: Visible and Invisible
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Tuesday and Thursday 01:30-02:20p.m.

WRIT 1370 SEM 107	Elements of Academic Writing: Writing Back to the News
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Tuesday and Thursday 02:45-04:00p.m.

ARTH 1132 SEM 101	Seeing, Reading, and Writing the Alhambra
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ASIAN 1111 SEM 106	Introduction to South Korean Cinema
BIOEE 1640 SEM 101	Disappearing Ice and Snow: Writing about Ecological Change
COML 1119 SEM 101	A Taste of Russian Literature
ENGL 1105 SEM 103	Writing and Sexual Politics: When Beauty Becomes Beast
ENGL 1120 SEM 101	Writing and Community Engagement: Lenses in Our Lives
ENGL 1134 SEM 108	True Stories
ENGL 1167 SEM 107	Reading Now
ENGL 1168 SEM 111	CANCELLED - 8/5/2021--Cultural Studies: Ethical Comedy
ENGL 1270 SEM 101	Writing About Literature: Writing About Fiction
ENGL 1270 SEM 102	Writing About Literature: Reading Poems
ENGL 1270 SEM 104	Writing About Literature: Banned Books
GERST 1109 SEM 103	From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness
HIST 1321 SEM 101	Post-World War II America: Crisis and Continuity
MEDVL 1101 SEM 111	Aspects of Medieval Culture: In Rome's Shadow? Society and Culture in "Dark Age" Italy
NES 1997 SEM 101	Rabbinic Judaism: Literature and Beliefs
PHIL 1111 SEM 101	Philosophical Problems: Liberation in Latin American Philosophy
PHIL 1111 SEM 103	Philosophical Problems: Debates about Free Will
PMA 1163 SEM 101	Decoding Race, Gender, and Class in Technology
STS 1128 SEM 101	Planetary Health: Plagues, Pandemics, Extinctions

Tuesday and Thursday 11:20-12:10p.m.

WRIT 1370 SEM 105	Elements of Academic Writing: Connecting Cultures
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Tuesday and Thursday 11:25-12:40p.m.

ASIAN 1111 SEM 107	Literature, Culture, and Religion: The Korean Wave—Globalization of S. Korean Pop Culture
ASIAN 1114 SEM 101	CANCELLED 7/27/2021--Minority Cultures of Japan
BIONB 1220 SEM 105	Alien Evolution: Using Earth To Predict Life on Other Worlds
CLASS 1531 SEM 102	Greek Myth
ENGL 1111 SEM 109	Writing Across Cultures: The Culture of the Raj
ENGL 1134 SEM 106	True Stories
ENGL 1167 SEM 105	Reading Now
ENGL 1168 SEM 108	Cultural Studies: On Being Black In and Out of Africa
ENGL 1168 SEM 109	CANCELLED 7-26-2021; Cultural Studies: Race, Gender, and Writing about Hip Hop
ENGL 1170 SEM 106	Short Stories
ENGL 1191 SEM 104	British Literature: Medieval Obsessions
FGSS 1119 SEM 101	Utopias
GERST 1109 SEM 101	From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness
LING 1100 SEM 106	Language, Thought, and Reality: Ethics in Artificial Intelligence
MEDVL 1101 SEM 107	Aspects of Medieval Culture: Medieval Migrations

MEDVL 1101 SEM 110	Aspects of Medieval Culture: In Rome's Shadow? Society and Culture in "Dark Age" Italy
MUSIC 1701 SEM 101	Sound, Sense, and Ideas: Why Do We Need Music? Perspectives on Music in Human Culture
NES 1923 SEM 101	Trees in Ancient Religion and Contemporary Thought
PMA 1104 SEM 102	Gender and Crime: The Case of the Female Detective
ROMS 1113 SEM 104	CANCELLED 8/21/2021--Thinking and Thought: Doubles, Doppelgangers, and Dispossession
STS 1123 SEM 101	Technology and Society: Carceral Technologies

Tuesday and Thursday 12:25-01:15p.m.

WRIT 1370 SEM 106 Elements of Academic Writing: Mind, Body, Self

WF 01:00-02:15p.m.

CLASS 1562 SEM 101 Augustine's Confessions

ANTHROPOLOGY 1101

Culture, Society, and Power: Gleaning and the Ethics of Leftovers

What do we do with leftovers? From financial fractions to table and factory scraps, close attention to these seemingly mundane remnants makes visible an array of moral and theoretical issues. In the ancient practice of “gleaning,” or gathering harvest remainders, leftovers carried moral weight: leaving something for the needy was an ethical obligation. Today leftovers are less explicitly adjudicated, but they continue to provoke key questions around property, redistribution, value, and more. Considering historical and contemporary gleaning practices (from medieval harvesting to dumpster diving), we will examine the leftover as concept, metaphor, and material object. To this end, we will read and respond to academic and public texts alongside paintings, film, and scripture—and learn to illuminate the mundane in writing through object biographies, analytical essays, and public-oriented prose.

SEM 101 MWF 10:10-11:00 a.m. Amiel Bize 19473

ANTHROPOLOGY 1101

Culture, Society, and Power: Archaeology of Food

Have you ever wondered where the food you eat comes from? Why are meals key social events? Did our ancestors eat a Paleo Diet? We will explore how archaeologists learn about ancient foodways from material traces to answer these and other questions. We will consider the role of food in human evolution, the technology of food acquisition and processing, the politics of food, and how food has been used to construct identity. Through reading works authored by archaeologists and anthropologists such as Mary Douglas and Marvin Harris as well as hands-on activities, we will connect the food we eat today to human history and prehistory. Students will analyze texts, reconstruct a prehistoric meal, and perform a deep analysis connecting a present-day meal to the past.

SEM 102 MW 11:25-12:40 p.m. Nerissa Russell 19474

ANTHROPOLOGY 1101

Culture, Society, and Power: Technoscience and Medicine in Africa

A new Ebola outbreak in Guinea. A “lockdown robot” policing Tunisians’ adherence to pandemic procedures. Stories of science, technology, and medicine in Africa are everywhere, and challenge us to think in new ways about “modern” African life. This course frames science and medicine as inseparable from global relations of power. Scholarly readings, popular media, and fiction will guide our conversations and writing around the relationships between knowledge production, colonization, and global inequality in both historical and contemporary Africa. We will think together about the place of science and biomedicine in African history, and the place of Africa in the global development of science. Students will be asked to write a series of varied research essays and one piece of science/speculative fiction.

SEM 103 MWF 02:40-03:30 p.m. Rebekah Ciribassi 19475 Stacey Langwick

ANTHROPOLOGY 1101

Culture, Society, and Power: Violence, Power, and Media in the Americas

From print and broadcast news platforms to social media and video streaming services, representations of violence abound. In this course we join social scientists in studying the relationship between violence, power, and media. We will focus our attention on media representations of gendered violence, police brutality, the war on drugs, civil war, and refugee crises in the Americas. How do ideas about victimhood promote solidarity for some, while obscuring the suffering of others? How do ideas about guilt and complicity orient attention toward some causes and culprits of violence, but not others? How do distinct definitions of justice motivate different forms of retributive and reconciliatory redress in the aftermath of violence? These questions will guide our investigation as we practice the fundamentals of academic writing.

SEM 104 MWF 09:05-09:55 a.m. Amir Mohamed 19476 Stacey Langwick

ANTHROPOLOGY 1101

Culture, Society, and Power: Anthrop Perspectives of Technological Worlds

Technology is at once everywhere and out of sight. It is so completely taken for granted that it seems an unremarkable part of everyday life. There are moments, however, when technologies emerge in dramatic and controversial fashion: the Facebook-Cambridge Analytica data scandal, 5G “conspiracy theories,” or, most recently, Zoom, vaccines, and cryptocurrencies. In this writing seminar we will explore the social lives of technological artifacts—the cultural and historical worlds in which they are embedded—from social media platforms and listening devices to algorithms and machine code. By foregrounding a wide array of technologies, the studies we consider in this course will provide us with tools to interrogate the technological worlds we ourselves inhabit. We will craft an autoethnographic paper, write a film analysis, and put together a short research paper about a technological theme of your choice.

SEM 105 MW 08:05-09:20 a.m. Simon Posner 19477 Stacey Langwick

ANTHROPOLOGY 1101

Culture, Society, and Power: Culture on Tour

Why do we yearn to leave home and travel? What separates a tourist from a study abroad student—or even an anthropologist? In this class we will explore the construction and evolution of the “tourist mindset”, from armchair travel to contemporary Instagram travel influencing. Through reading ethnographic, literary, and theoretical texts, we will examine how tourism intersects with global power relations, and will also consider how tourism hosts have negotiated and controlled their encounters with guests. Course readings will cover multiple world regions and address topics such as commodification, marketing, and gender/sexuality. Students will gain insight into writing about the social world and about cultural objects like advertisements, films, and social media.

SEM 106 TR 08:05-09:20 a.m. Connor Rechtzigel 19478 Stacey Langwick

ANTHROPOLOGY 1101

Culture, Society, and Power: Within and Beyond Prison Walls—Resistance, Reform and Abolition

What can lived experiences of incarceration teach us about social difference, power, and solidarity? While prisons world over are sites of historical injustice and racialized violence, narratives of imprisonment equally illuminate spaces of creativity and emergent forms of politics. Engaging with scholarship on punitive violence, reform and anti-carceral activism from a transnational perspective, this class will examine our collective imaginations of the role of prisons in society. We will draw on a range of textual genres such as life history, crime reportage and poetry to study archetypal figures of law enforcement including the prisoner and the policeman in different cultural contexts. Students will learn about rhetorical and narrative strategies used in constructing an academic argument. They will gain particular insight on integrating experiential data with secondary scholarly sources by way of ethnographic interviews with actors working in an interventionist or administrative capacity in the US prison complex.

SEM 107 TR 08:05-09:20 a.m. Trishna Senapaty 19479 Stacey Langwick

ANTHROPOLOGY 1101

Culture, Society, and Power: Cans to Cultured Meats—Food Technology, Risk, and Society

Can you imagine biting into a juicy burger of cell-grown meat? What health, environmental and societal risks are entailed in introducing new food technology? Humans have utilized technology in food production, distribution, and consumption since tool invention, with instruments such as roasting spits and dishware, machines of mechanical reproduction, drones for food delivery, and petri dishes for cultured meats. We will draw from various fields and media: anthropology (Tim Ingold, Claude Lévi-Strauss), social theory, food science, policy, science fiction (Margaret Atwood, Charlie Jane Anders), podcasts (StarTalk), and film to interrogate “progress” and associated or presumed risks and precarity in food technology from past to present to projected future. Assignments consist of identifying issues, formulating arguments, composing a creative work, and engaging with current controversies.

SEM 108 MW 01:00-02:15 p.m. Annie Sheng 19689 Stacey Langwick

ANTHROPOLOGY 1101

Culture, Society, and Power: Writing Water in the US—From Wild Rivers to Toxic Lakes

Who owns water? How do humans relate to, know and value water? Water development and the damming of rivers made settlement of the American West possible. This process went hand in hand with indigenous dispossession. Recent events—historic drought in California, waterkeepers at Standing Rock, the water crisis in Flint, dire climate scenarios of droughts and floods, a border wall that would further threaten the Río Grande—raise pressing questions about water rights and the future of water. In this writing course we read, think, and write with water and examine historical and contemporary water issues in the U.S., to explore the meaning of development and what constitutes progress; human relationships to the environment; nature and place; environmental justice; racial inequality and oppression; and borders.

SEM 109 MW 08:05-09:20 a.m. Rachel Odhner 19699 Stacey Langwick

ANTHROPOLOGY 1101

Decolonizing “The Gaze” in Documentary Film

This course interrogates “the gaze” in documentary filmmaking. How does this documentary “gaze” depict the cultures and societies of people living in far-away places? How do documentary films uphold colonial and imperial projects in the Global South? In what instances do documentaries subvert this colonial “gaze”? Students in this course will develop a critique of power in documentary filmmaking. We will engage with the works of feminist and decolonial scholars, film directors, media theorists, and visual anthropologists such as Trinh T. Minh-Ha, bell hooks, Faye Harrison, Kidlat Tahimik, Jean Rouché, Mina Kesharvaz, and many more. Students will develop an understanding of how film directors develop accountable and collaborative relationships with film subjects. Writing assignments invite students to reflect on how and when documentary films move towards decolonial and liberatory goals. Students will have the option to make a short film as a companion piece to their final essay.

SEM 110 MW 11:25-12:40 p.m. Natalie Nesvaderani 19737

SEM 111 MW 01:00-02:15 p.m. Natalie Nesvaderani 19738

ARCHITECTURE 1901

Water and the City

The city’s relationship with water is defined by how the latter is contained, whether as a “river”, ‘sea’ or in pipes and drains. With technological innovations and new knowledge of the nineteenth and twentieth century, technical experts engineered “modern water” and politicians used it as a resource to strengthen the apparatus of the state. Authors, poets, philosophers, filmmakers, and activists also helped in shaping the cultural imagination of water within cities. The writing assignments in this course will require students to think critically about how waters within an urban context are expressed in writing and how those expressions have affected policy decisions about urban projects (parks, infrastructure, housing, etc.) and promoted strategies of territorial control.

SEM 101 MW 01:00-02:15 p.m. Labib Hossain 19480 Kate Navickas

ART HISTORY 1132

Seeing, Reading, and Writing the Alhambra

This course is centered on Granada’s Alhambra, built, for the most part, during the middle decades of the fourteenth century A.D. Both the most complete surviving medieval Islamic palace and the most popular tourist destination in Spain, throughout the more-than-six centuries of its existence, the Alhambra has inspired admiration and interpretation, this latter being influenced by intellectual trends and cultural currents as varied as Romanticism, positivism, Orientalism, post-structuralism, post-colonial theory, and literature for tourists—it was even the setting for Washington Irving’s famed *Tales of the Alhambra*. In this class, students will learn to view and to write about the Alhambra through the lenses offered by these various movements and currents, as well as through the eyes of

its contemporary audience, the fourteenth-century poets, courtiers, kings, mystics, and the occasional Christian ally who frequented its beautifully ornamented halls and patios.

SEM 101 TR 02:45-04:00 p.m. Cynthia Robinson 19481

ASIAN STUDIES 1111

From a Text to Practice and Back Again: The *Yogasūtra*

The practice of yoga is becoming influential and internationally recognized. Now, it is time to look back at the *Yogasūtra* of Patañjali, one of the roots of yoga and a classical Indian text. How does premodern yoga become the yoga we know today? Does the practice of yoga come from the *Yogasūtra*? What are the eight limbs of yoga? This course explores these issues related to the *Yogasūtra* to reveal many lives of yoga beyond the *Yogasūtra* and the connection between the text and practice. Central to the course is slow reading of the *Yogasūtra* in English translation along with its premodern and modern commentaries. The readings, primary and secondary, will provide students with various scholarly practices, including close reading, critical thinking, summary, analysis, argumentation, and research.

SEM 101 MW 02:45-04:00 p.m. Manasicha Akepiyapornchai 19482 Tracy Carrick

ASIAN STUDIES 1111

Violence and State in Asia

What is violence? How does it intersect with and permeate our day-to-day lives? Violence appears in overt ways—acts of terror, self-immolation, drone bombings, hate crimes, as well as in covert and institutionalized forms—mass incarceration, religious militancy, border walls, sexual discrimination, racism, and incitement. In this writing seminar we will question the notion of violence treating it as a problem of study, rather than a self-evident experience or phenomena. Consequently, the “problem” decomposes on three axis: A. multiple forms of violence and its socio-cultural expression; B. its production and its perpetrators; and C. its unfolding, which may have multiple durations. We will examine its relations with state and nation making, ideology, and history. By foregrounding the ways in which violence appears in different moments of time, texts, and media, the writing projects in this class will help us interrogate the multiform ways in which violence informs and shapes the contemporary world. Writing will be an attempt to make particular available through the categories of the universal.

SEM 102 MWF 10:10-11:00 a.m. Geethika Dharmasinghe 19483 Tracy Carrick

ASIAN STUDIES 1111

The Realm of Senses: Ritual, Theater, and Performance in Asia

Through the studies of theater, performance, and ritual, this course will introduce students to survey the conceptualization of senses and sensations, and also the aesthetics of emotions. We will engage with the debates on the arts of storytelling and performativity in Asia from early modern period to the present. This seminar is designed to examine how theater and performance studies are critical research disciplines allowing and encouraging students to dive into the realm of creativity in which the artistic and the academic are entangled and inseparable. In this course we will learn how to express ideas and questions through the process of writing, including creative writing, play, performance or a book chapter review, and research essays.

SEM 103 TR 01:00-02:15 p.m. Sirithorn (Ing) Siriwan 19484 Tracy Carrick

ASIAN STUDIES 1111

Ghosts, Buddhas and Magic: Vietnamese Religious Experience Then and Now

How does the spiritual world of ghosts, divine beings, and magic intersect with the human realms of politics, economics, and everyday life? In this course by exploring various aspects of religious experience in Vietnam such as philosophy, beliefs, and local customs, students will learn how themes of money, social status, psychology, and power intermingle with religious concerns. This course encourages students to think about how religious traditions change over time by tracing their transformation, reinterpretations, and reiterations through Vietnamese history.

Students will develop essays based on readings about Vietnamese folklore, medieval Buddhist monks, eighteenth-century missionary work, apocalyptic literature, and contemporary religious activities. Certain themes for students to explore and develop will include prophecy, sorcery, pilgrimage, death, trauma, and hope.

SEM 104 TR 08:05-09:20 a.m. Hoai Tran 19715

SEM 105 MW 08:05-09:20 a.m. Hoai Tran 19716

ASIAN STUDIES 1111

Introduction to South Korean Cinema

This course explores South Korean cinema from the late 1990s to the present. In this course students will learn how to watch, think about, and write about film through engaging in guided analysis of filmic texts from various perspectives, including auteurism, national cinema, cultural studies, and global genres. Along with these perspectives, we will examine South Korean films in relation to social, cultural, political, economic, gender, and minority matters. All films will have English subtitles, and no prior knowledge of Korean language, history, or culture is required.

SEM 106 TR 02:45-04:00 p.m. Jahyon Park 19717

ASIAN STUDIES 1111

Literature, Culture, and Religion: The Korean Wave—Globalization of S. Korean Pop Culture

In the last two decades, the media and popular cultures in East Asia have quickly grown and influenced Western cultures. Particularly, South Korea has turned from a country importing Western cultures to a nation producing its own cultures and circulating them in an increasingly globalized context. In this class we will explore the Korean Wave or *Hallyu* through academic articles, films, broadcasting, and online comics and games. From a brief introduction of its origin, we will move to analyze the specific features of popular culture industries and productions in South Korea and their reception around the world. With its emphasis on critical analysis, writing process, and revision, this course helps students write about their self-reflective engagements with the media and popular culture.

SEM 107 TR 11:25-12:40 p.m. Jahyon Park 19718

ASIAN STUDIES 1114

CANCELLED 7/27/2021--Minority Cultures of Japan

CANCELLED 7/27/2021--This course introduces students to populations considered "minority" within a Japanese context through a cultural studies lens. This includes ethnic minorities, such as resident Koreans and indigenous Ainu, sexual minorities, religious minorities, and migrants both to and from the Japanese archipelago. We will look at literature, film, and music (hip hop, rap), alongside sociological and ethnographic work on "minority" as a category, covering race, ethnicity, gender, and linguistic belonging in a comparative perspective. Assignments will cover genres such as personal essay, textual and film analysis, and op-ed column writing. No previous knowledge of the topic and no language requirements are necessary to take this course.

SEM 101 TR 11:25-12:40 p.m. Paul McQuade 19485

ASIAN STUDIES 1116

The Huns

The Huns are commonly known as invaders from Asia in the fourth century C.E. who contributed to the fall of the Roman Empire. This is but one aspect of a larger story about Huns and other peoples who were affected by them. The content of this seminar will include written accounts, epic tales such as the *Nibelungenlied* and the *Volsung Saga*, geographic analysis, and information about the life of Attila, the most famous leader of the Huns. Weekly writing exercises will lead to essays responding to readings and class discussions.

SEM 101 TR 09:40-10:55 a.m. Keith Taylor 19486

AFRICANA STUDIES AND RESEARCH CENTER 1816

Writing Black Experience and Black Lives

The study of selected works and ideas of writers of the black experience which allows students to read, respond, and write about different genres as they shape their own ideas on these and related topics. We will include poems, essays, short stories, which explore the black experience. Various approaches to writing and responding to literature at university level will be presented. Students will develop writing skills in critical areas that will be transferable to other courses and in their future academic and professional careers.

SEM 101 MW 11:25-12:40 p.m. Carole Boyce Davies 19487

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Disappearing Ice and Snow: Writing about Ecological Change

The planet is warming, climate is changing and we are all stakeholders. How do we write critically about the science of climate change, without losing the broader context of what is at stake? This course will address the rapidity of change in the Arctic and global mountain ranges as case studies in scholarship regarding ecological change and loss. We will integrate different modes of writing and communication in a classroom akin to a dynamic writing “lab”. Students will practice expository, technical, persuasive, and narrative writing while also honing research skills such as literature reviews, collaboration, peer review, and meaningful engagement with invited experts.

SEM 101 TR 02:45-04:00 p.m. Elizabeth Lombardi 19488 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Migration and Moonbirds: Animal Movement Over Space and Time

From arctic birds that traverse the poles to butterflies that migrate thousands of miles over generations, animal movements inspire us and captivate our imaginations. This seminar will explore animal movement as a lens through which to discover and implement different ways of communicating about science. We will investigate a variety of writings about animal movement, including accounts of animal movement from Native Americans, peer-reviewed scientific journal articles, and excerpts from popular science and personal narrative prose about movement. Students will summarize scientific studies, write about science for different audiences, and describe their own connections to animal movement via personal narratives. This course will “lift the hood” on ecological research and give students the resources to understand and explain scientific findings to a broad range of audiences.

SEM 102 TR 01:00-02:15 p.m. Jennifer Uehling (Lab of O) 19489 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

The Human-nature Relationship: Past, Present, and Future

A pressing question in our climatically changing world is: can the relationship between humans and the rest of the natural world be mutually beneficial? In this seminar, we will focus on readings from two science-based books to explore this question: (1) *Dirt: The Erosion of Civilizations* and (2) *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. The different styles of writing of the two books will also serve as examples for your writing assignments. With the assigned essays, you will practice both investigative, critical writing and more creative and personal styles of writing. The course will finish with a critical comparison of the two readings for the course and your own proposed answer to the initial question on the human-nature relationship.

SEM 103 TR 01:00-02:15 p.m. Catalina Mejia 19490 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Sex and Gender Politics in Scientific Research

What are sexes? How do social and political perceptions of sex and gender shape biological research? What does and doesn't scientific research tell us about sex and gender? In what ways have sex and gender been mishandled by science, perpetuating a system of exclusion and bias? Across the semester we will traverse a wide array of research fields, time periods, perspectives, and styles of writing. The course begins by acknowledging that science as a social enterprise is fundamentally gendered. We will thus explore the scientific research of sex and gender alongside the sociopolitical landscape of this research by engaging with diverse texts and the writing process.

SEM 101 MW 02:45-04:00 p.m. Caitlin Miller 19491 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Ethical Investigations of the Neuroscience of Perception

Our individual perception is composed from neural firing in our brain, integrating sensory information from our environment into lived experience. In this course students will complete a series of diverse writing assignments to investigate the neurobiology of perception across species, and how changes in perception are affected by evolution, neurodivergence, and psychoactive drugs. We will combine narrative readings from unique perspectives, from Temple Grandin, Yayoi Kusama, to Oliver Sacks, with scientific research papers as students learn to craft key documents in research writing: literature reviews, research papers, and argumentative essays. Students will build upon these skills and read texts like Saini's *Superior* alongside applied research papers on anthropogenic impact, to discuss and create written proposals for ethically aiding individuals in stress in our community.

SEM 102 MW 11:25-12:40 p.m. Rose Tatarsky 19492 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Nothing in Biology Makes Sense: Writing Persuasively about Evolution

Evolutionary biologist Theodosius Dobzhansky famously titled an essay he wrote in 1973 "Nothing in Biology Makes Sense Except in the Light of Evolution". In this course we will read several famous authors on the topic of evolution, from Darwin to Dawkins as well as popular books such as "The Beak of the Finch". Topics covered will include natural selection, how one species gives rise to many, and the evolution of us! Written assignments will include translating primary literature into popular science, responding to critiques of evolutionary theory, and exploring the deep past of some familiar animals. No background in biology is required, only an interest in, as Darwin put it, the "many forms most beautiful and wonderful, which have been, and are being, evolved".

SEM 103 TR 08:05-09:20 a.m. Zena Casteel (Lab of O) 19493 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Natural History Collections As Windows Onto Environmental Change

Human activities are changing the natural world in ways that are overwhelmingly present in our modern lives, not just for humans but for all species. In addition to global climate change, human-mediated activities with environmental consequences include the damming of rivers, deforestation, and agricultural practices. Global climate change is a particularly hot-button issue in the realm of political discourse, but for the scientific community it is a widely accepted reality. Scientists across disciplines are therefore working to understand how our human activities are impacting both the abiotic (non-living) and biotic (living) world. In this seminar we will focus on the biotic realm, especially on the vertebrates, and investigate how species are responding to global and local changes. We will pay special attention to the role that natural history collections (like the Cornell University Museum of Vertebrates, where we work) play in understanding how populations and ecosystems respond to varying environments. For example, we will explore how conservation strategies can protect, preserve and perhaps even rescue species, delve into the ways that natural history collections can inform us about these processes, and debate

some of the associated ethical dilemmas. We will draw on readings from the primary scientific literature along with some historical accounts. Writing assignments will focus on tools for engaging the public through clarity of reasoning and scientific understanding.

SEM 104 MW 09:40-10:55 a.m. Alicia Brunner (Lab of O) 19494 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Alien Evolution: Using Earth To Predict Life on Other Worlds

This course will leverage our existing understanding of evolutionary principles, combined with the physical laws of the universe, to attempt to speculate about the morphology, physiology, and behavior of life on other worlds. Over the course of the semester we will pay special attention to convergent evolution: the independent evolution of similar traits in unrelated organisms. There will be weekly writing assignments, including but not limited to five formal essays that range from a formal analysis to a piece of creative writing.

SEM 105 TR 11:25-12:40 p.m. Hayden Waller 19495 Elliot Shapiro

CLASSICS 1531

Greek Myth

This course will focus on the stories about the gods and heroes of the Greeks as they appear in ancient literature and art. We will examine the relationship between myths and the cultural, religious, and political conditions of the society in which they took shape. Beginning with theories of myth and proceeding to the analysis of individual stories and cycles, the material will serve as a vehicle for improving your written communication skills. Assignments include preparatory writing and essays focusing on readings and discussions in class.

SEM 101 MWF 08:00-08:50 a.m. Daniel Gallagher 19496

SEM 102 TR 11:25-12:40 p.m. Stephen Fodroczi 19497 Courtney Roby

CLASSICS 1562

Augustine's Confessions

The Confessions is an autobiographical account of Augustine's discovery of god through his reading of philosophical texts and, eventually, the Bible. But since he regards his own story as an example of ordinary human development, he uses it as a way of thinking about human nature in general. This allows him to analyze some fundamental problems in life – sin, friendship, emotions, sex, faith and the existence of god – through his narrative. The course will follow Augustine's intense focus in this work on reading texts (since the decisive changes in his life all came from discovering books). We will learn how to interpret and analyze informal arguments and how to reconstruct theories sketched in the text and to set them out with clarity and concision.

SEM 101 WF 01:00-02:15 p.m. Charles Brittain 19523

COMPARATIVE LITERATURE 1104

Reading Films: Modern Chinese Cinema

We live in an image-saturated world. How do we make sense of the moving image and its powerful roles in shaping culture and mediating our relationship with the world? This course will equip students with the tools to understand and decipher film language. It introduces and interrogates the basic notions, technologies, terminologies, and theories of film analysis. We will study visual and compositional elements, like mise-en-scène, cinematography, editing, and sound. Films we discuss will include different geographies, genres, major directors, schools, and film movements. Through writing students will learn to analyze films with accurate, medium-specific vocabulary, develop informed and nuanced arguments, and critically reflect on the position of the viewer.

SEM 101 TR 01:00-02:15 p.m. Keyun Tian 19545 Debra Castillo

COMPARATIVE LITERATURE 1104

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SEM 102 MW 07:30-08:45 p.m. Junting Huang 19700 Debra Castillo

COMPARATIVE LITERATURE 1104

CANCELLED 7-12-2021-- Reading Films

CANCELLED 7-12-2021 -- We live in an image-saturated world. How do we make sense of the moving image and its powerful roles in shaping culture and mediating our relationship with the world? This course will equip students with the tools to understand and decipher film language. It introduces and interrogates the basic notions, technologies, terminologies, and theories of film analysis. We will study visual and compositional elements, like mise-en-scène, cinematography, editing, and sound. Films we discuss will include different geographies, genres, major directors, schools, and film movements. Through writing students will learn to analyze films with accurate, medium-specific vocabulary, develop informed and nuanced arguments, and critically reflect on the position of the viewer.

SEM 103 MW 01:00-02:15 p.m. Junting Huang 19783 Debra Castillo

COMPARATIVE LITERATURE 1105

Books with Big Ideas

What do *Frankenstein* and *Things Fall Apart* have in common? What lies behind the fantastical stories of Aladdin? Do we have to like Garcia Marquez and Shakespeare? These texts and authors re-imagine the human experience at its most intriguing level. In this course we will discuss human rights, intimacy, joy, isolation, and other controversies at the heart of these books. Throughout the semester, students will learn how to articulate an informed and nuanced position on these issues via formal practices in analytical readings, drafting, peer review, and self-editing. Actual selection of readings may vary depending on the instructor's focus.

SEM 101 MW 02:45-04:00 p.m. Nitzan Tal 19591 Debra Castillo

SEM 102 MWF 10:10-11:00 a.m. Jessica Ness 19592 Debra Castillo

SEM 103 MWF 11:20-12:10 p.m. Amrita Chakraborty 19593 Debra Castillo

SEM 104 MW 08:05-09:20 a.m. Elias Beltran 19594 Debra Castillo

SEM 105 MWF 11:20-12:10 p.m. Tianyi Shou 19595 Debra Castillo

SEM 106 MW 11:25-12:40 p.m. Kholoud Hussein 19713

SEM 107 MW 01:00-02:15 p.m. Kholoud Hussein 19714

COMPARATIVE LITERATURE 1106

Robots

In 2015 Japan's SoftBank Robotics Corporation announced the world's first robot with feelings. Many people were excited, many more disturbed. If robots are simply, as the dictionary suggests, machines "designed to function in the place of a living agent," then what is so disturbing about them? Since robots are designed to replace human labor (first economic, and now also emotional), do they represent a threat as much as they do an aid? What happens when robots exceed their purpose, and become more humanlike? How do robots read, write, and feel? How do the activities of coding and writing, or decoding and reading differ? Students will be equipped with the vocabulary and writing strategies to rigorously analyze, compare, and debate the meaning of robots in the human

imagination from different epochs, countries, languages, and media. In doing so they will write in a variety of registers about works such as the play R.U.R. by Karel Čapek, who invented the term “robot”. Other materials may include philosophical texts, fiction, videogames, films, graphic novels, and hip-hop concept albums.

SEM 101 MW 07:30-08:45 p.m. Marc Kohlbry 19596 Debra Castillo

COMPARATIVE LITERATURE 1119

A Taste of Russian Literature

Explore important aspects of the Russian culture in broad historical, geopolitical and socioeconomic context through the lens of Russian folklore, poetry, short stories of Gogol, Chekhov, and Bulgakov, works of contemporary Russian-American writers, visual art, and international film, in which, among other things, food and Russian culinary and hospitality tradition figure prominently. The literary journey will take you from the lavish tables of the eighteenth-century aristocracy, to the hardship and austerity of GULAG prison, to the colorful and savory regional fare of the former Russian Empire and Soviet Union, to the fridge and pantry staples in the everyday life of Russian family. Your writing assignments will help you develop critical thinking and argumentative skills, precision and clarity of expression, ability to write with discipline, creativity, and sense of style.

SEM 101 TR 02:45-04:00 p.m. Raissa Krivitsky 19597

COMPARATIVE LITERATURE 1134

Reading Poetry

Poems are puzzles, or are they plants? In this class, you'll learn to read with poetry as a fellow writer. You'll respond to key questions like “How does this poem work?” or “Why do I like it?” Poems are often thought of as infinite in the possibilities of perception and wonder they produce. Together we will grapple with the paradox of writing about poetry in a closed, concise form without domesticating it, by investigating how reading poetry can teach us how to write anew. How are lines and stanzas related to sentences and paragraphs? Can ideas “rhyme?” Are notions such as deixis, voice, metaphor, apostrophe, prosody, and the “lyric I” essential to producing a cogent and truthful argument in any discipline? In addition to poems and essays by poets, this course may include relevant literary theory, scientific texts, musical works, and extracts from novels or films.

SEM 101 TR 09:40-10:55 a.m. Didi Park 19598 Debra Castillo

COMPARATIVE LITERATURE 1135

Loneliness and the City

The theme of metropolitan loneliness has elicited some of the most interesting work in cinema history. This course asks: what makes loneliness and the city a winning combination for cinematic representation? Tackling the work of American mainstream directors, European arthouse masters as well as “global cinema” auteurs, we reflect on issues of belonging, longing, (digital) connectivity, and the pursuit of happiness in the modern city. Possible selection of films by Sean Baker, Coppola, Jonze, Kaurismäki, Kieslowski, Kim Ki-Duk, Loach, Gaspar Noe, Ulrich Seidl, Scorsese, Truffaut, and Wong Kar-Wai, among others. This course puts emphasis on close-reading and revision of writing.

SEM 101 MW 02:45-04:00 p.m. Oliver Aas 19600 Debra Castillo

CITY AND REGIONAL PLANNING 1109

Cities and Regions: Gender, Cities, and Planning

Gender affects the way individuals perceive and experience the city. In this course we examine the evolution of literature and debates in planning scholarship since the 1970s. Through discussions and writing assignments, we focus on unpacking the gendered implications of historically planning cities using “men” as a prototype, and how gender is incorporated into economic, political, and urban spatial systems. We focus on how ideas about gender are shaped by exploring classic texts in economic development, feminist planning theories, social justice, housing,

and transportation. We consider challenges and opportunities facing planners and communities in incorporating gender-based concerns. Through analytical literature reviews and essays on personal city experiences or other art forms, students will develop skills in critical analysis, comparison, and personal reflection.

SEM 101 TR 01:00-02:15 p.m. Seema Singh 19602 Kate Navickas

DEVELOPMENT SOCIOLOGY 1200

She-roses: Global Perspectives on Girls' Empowerment

From Malala Yousafzai to Michelle Obama—girls' empowerment has become a popular rallying cry for promoting inclusion and progressive social policy. What does it mean to be empowered? How does the experience of identity affect how empowerment is understood and produced? This course will ask students to develop their own answers to these questions through an exploration of diverse readings on the lives of popular 'sheroes' such as Michelle Obama, Malala Yousafzai's and Chimamanda Ngozi Adichie, alongside articles from policy and practice on the subject of gender, feminism, and intersectionality. Writing assignments will include critical reflections on the readings, short essays and one long-paper where students are asked produce and argue their own thinking on the material.

SEM 101 TR 09:40-10:55 a.m. Aubryn Sidle 19603 Kate Navickas

DEVELOPMENT SOCIOLOGY 1200

Good for Business? Corporations, Entrepreneurs, and Global Poverty

Corporations from Coca-Cola to Walmart, Monsanto to Nike are promising to improve the lives of the world's 1.8 billion poor people. In the name of "doing good," companies offer loans to street-vendors, promote the use of menstrual pads, and sell seeds to smallholder farmers. Are these programs motivated by commitments to human well-being or the search for greater profits—or both? How do real communities respond to business initiatives claiming to improve their lives, and what happens when plans go awry? By building research skills and writing in different genres, students will engage debates about the social purpose of markets and enterprise, interrogate how policies work in practice, and learn to investigate the prospects and limits of businesses for the development of diverse communities.

SEM 102 MW 11:25-12:40 p.m. Ewan Robinson 19604 Kate Navickas

DEVELOPMENT SOCIOLOGY 1200

Pirated Ecologies: Somalia and International Waste Disposal

Why did people from a failed state revive piracy in the twenty-first century? The "how?" and "why?" of Somali piracy are complex, partially understood through the presence of illegal dumping of toxic waste by foreign companies. Somali piracy is a dramatic example of the unintended consequences of illegal waste disposal and the ways that global power can be reshaped suddenly and violently. Beginning with a World Bank memo ironically advocating for increasing pollution in underdeveloped countries, the readings for this course will examine who makes the rules about where waste goes, and what happens when that becomes contested. Students will write pieces focusing on analysis, research, and persuasion as part of their exploration of how waste and piracy have interacted in the Somali context.

SEM 103 TR 08:05-09:20 a.m. George Spisak 19785

SEM 104 TR 09:40-10:55 a.m. George Spisak 19786

ENGLISH 1105

Writing and Sexual Politics: The Vampire's Reflection—Fear, Love, and Transformation

Why do we need vampires? And who gets to decide who the real vampires are? Even before *Dracula* took flight in 1897, we craved creatures of the night to give shape to our most hateful fears and leave a shadow over our most impossible dreams. Course readings will first unearth the vampire's most famous origins in *Dracula* and *Carmilla*, excavating through criticism to unlock the secret of their danger, and their seductive appeal. From there,

we will explore the vampire's transformation through diverse contemporary works in literature as well as film and TV including *Let the Right One In*, *What We Do in the Shadows*, and others. In this class you will exorcise traces of humanity, transgression, and queerness in vampiric acts through critical analysis. You will hunt your own fears to spawn new vampire tales. Above all, you will confront that which is most monstrous, or by another turn, glorious.

SEM 101 MWF 12:25-01:15 p.m. Kathryn Diaz 19612 Masha Raskolnikov

ENGLISH 1105

Writing and Sexual Politics: Female Desire in the Digital Age

This course examines the desires of women, and those who identify as women, in twenty-first-century America. What is the relationship between desire and power? How is desire shaped by cultural, political, and economic forces? And how does digital technology such as Instagram mediate the objects and forms of female want? We will read texts that explore different types of longing, from sex and romance to ambition and hunger. We will also examine the constraints placed on desire by race, class, sexuality, and gender identity. Texts may include Netflix's *Sex Education*, essays by Audre Lorde, fiction by Carmen Maria Machado, and feminist theory. Students will write personal narratives and research essays, record podcasts, and produce a multimedia writing portfolio on a topic of their choosing.

SEM 102 TR 01:00-02:15 p.m. Philippa Chun 19613 Masha Raskolnikov

ENGLISH 1105

Writing and Sexual Politics: When Beauty Becomes Beast

"Everything is sex except sex, which is power," says Janelle Monáe, but what does this mean? In this course we will delve into the social capital of sex through desirability and its many faces, from the politics of attraction to the weaponizing of the grotesque and everything in between. Analyzing how identities within race, gender, and sexuality affect our views on sex and attraction, as well as how these views shape writing through different media like music, movies, and creative writing, we'll discover exactly what makes "sex" so powerful.

SEM 103 TR 02:45-04:00 p.m. Anastasia McCray 19614 Masha Raskolnikov

ENGLISH 1111

Writing Across Cultures: Monster Hunter Narratives

Where there are monsters, there are monster hunters, from Grendel and Beowulf to Dracula and Blade. What makes the hunter distinct from the monster? How do we represent the monster hunter, and their relationship to the monster? We will explore the monster hunter as portrayed in poetry, film and television, comics, and other media from different cultures. We'll discuss what specific portrayals of the monster hunter "tell" us about culture, and how historical contexts, cultural contexts, and media constraints affect those "tellings." We will explore writing cultures by crafting creative memos, reports, and tabloids alongside media analyses.

SEM 101 MWF 11:20-12:10 p.m. Lisa Camp 19498 Roger Gilbert

ENGLISH 1111

Writing Across Cultures: Documentary Now

In the era of social media and fake news, documentary has surged in popularity. Recent films follow public figures like RBG or investigate current events, like the infamous Fyre Festival. Genres beyond film have also embraced and parodied the form in television (*The Office*, *Documentary Now!*), poetry, and podcasts (*S-Town*). Documentaries claim to be factual, yet they're often accused of being propaganda. We will discuss why documentary resonates with our moment and examine their arguments to ask: what is the relationship between propaganda and data? What counts as evidence? Whose voices are heard and whose are silenced? Students will learn how to craft and revise arguments, write film reviews, gather oral histories, and create their own documentary poetry, essay, podcast, or film.

SEM 102 MWF 12:25-01:15 p.m. Olivia Evans 19499 Roger Gilbert

ENGLISH 1111

Writing Across Cultures: Traveling Poetry—Conquest and Ritual

From tales of meandering conquest in Homer to Dante's underworld, poetry ferries readers across time and space. Beginning with *The Odyssey*, Part One of this two-part course (each can be taken separately) explores the themes of conquest and pilgrimage. We will interrogate narratives of discovery while reading poetry about colonization in the Americas (Shakespeare's *The Tempest*, Hart Crane). Next, we will turn to the motif of pilgrimage in journeys both earthly (Chaucer) and otherworldly (Dante). We will ask: How does the sonnet's epiphany relate to narratives of discovery? The epic's authority to manifest destiny? We will approach our own writing as a mode of travel: How do we move through ideas and across drafts? How is writing a vehicle for thought rather than a destination?

SEM 103 MW 02:45-04:00 p.m. Olivia Evans 19500 Roger Gilbert

ENGLISH 1111

Writing Across Cultures: Rules of the Game—Writing Under Constraint

An entire novel written without ever using the letter "E"; a poem "sculpted" out of Google search results; a book about nuclear proliferation built around the Fibonacci sequence. We'll read a tradition of twentieth- and twenty-first-century writing that deals with the mechanical, the mathematical, and the programmatic in order to see how games of style might find new substance, where "authenticity" is filtered through self-imposed or socially conditioned restrictions. Like a host of classroom Houdinis, we will place ourselves in shackles and see what magic we can create by escaping our bonds.

SEM 104 MW 02:45-04:00 p.m. Greg Londe 19501

ENGLISH 1111

Writing Across Cultures: Home, Unbound

How do you write about home amidst ongoing displacement? How would you conjure a home if you had been torn from a homeland and moved across multiple sites instead of belonging to just one? Writers of diasporic background like Bhanu Kapil, Theresa Hak Kyung Cha, and Dionne Brand, who have undergone violent histories, continue to invent ways of moving through the world and relating to it. They don't fully arrive at new homes but along the way open space for surprising ways of being that reimagine home as a process of becoming rather than a fixed place. Students will write analytical and creative essays as they trace their own trajectories through and in dialogue with works that entwine poetry, essay, critique, memoir, and archive.

SEM 105 MW 02:45-04:00 p.m. Elisávet Makridis 19502 Roger Gilbert

ENGLISH 1111

Writing Across Cultures: Feeling Race, Sexuality, and Gender

What worlds will your touch make possible? When we consider the physicality of language, its units, the letters on the tongue, the letters on the page, what, then, is legible of the arrangements of a life, our lives, others' lives, the word-shapes we pour into? This course will hold central the sensorial, the tactile, the bodied experiences of words collected into worlds. We touch each other through language, extend from our bodies to make each other more possible. Traveling through poetry with the generous company of essays, poetic essays, and theoretical texts, we will give of our touch to worlds queer, Black, Asian, Indigenous, migratory, and femininely erotic. We will write hybridly, experimentally towards our most radical language, forecast with feeling the future-words we are.

SEM 106 MW 02:45-04:00 p.m. Jasmine Reid 19503 Roger Gilbert

ENGLISH 1111

Writing Across Cultures: The Detective Novel and Film

Beyond the smoking gun and the femme fatale, do detective novels have more to say? Can entertainment legitimately address social issues? And can popular fiction be as complex as ‘high brow’ literature? In this class we shall explore the ways in which detective novels and films are often a Trojan horse for intricate literary forms and contents. Specifically we shall look at the ways in which they make commentary on questions of gender, race, class, law and justice, the delicate balance between order and freedom, and age-old questions of familial versus civic duties.

SEM 107 TR 09:40-10:55 a.m. Mukoma Wa Ngugi 19504

ENGLISH 1111

CANCELLED--8/2/2021--Writing Across Cultures: The Literature of Care Work and Care Workers

CANCELLED--8/2/2021--Did you bang pots and pans in support of care workers this year? Humans come into the world helpless and needing care; we generally leave the world that same way. In between we care for others—we love, help, and try to heal. This course examines some of the literature on care, including writings about motherhood, about doctoring and nursing, and about life after grievous injury requiring the caretaking of others. What can we do in paying attention to the stories of those who care and are cared for? Texts might include writings from the frontline workers during the Covid-19 epidemic; the novel and film *Never Let Me Go*; the memoirs *The Body Undone* and *The Argonauts* and work on the racial politics of who does the caretaking in our culture today.

SEM 108 TR 09:40-10:55 a.m. Masha Raskolnikov 19505

ENGLISH 1111

Writing Across Cultures: The Culture of the Raj

Judging from the many popular novels and movies dealing with the British rule in India, the "Raj" was a time of pageantry and color, adventure and romance. But to what extent is this image historically accurate? How did people live their lives, and how did the colonial rule affect not only Indian society and culture but also contemporary Britain? The Raj did invent many of the modern forms of spectacle and public ceremonial display, but is there anything else that survives to the present day? What do we know about “race” and nationalism, for instance, or literature and imperial ideology, and the various “cultural” ways we understand ourselves—then as much as now? Readings will draw on both literary and historical texts, and include some current films and popular fiction.

SEM 109 TR 11:25-12:40 p.m. Satya Mohanty 19506

ENGLISH 1111

Writing Across Cultures: Childhood and Youth

How would you write about the early years of your life? Can a personal memoir or novel capture and convey your larger community as well as your own experience? This course focuses the intersections of public and private lives through personal narratives of childhood, youth, and coming-of-age journeys. We will consider the interactions between the individual, culture, and society, with special attention paid to the politics of the family and the nation. Authors may include Thi Bui, Annie Ernaux, James Baldwin, and Elena Ferrante. Students will write short analytical essays and informal creative exercises emulating the forms and styles of course texts.

SEM 110 TR 01:00-02:15 p.m. Chi Le 19507 Roger Gilbert

ENGLISH 1120

Writing and Community Engagement: Lenses in Our Lives

Since Nero squinted through gems to watch gladiators die, artificial lenses have changed the way we see the world; ‘the lens’ is a common metaphor used to compare ideologies or to interpret art with a philosophy. This course will investigate how lenses came about and how the widespread presence of lenses (in cameras, the eye) started to shape the world around us. We’ll consider the implications of privileging vision over hearing and touch; explore the strangeness of lenses, which distort in order to clarify; read ancient, medieval, and modern accounts of lens-making and use, fiction in which a lens or camera is particularly relevant, philosophy and theory which examines lenses, and study films and photographs with the insights gained along the way.

SEM 101 TR 02:45-04:00 p.m. Seth Strickland 19508 Laura Brown

ENGLISH 1130

Writing the Environment: The American Imagination at Sea

Do oceans bring us together or keep us apart? This course explores representations of oceans and seas in American literature, film, and music. We will read Phillis Wheatley, Herman Melville, and Elizabeth Bishop; watch nature documentaries; and listen to sea shanties and whale songs as we think about the ocean as a place of life, death, beauty, and terror. As we navigate through the material and symbolic seas that form the United States’ turbulent history and our planet’s imperiled future, students will write creative pieces and analytical essays focused on the maelstrom of artistic, economic, environmental, and political forces that constitute “the sea.”

SEM 101 MWF 11:20-12:10 p.m. Susannah Sharpless 19509 Roger Gilbert

ENGLISH 1130

Writing the Environment: Learning from Plants and Animals

Climate change frequently inspires feelings of sadness and anxiety, shame and guilt. Yet such emotions are often paralyzing. What other emotions can we explore when we experience climate grief? Who or what can we turn to discover new ways of living and feeling differently? This course examines environmental poetry, fiction and memoirs that suggest that humans, plants, and other non-human entities are kindred beings embedded in an ecosystem. As ancient parts of the same “tissue” as humans, plants and nonhumans are crucial teachers for ways to live more sustainably. Readings include Native, Black, and postcolonial writings that ask what we can learn from plants when we treat them as persons and co-citizens. Assignments include formal essays, creative writing, and fieldwork.

SEM 102 MWF 01:30-02:20 p.m. Austin Lillywhite 19510 Roger Gilbert

ENGLISH 1130

Writing the Environment: Climate Fiction

How should we write about climate change? What written forms can help us to envision just environmental futures? Can a novel change minds? Can a global ecological crisis fit in something as small as a poem? This course explores how writing can serve as a tool for confronting climate change in our daily lives. As we read poetry, novels, and policy briefings, we will focus particularly on the power of storytelling in the context of a warming world. Texts may include Jenny Offill’s *Weather*, Jesmyn Ward’s *Salvage the Bones*, Amitav Ghosh’s *Gun Island*, and Octavia Butler’s *Parable of the Sower*. Writing assignments may include op-eds, literary arguments, and creative exercises in speculative world-building.

SEM 103 TR 08:05-09:20 a.m. Molly MacVeagh 19511 Roger Gilbert

ENGLISH 1134

True Stories

How do we understand the reality of others? For that matter, how do we know and understand our own experience? One answer is writing: writing can crystalize lived experience for others. We can record our observations, our thoughts, our feelings and insights and hopes and failures, to communicate them, to understand them. In this course, we will read nonfiction narratives that explore and shape the self and reality, including the personal essay, memoir, autobiography, documentary film, and journalism. We will write essays that explore and explain these complex issues of presenting one's self and others.

SEM 101	MWF 10:10-11:00 a.m.	Bonnie (Yonbom) Chung	19512	Charlie Green
SEM 102	MWF 11:20-12:10 p.m.	India Hackle	19513	Charlie Green
SEM 103	MWF 09:05-09:55 a.m.	Mackenzie Donnelly	19514	Charlie Green
SEM 104	MW 02:45-04:00 p.m.	John Lennon	19515	
SEM 105	TR 09:40-10:55 a.m.	Adam Szetela	19516	Charlie Green
SEM 106	TR 11:25-12:40 p.m.	Ernesto Quiñonez	19517	
SEM 107	TR 01:00-02:15 p.m.	Victoria Baugh	19791	Charlie Green
SEM 108	TR 02:45-04:00 p.m.	Victoria Baugh	19792	Charlie Green
SEM 109	TR 09:40-10:55 a.m.	Masha Raskolnikov	20209	

ENGLISH 1140

Writing Medicine: Stories of Illness and Healing

What does it mean to be healthy? How do we describe our pain? Who becomes a physician? The practice of medicine isn't confined to scientific knowledge: it raises difficult questions about culture, identity, and bodies, and the stories we tell about all of these. This course will focus on works of literature and media to think about how medical care changes across time and place, and to explore images and narratives that shape our expectations about illness and health. Short writing assignments and longer essays will develop your critical thinking, strengthen your writing skills, and build your awareness of the complex cultural landscape of medical care.

SEM 101	MWF 10:10-11:00 a.m.	Taylor Pryor	19518	Laura Brown
SEM 102	MWF 11:20-12:10 p.m.	Mackenzie Berry	19519	Laura Brown
SEM 103	MW 07:30-08:45 p.m.	Margaux Delaney	19520	Laura Brown

ENGLISH 1158

American Voices: Asian-American Food Writing

From odes to phở, to essays about crying in H Mart, food writing is evocative—and challenging. How do we capture taste in words? How do we convey the intense associations between food, memory, and belonging? We will study how Asian-American writers, documentarians, and food bloggers—including Michelle Zauner, Molly Yeh, David Chang, and Jhumpa Lahiri—explore the connections and tensions between food and racial identity. Students will analyze texts, write critical responses, and work on creative projects, culminating in a class-wide food writing “anthology” of our own.

SEM 101	MWF 11:20-12:10 p.m.	Alice Rhee	19521	Roger Gilbert
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ENGLISH 1160

Intersections: Race, Writing, and Power

How does race inform the way we understand the world around us? How do writers explore their experiences of race and colonialism to challenge conventional notions of nation, citizenship, knowledge, and self? In this class we engage materials that complicate our ideas of race in order to imagine new forms of identity, social life, and political possibility. We engage with creators who are Black, Brown, Indigenous, People of Color, or from the Global South. The works we study may include podcasts, graphic novels, memoirs, poetry, plays, or films. Writing

projects may be critical, creative, or research-based, as we develop our understanding of race and identity and by extension our capacities as writers.

SEM 101	MWF 09:05-09:55 a.m.	Laura Caicedo	19524	Mary Pat Brady
SEM 102	MWF 10:10-11:00 a.m.	Banseok Heo	19525	Mary Pat Brady
SEM 103	MWF 11:20-12:10 p.m.	Shacoya Kidwell	19526	Mary Pat Brady
SEM 104	TR 08:05-09:20 a.m.	Chijioke Onah	19527	Mary Pat Brady
SEM 105	TR 09:40-10:55 a.m.	Samuel Lagasse	19528	Mary Pat Brady

ENGLISH 1167

Reading Now

Reading is experiencing a new revolution in the twentieth and twenty-first centuries. We still read paper books, but we also read by scrolling on screen, through search engines, and in images and memes. What kinds of texts are emerging in this new era, and how do we read them? How do writing—and our ways of reading—connect with the urgent topics before us now: technology and social control, truth and media, climate change and apocalypse, identity, equality, and human rights? This course will examine the past twenty years of writing in a variety of genres, printed and/or online, from fiction to memoir to poetry and beyond. As we read, we will explore and discover the forms that our own writing can take in response.

SEM 101	MWF 09:05-09:55 a.m.	Farah Bakaari (Omer)	19529	Kevin Attell
SEM 102	MWF 10:10-11:00 a.m.	Lars Johnson	19530	Kevin Attell
SEM 103	MWF 12:25-01:15 p.m.	Lily Codera	19531	Kevin Attell
SEM 104	TR 08:05-09:20 a.m.	Ashley Hand	19532	Kevin Attell
SEM 105	TR 11:25-12:40 p.m.	Vivian Ludford	19533	Kevin Attell
SEM 106	TR 01:00-02:15 p.m.	Kelly Hoffer	19789	Kevin Attell
SEM 107	TR 02:45-04:00 p.m.	Kelly Hoffer	19790	Kevin Attell

ENGLISH 1168

Cultural Studies: Dear Diary

Do you have a diary? Are diaries always meant to be private, or do we sometimes write in diaries as if someone else is reading them? In this course we read several diaries and texts that are written like diaries in the form of fictional autobiography, public memoir, or graphic novels that use illustrations and other modes of storytelling. We explore each for common themes, such as the diary as a confessional space. We examine common diary-writing styles, like the self-reflexive and informal tone. We ask how the diary is different than autobiography and if different genres of literature are gendered and how and why diaries raise questions about personal identities. Authors include Anne Frank, Harriet Jacobs, Benjamin Franklin, Sigmund Freud, and Leslie Arfin.

SEM 101	MWF 10:10-11:00 a.m.	Ella Diaz	19534	
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ENGLISH 1168

Cultural Studies: Black Memoirs

Memoirs, biographies, and autobiographies have played a major role in the formation of African American literature. From Frederick Douglass's *Autobiography* to Lauryn Hill's *The Miseducation of Lauryn Hill*, the genre has allowed Black creatives the space to affirm themselves, their experiences, and the communities they represent. In this course we will examine African American memoirs from the nineteenth century to the present day. Materials will include works by Angela Davis, Ralph Ellison, George Jackson, Alice Walker, and more. Written assignments will include close readings, comparative literary analyses, and a final research paper, all with an emphasis on revision.

SEM 102	MWF 10:10-11:00 a.m.	Gary Slack	19535	Masha Raskolnikov
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ENGLISH 1168

Cultural Studies: Travel, Real and Imagined

When we travel we venture into the unknown, and learn about new cultures and ways of life. When we don't know how to speak a language, we communicate through gestures. We might encounter an entirely new culture or we might discover that life in a foreign country is not so different from our own lives back home. Through travel, we discover more about ourselves. As we emerge from a pandemic which dramatically restricted travel, we can reflect on how in the past year we traveled in our daydreams and through books and screens. This seminar explores examples of travel writing from medieval to more contemporary narratives. Weekly readings will be complemented by discussion of issues such as race, economics, gender, politics, literature, and science. Writing assignments will range from detailed critical analysis to travel journals and blogs.

SEM 103 MWF 11:20-12:10 p.m. Rocio Corral García 19536 Masha Raskolnikov

ENGLISH 1168

Cultural Studies: Action Movies and the Licenses to Kill

Action films thrill viewers with car chases, fight scenes, and explosions. In addition they are also some of the most familiar portrayals of national defense, policing, and justice. This course examines action film genres such as espionage, sci-fi, and the western to focus on conversations about violence and national justice. We will also explore the mechanics of the military-entertainment complex. Students will analyze action sequences, marketing material, and write at least one op-ed. Texts will range from staples of the genre like Hitchcock's *North by Northwest* and the James Bond franchise, to Regan-era Hollywood, war films, and foreign films from Bong Joon Ho, and Gillo Pontecorvo.

SEM 104 MWF 01:30-02:20 p.m. Charline Jao 19537 Masha Raskolnikov

ENGLISH 1168

Cultural Studies: Poetic Justice or the Refusal to "Move On"

What if the past is not in the past? If we put our history in front of us instead of behind us, how might our world change? In this class we will study BIPOC poets, writers, and artists whose works keep us from quickly moving on or making peace with harm. As they reckon with the histories of slavery and colonialism, they show us that these don't belong to a past that is over; that violence may morph over time but it continues. As writers and artists of color navigate fear and uncertainty, they also mourn for their ancestors and work against their own marginalization and erasure. In this course we will write personal and critical essays that challenge us to do the same.

SEM 105 MW 02:45-04:00 p.m. Yessica Martinez 19538 Masha Raskolnikov

ENGLISH 1168

Cultural Studies: Gut Feelings

What does it mean to have a "gut feeling" about something? Our hunches or intuitions have often been dismissed as irrational, but scientists have also learned that the stomach can think: our gut is literally our "second brain." In this course we will explore what it means to think and know through our bodies. Why do we believe what we believe? How do sick and marginalized bodies feel and think? What do our guts tell us about gender, racial politics, disability, desire, and power? Roxane Gay's memoir *Hunger* and episodes of Hulu's *Shrill* are examples of the texts that will encourage us to question conventional medical accounts of minds and bodies. To that effect, you will write a personal essay, your own piece of non-fiction journalism, and even develop podcast episodes.

SEM 106 MW 07:30-08:45 p.m. Maggie O'Leary 19539 Masha Raskolnikov

ENGLISH 1168

Cultural Studies: Modes of Healing

Contemporary culture is often described as “therapeutic.” We will examine this idea focusing on self-care, mindfulness, wellness culture, self-help, and talk therapy. What can these practices offer? Where do they fail? Do we spend too much time looking inward, analyzing our minds and emotions, and not enough time taking action against injustice? In this class we will draw on literary texts, as well as writing about disability and trauma, to interrogate “therapeutic culture.” We will read stories by authors such as Sigrid Nunez and Nafissa Thompson-Spires, and use analytic and creative essays to think through questions of genre and style.

SEM 107 TR 08:05-09:20 a.m. Christina Fogarasi 19540 Masha Raskolnikov

ENGLISH 1168

Cultural Studies: On Being Black In and Out of Africa

How is Blackness defined? Do Africans living on the continent perceive themselves as Black? What happens when continental Africans interact with people of African descent living around the world? The class will consider the ways Africans perform and challenge Blackness as a racial identity. Both formal and creative writing assignments including close reading and composition exercises will provoke thinking about race, history, and literature. Readings may include drama by Ama Ata Aidoo, fiction by Chimamanda Ngozi Adichie, NoViolet Bulawayo, Thando Mgqolozana, and Mukoma wa Ngugi, and creative nonfiction by Okey Ndibe and Pius Adesanmi, among others.

SEM 108 TR 11:25-12:40 p.m. Bwesigye Bwa Mwesigire 19541 Kevin Attell

ENGLISH 1168

CANCELLED 7-26-2021; Cultural Studies: Race, Gender, and Writing about Hip Hop

CANCELLED 7-26-2021; Hip-hop dominates our cultural landscape influencing everything from our music, to our fashion, to the very phrases we use to express ourselves. From its humble conceptions to its culturally-dominant present, it has popularized social, economic, and political critiques of anti-black Western culture. Paradoxically, it has also mobilized the hyper-masculinity, mass consumerism, and heterosexism that reinforces the very culture it aims to challenge. In this course we will examine and write our way through these paradoxes. By the end of the course students will develop expository essay writing skills by investigating the race and gender politics of hip-hop history and culture.

SEM 109 TR 11:25-12:40 p.m. Chelsea Frazier 19542

ENGLISH 1168

Cultural Studies: Comic Books! Graphic Novels! Transmedia!

Graphic novels and comics have long mixed research and storytelling. From *Maus* to *Logicomix* to *Fun Home*, graphic novels tackle complex historical, philosophical, and literary issues. The For Beginners and Introducing...comic books series include such titles as *Climate Change for Beginners*, *Black Women for Beginners*, *Quantum Theory*, *Mind and Brain*, and *Derrida*. Finally, the field of graphic medicine translates medical science for at-risk communities. Supporting Cornell's public mission of community engagement, this course teaches students to read and compose argumentative essays, info comics, multimedia presentations, and other forms of transmedia knowledge. Students learn critical and creative skills for sharing research with specialists, community members, policy-makers, funding agencies, and the general public using software such as Word, Comic Life, and PowerPoint.

SEM 110 TR 01:00-02:15 p.m. Jon McKenzie 19543

ENGLISH 1168

CANCELLED - 8/5/2021--Cultural Studies: Ethical Comedy

CANCELLED - 8/5/2021--This course studies a variety of humorous texts in television, film, and fiction to understand the mechanics of comedy, with a special focus on the ethics of comedic representation. Assignments will include screenwriting practice and analytical writing.

SEM 111 TR 02:45-04:00 p.m. Nafissa Thompson-Spires 19544

ENGLISH 1168

Cultural Studies: College Reading, Teen Texts

What is Young Adult or YA fiction? How has it emerged alongside our understanding of what constitutes the difference between childhood and the teen years? This class will be exploring the emergence of YA fiction from the late eighteenth century to the present moment as specific genre of texts that straddles the line between didactic and pleasure reading. Through this we also be challenging the notion of “easy” versus “difficult” texts as worthy critical analysis. By exploring writers such as Francis Hodgson Burnett, Sandra Cisneros, Alice Childress, and Holly Black students this class will how the specific aims of YA fiction make it a unique site for the exploration of race, colonialism, gender, gender identity, and class as well as the vagaries of the literary marketplace.

SEM 112 MW 02:45-04:00 p.m. Lenora Warren 19793

ENGLISH 1170

Short Stories

What can a short story do that no other art form can do? We all consume and produce stories. To write about how narrative works, both within and against tradition, is to touch the core of identity, the quick of what makes us human. Storytelling informs all writing. Engaging diverse authors, we will practice not only reading sensitively and incisively but also making evidence-based arguments with power and grace, learning the habits of writing, revision, and documentation that allow us to join public or scholarly conversation. We will embrace “shortness” as a compression of meaning to unpack. Our own writing may include close analyses of texts, syntheses that place stories in critical dialogue, and both creative and research-based projects.

SEM 101 MWF 09:05-09:55 a.m. Rogelio Juarez 19546 David Faulkner

SEM 102 MWF 10:10-11:00 a.m. Michael Lee 19547 David Faulkner

SEM 103 MWF 11:20-12:10 p.m. Courtney Raisin 19548 David Faulkner

SEM 104 TR 08:05-09:20 a.m. Carlos Gomez 19549 David Faulkner

SEM 105 TR 09:40-10:55 a.m. John Anspach 19550 David Faulkner

SEM 106 TR 11:25-12:40 p.m. David Faulkner 19551

SEM 107 TR 01:00-02:15 p.m. Elie Piha 19552 David Faulkner

SEM 108 MW 07:30-08:45 p.m. Viridi Culbreath 20144

ENGLISH 1183

Word and Image

What happens when we adapt books into movies, write fan-fiction about video games, or create poetry about paintings? What happens when we write about one genre as though it were another? We have been writing about images and making images about writing for a long time. In addition to conventional types of art and literature like paintings, novels, or poetry, other forms such as film, video games, exhibitions, and virtual reality offer lively areas for analysis. In this class, we will engage with widely varied cultural forms—including, perhaps, experimental poetry, medieval manuscripts, graphic novels, memoirs, plays, films, podcasts, and more—to develop multiple media literacies as we sharpen our own writing about culture, literature, and art.

SEM 101 MWF 09:05-09:55 a.m. Oona Cullen 19553 Brad Zukovic

SEM 102 MWF 11:20-12:10 p.m. Robert Romero 19554 Charlie Green

SEM 103	MWF 12:25-01:15 p.m.	Victoria Corwin	19555	Brad Zukovic
SEM 104	MW 07:30-08:45 p.m.	Angelina Campos	19556	Brad Zukovic
SEM 105	TR 09:40-10:55 a.m.	Briel Felton	19557	Charlie Green
SEM 106	TR 01:00-02:15 p.m.	Jehan Roberson	19558	Laura Brown

ENGLISH 1191

British Literature: Here Be Dragons

The dragon is one of our longest lasting and most popular literary figures. From ancient myth to *Beowulf* to Spenser's *Faerie Queene* to Tolkien's *The Hobbit* and beyond, dragons are a symbol of otherness, of “the fantastic”, of fear and evil and greed. This course will look at some of the oldest occurrences of the dragon to the newest—from the biblical book of Revelation and the Norse *Volsungsaga* to *Game of Thrones* and *How to Train Your Dragon*. We will also be considering topics such as non-Western dragons, the gender of dragon-slayers, and ecocritical or animal studies approaches to these fire-breathing beasts. Students will be expected to write analytic and research-based papers.

SEM 101 MWF 09:05-09:55 a.m. Seth Koproski 19559 Roger Gilbert

ENGLISH 1191

British Literature: Jane Austen Made Me Do It

We needn't add zombies to *Pride and Prejudice* to know that Jane Austen still walks the earth, undead. Her influence on popular culture—movies, sequels, “updates,” fan fiction—is greater today than ever. Something about her writing makes us want to (re)write. We will read *Pride and Prejudice* (1813) and *Emma* (1816) in their revolutionary historical context, to watch Austen manipulating her contemporary popular culture, especially that threatening new thing called “the novel,” consumed largely by women. (Indeed, her first completed novel, *Northanger Abbey*, can be read as “Gothic” fan-fiction.) We will also sample some modern-day transformations of Austen's works—and perhaps invent some, learning from her stylistic games. Writing assignments may include commonplace-book and encyclopedia entries, literary analyses, critical syntheses, archival research, creative projects.

SEM 102 MWF 10:10-11:00 a.m. David Faulkner 19560

ENGLISH 1191

British Literature: Which Shakespeare Character are You?

Did Shakespeare invent character? Hamlet, Cleopatra, Othello—when we think of Shakespeare we think of people, those who have leapt off the page into a life of their own. A literary character, since Shakespeare's time, has seemed to be a unified personality, with a set of aims and qualities that develop over the course of the story. Today, we're also interested in character in its ethical sense: what kind of people we can make ourselves into (think self-help or #goals). In this course we'll encounter some of Shakespeare's most famous characters, to see how they may or may not have influenced these modern ideas about literary and moral character. Students will develop their analytical and persuasive skills across a series of writing assignments.

SEM 103 TR 09:40-10:55 a.m. Nathaniel Likert 19561 Roger Gilbert

ENGLISH 1191

British Literature: Medieval Obsessions

Around 1800, poets and artists looked to the Middle Ages as a “golden age” of culture, religious belief, and society, finding in it a model for their own ideas about individual freedoms, creativity, and the authentic self. This class will explore Romantic obsessions with Arthurian literature (fairy tales, romance, etc.) and the aesthetic mania for Gothic architecture and ruins (Keats, Tennyson, Morris, Walpole, Novalis, Goethe).

SEM 104 TR 11:25-12:40 p.m. Samantha Zacher 19562

ENGLISH 1270

Writing About Literature: Writing About Fiction

This course examines modern fiction, with an emphasis on the short story and novella. Students will write critical essays on authors who flourished between 1870 and the present, such as James, Conrad, Joyce, Woolf, Hurston, Nabokov, Fitzgerald, Hemingway, Faulkner, Rhys, Welty, Kafka, and Morrison. We will focus on short fiction, with the seminar culminating in the study of one or two short novels. Close, attentive, imaginative reading and writing will be central throughout.

SEM 101 TR 02:45-04:00 p.m. Jeremy Braddock 19563

ENGLISH 1270

Writing About Literature: Reading Poems

What is poetry? Why is it so baffling yet present in all cultures? What exactly does poetry communicate, and how? In this course we will demystify poetry by immersing ourselves in it, moving away from trying to “get” poetry toward experiencing it, from formal verse (e.g., sonnets, ballads, sestinas) to free verse, focusing primarily on poetry in English. Writing frequently, mostly essays and also poems, we will explore what makes a poem a poem and how to take pleasure in the process of reading. Our readings will likely include Walt Whitman, Emily Dickinson, June Jordan, Ilya Kaminsky, and others.

SEM 102 TR 02:45-04:00 p.m. Charlie Green 19564

ENGLISH 1270

Writing About Literature: Poetry and Democracy

The poet William Carlos Williams wrote, “It is difficult / to get the news from poems / yet [we] die miserably every day” because we lack what’s found in poems. In this seminar we’ll explore poems by writers of diverse backgrounds and histories. Reading poems attentively and repeatedly, we’ll also explore what poetry offers that’s so crucial, even life-saving. To assess this essential poetry-element, we’ll consider recent perspectives on meaning-making and truth from scholars in philosophy, cognitive science, psychology, and media studies: essays about epistemology, sense perception, cognitive biases, and “media bubbles.” Also, over the semester, participants memorize five poems and retain them in memory, essentially assembling an internal poetry anthology to recite at parties and political conventions for decades to come.

SEM 103 TR 01:00-02:15 p.m. Joanie Mackowski 19565

ENGLISH 1270

Writing About Literature: Banned Books

In this writing seminar we will read and respond to literary works that have been banned at various points in history and in different cultures. We will read them for sheer enjoyment and interpretation, but we’ll also talk about the reasons, sometimes quite surprising, for their suppression and look for common threads between them in the way they challenge political or social authority. Readings will include Aristophanes’ play *Lysistrata*, Lillian Hellman’s play *The Children’s Hour*, Voltaire’s *Candide*, Kate Chopin’s *The Awakening*, Anne Frank’s *The Diary of a Young Girl*, and poems by Walt Whitman, Charles Baudelaire, Anna Akhmatova, and Allen Ginsberg.

SEM 104 TR 02:45-04:00 p.m. George Hutchinson 19566

FEMINIST, GENDER & SEXUALITY STUDIES 1119

Utopias

Imagine a world with no war, violence, or injustice. For centuries, storytellers have envisioned such utopias. This course examines the powerful allure perfected tomorrowlands exert, especially over trans, queer, feminist, disabled, and BIPOC imaginaries. Considering race and ethnicity, the environment, class divides, forms of gender and sexuality, disability, and the role of technology, we will transport to various utopias appearing in speculative fiction texts, including: *Brave New World*; *I, Robot*; *The Giver*; *Never Let Me Go*; *Black Mirror*; *Buffy the Vampire*

Slayer; and *Utopia Falls*. As we explore, we will develop a utopian critical vocabulary. Supplemented by theoretical texts, students will engage in critical and creative writing formats including research essays, stylistic imitations, and a project imaginatively representing a utopia of their own design.

SEM 101 TR 11:25-12:40 p.m. Joshua Cole 19567 Jane Juffer

FEMINIST, GENDER & SEXUALITY STUDIES 1121

Environmental Justice for Whom? Stories in Sex and Gender

How are environmental toxins distributed across landscapes of social hierarchy such as gender, race, indigeneity, and class? How might projects of environmental justice ameliorate or exacerbate these social hierarchies? This course acquaints students with key debates in environmental studies from a feminist decolonial perspective. Topics will include corporate mining, ecofeminist activism, sustainable development, and food systems. Beginning with the axiom that “writing is thinking”, students in this course will conceptualize gender and sex as forms of power which work in and through ecosystems, economies, environmental governance systems, bodies, and science itself. In this subject-driven writer’s workshop, students will draw on course material to produce a robust and thoughtful portfolio of analytic writing.

SEM 101 MW 01:00-02:15 p.m. Karlie Fox-Knudsten 19568 Jane Juffer

FRENCH 1108

Monstrous Forms: Wild Men and Wicked Women

This course proposes an exploration of monstrosity through two major figures in Medieval and Early Modern Culture: the “Wild Man” and the Witch (with some forays into related figures). These two figures seem to exemplify monstrous humanity, in both physical and moral dimensions. We will also explore how accounts of wild men explore the border between human and animal, as well as the relationship between the “civilized” and the natural world. Why are these male monsters so often seen as wild, not quite human, while the women are seen as wicked, often supernaturally endowed? How do these portraits of male and female monsters overlap or become problematic? How do they relate to gender roles in Medieval and Early Modern Culture?

SEM 101 MWF 09:05-09:55 a.m. Julia Karczewski 19810

GERMAN STUDIES 1109

From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness

How did bawdy tales of peasants using magic to climb the social ladder get transformed into moral lessons for children? The answer lies in Romanticism and its appropriation of the imagination as a force for social transformation. As Romantics edited older tales for juvenile consumption they wrote new ones for adults. This new fiction created the matrix for modern pop genres like fantasy, science-fiction, murder mysteries, and gothic horror. To understand this paradigm shift in modern culture, we will read, discuss, and write about a variety of texts the Romantics collected, composed, or inspired, including poetry and film, in addition to classic fairy tales and academic scholarship on the topic.

SEM 101 TR 11:25-12:40 p.m. Dennis Wegner 19569 Douglas McBride

SEM 102 TR 09:40-10:55 a.m. Tamar Gutfeld 19570 Douglas McBride

SEM 103 TR 02:45-04:00 p.m. Quitterie Gounot 19571 Douglas McBride

GERMAN STUDIES 1121

Writing Berlin

Berlin is a city that reinvents itself by rewriting itself. In this writing seminar we’ll study a variety of literary, visual, and sonic texts to create a virtual map of the city, from its emergence as modern metropolis in the 1920s, reduction to rubble in World War II, afterlife as refuge of the disaffected in the 1980s, and rebirth at the turn of the twenty-first century. As we make our way through the linguistic, visual and aural landscape of its ever-changing topography we’ll create our own stories of a mythical Berlin in dialogue with texts written by the displaced persons

who breached its real and imagined walls and navigated its illicit economies.

SEM 101 MW 09:40-10:55 a.m. Ekaterina Pirozhenko 19572

GERMAN STUDIES 1122

Love and Death in Vienna

Singing boys. Dancing horses. Waltzing debutantes. Those fortunate enough to live in a city where each day begins with a pastry and ends with a two-liter bottle of wine must live a charmed existence! Not according to Freud. After decades of treating the morbid Viennese, he concluded that human nature must be torn between two warring forces: a love instinct and a death drive. In this seminar we'll explore both sides of Vienna's enigmatic character, its life-affirming hedonism and its self-destructive nihilism, through the lens of narrative fiction on page and on screen. Along the way, we'll learn to read and view more critically by writing our way through the best literature and cinema of the multi-ethnic metropolis on the Danube.

SEM 101 MWF 09:05-09:55 a.m. Douglas McBride 19573

GERMAN STUDIES 1170

Marx, Nietzsche, Freud

A basic understanding of Marx, Nietzsche, and Freud is a prerequisite for participating in critical debates in the humanities and social sciences. Our seminar will explore key terms in the revolutionary models of critical analysis these thinkers pioneered: historical materialism, post-metaphysical philosophy, and psychoanalysis. This will mean articulating points of contrast as well as convergence. Discussions and writing exercises will focus on texts that created the discursive framework for critiquing society and culture today. Our method will proceed from the premise that critical reading, thinking, and writing are inseparable moments in the same operation of critique. The question that guides that method will be: Do alternative ways of thinking exist in opposition to the ones we view as natural, inevitable, or universal?

SEM 101 TR 01:00-02:15 p.m. Emir Yigit 19574 Douglas McBride

SEM 103 MWF 12:25-01:15 p.m. Conall Cash 19576 Douglas McBride

GERMAN STUDIES 1175

Small Forms, Big Ideas

Small forms can contain big ideas. This course will put contemporary microformats, such as tweets, snaps, lists, and text messages, in dialogue with a much broader spectrum of small, short, and simple forms, from anecdotes, jokes, and aphorisms to fables, short stories, and feuilletons. With a focus on German literature and philosophy, we will read exemplary cases of small literary forms (e.g., Brecht, Dörrie, Kafka, Lichtenberg, Walser), along with short philosophical reflections on the economy of language, the effects of miniaturization, and the desire for simplicity (e.g., Adorno, Benjamin, Nietzsche, Polgar, Schlegel). Writing activities will provide related training in small academic forms like notes, glosses, abstracts, protocols, excerpts, and commentaries, which will become the crucial building blocks of academic work on larger scales.

SEM 101 TR 09:40-10:55 a.m. Erik Born 19577

GOVERNMENT 1101

A Tale of Two Koreas

Today, the two Koreas could not be more different. Since their division in 1953, the South has matured into a prosperous democracy, while the North has turned into a nuclear-armed dictatorship. How did they get there and what lies ahead? To address these questions, students will survey the history of the Korean peninsula and engage with relevant contemporary debates surrounding nuclear proliferation, alliance politics, and the US-China competition. In examining these issues, students will learn to make, support, and evaluate arguments. Writing assignments will include—among others—a review article (to practice writing critically for an academic audience), a policy brief (to practice writing purposively for a policy-making audience), and an op-ed (to practice

writing persuasively for a general audience).

SEM 101 MW 02:45-04:00 p.m. Eun A Jo 19578 Jessica Weiss

GOVERNMENT 1101

The Politics of Work

We hate work because it's alienating, exhausting, and difficult. We also cherish it because it absorbs, fulfills, and empowers us. Work seems to both dominate and free us. This paradox is the topic of this course. Exploring the relationship between work and concepts such as freedom, power, and struggle in the political writings of Karl Marx, Max Weber, W. E. B. DuBois, Simone Weil, and Kathi Weeks, we ask: How does work encourage and discourage our political engagement as citizens, organizers, and thinkers? How do different types of work (factory work, academic study, emotional labor) prepare us for political activity? Can politics succeed without work? Student writing assignments include analytical essays, blogs, briefs, and personal reflections that focus on understanding the politics of work today.

SEM 102 MW 02:45-04:00 p.m. Samuel Rosenblum 19579 Jill Frank

GOVERNMENT 1101

Anticolonial Global Justice

Environmental degradation, forced migration, and racial injustice are major crises which highlight the ways in which the effects of European colonization live on in the present. What can written work from individuals who have experienced these crises tell us about the conditions that led to their emergence? By reading broadly across the history of political thought this class examines how thinkers and activists such as Immanuel Kant, Frantz Fanon, N. Scott Momaday, and Nanjala Nyabola understand the relationship between the environment, freedom, domination, race, and justice. Students learn how to analyze and question theories of justice that may inform these urgent issues through a series of essays that center on textual, conceptual, and historical interpretation.

SEM 104 MW 08:05-09:20 a.m. Alexia Alkadi-Barbaro 19581 Alexander Livingston

GOVERNMENT 1101

Decolonization

The course explores the struggle for decolonization, the end of European colonial domination, and the emergence of independent nation-states—by examining different theories, ideas, and forms of opposition to empire. How did anticolonial intellectuals and political leaders theorize and fight for a change in the rapport de force between their nation and the European colonial powers? What use did they make of international institutions such as the UN General Assembly and the International Court of Justice to challenge imperial rule as an acceptable form of international polity? What solidarities and networks did they forge across continents for the liberation of their nations? Students will analyze primary source materials (speeches, memoirs, manifestos, legal documents, audiovisual materials, etc.) and secondary literature on anticolonial struggle and liberation movements.

SEM 105 TR 09:40-10:55 a.m. Oumar Ba 19582

HUMAN ECOLOGY NONDEPARTMENTAL 1150

Unequal Childhoods

Inequality in America starts in early childhood. With this in mind, we might ask questions like: What parental and family contexts give children the best chance to succeed? What responsibility do public policy makers and social structures have to provide equitable experiences to all children? In order to understand the texture of inequality during childhood, we will examine two cornerstones of childhood: parents and public policy makers. During the first half of the semester, we will explore how parents impact childhood and the transition into adulthood. We will then examine how public policy shapes children's lives and environments. We will interrogate how class, race, and gender shape children's experiences and sense of agency throughout the semester. Writing assignments include reflections, research papers, and syntheses of policy.

HUMAN ECOLOGY NONDEPARTMENTAL 1151

Understanding Inequity in Women's Health

While women have always played a central role in the history of health, gender inequity persists in many areas of science and medicine. From the exclusion of women from clinical trials, to unequal funding for women's health research, and policies restricting access to care, the impact of these inequities affect the health of all people. This course will examine gender inequity in science from historical, sociocultural, and political-economic lenses to engage students with the ways in which these effects manifest. We will also take an intersectional approach, examining how other marginalized identities are affected by inequities. Students will be asked to read texts including scientific papers, popular news stories, and memoirs, and respond using both critical analysis and reflection skills in their writing.

SEM 101 TR 01:00-02:15 p.m. Kara Beckman 19584 Kate Navickas

HISTORY 1200

Climate Change and Human History

Climate change has been impacting human history as long as there have been humans around to be impacted. This seminar will introduce students to writing at the college level through an investigation of the deep historic roots of what appears to be a modern phenomenon. The first part of this course will focus on scientific and historical debates on the cause, extent, and impacts of climate change from the dawn of human prehistory until the present day. The second half of the course will be spent interrogating the climate sciences from a multitude of humanistic perspectives, including science studies and the history and philosophy of science. Students will learn how to synthesize and analyze scientific articles, publications in history and other disciplines of the humanities, as well as how to read and interpret primary-source evidence.

SEM 101 MWF 09:05-09:55 a.m. Kevin Bloomfield 19585 TJ Hinrichs

HISTORY 1200

The Meaning of Life

This course will focus on the meaning of life as a scientific and philosophical problem in modern European thought. From evolutionary theory to existentialism, what were the stakes of these debates over life and what do they tell us about the broader social, political, and cultural moments of which they were a part? How do we think historically about ideas and grapple with their material consequences? We will answer these questions by engaging with a variety of primary sources from thinkers like Charles Darwin, Henri Bergson, and Frantz Fanon, as well as secondary materials by historians of science and philosophy. Writing assignments will be designed to build toward the final essay, a research paper on an approved topic.

SEM 102 MWF 01:30-02:20 p.m. Nathaniel Boling 19586 TJ Hinrichs

HISTORY 1200

Sex in Early Modern Europe, 1500-1800

How did early modern people think sex worked? How was it possible for a woman to give birth to rabbits in 1726? And what did it mean to have sex with someone of the same gender before modern notions of homosexuality? This course will investigate these questions and examine how power and knowledge shape perceptions of reproduction and desire. It will argue that sex(uality) was a fundamental way in which early modern people understood their lives and their social, cultural and political worlds. We will read medical treatises, letters, diaries, and court documents, in addition to the works of modern historians. Students will develop their writing skills through readings responses, short essays, blog posts, and other creative writing assignments.

SEM 103 MWF 12:25-01:15 p.m. Austin Raetz 19587 TJ Hinrichs

HISTORY 1200

Walt Disney Presents

“Walt Disney Presents” was the name of an anthology series premiering on ABC in 1954. Walt and Roy Disney developed the program, initially called “Walt Disney's Disneyland,” to finance the construction of the iconic theme park that opened the following year. The show leveraged Disney’s famous name and face to attract outside investment for new projects. This course will examine the history of the strategies that launched the iconic brand, from the late 1930s to Disney’s death in 1966. Film, finance, law, media, and politics: all intersect with the theme of Disney in this course. Students will be asked to think and write critically about what Disney was presenting, to whom, and why his messages were significant in a particular historical moment.

SEM 104 MWF 11:20-12:10 p.m. Jennifer Begakis 19588 TJ Hinrichs

HISTORY 1200

Histories of Queer Asia

Histories of *Queer Asia* explores queer practices, ideas, subjectivities, and actors in Asia during the twentieth century. We will explore the meanings of *Queer* historically by paying attention to the dynamics of colonialism, the makings of contemporary LGBTQ+ movements, representations of both normative and non-normative gender and sexuality, and the creative, and subversive strategies that accompany gender and sexual non-conforming lives. What does it mean to use the term *Queer* historically? What kinds of stories become visible when we prioritize *Queer*? Equally important, what might this and other English-language terms obscure from view? This course is a critical reflection on the politics and history of *Queer* in Asia that aims to think in community about how we relate to writing, language, translation, and historical experience.

SEM 105 MWF 10:10-11:00 a.m. Emily Donald 19589 TJ Hinrichs

HISTORY 1200

CANCELLED 8-5-2021---Histories of Social Justice in Human and Nonhuman Worlds

CANCELLED 8-5-2021---The Covid-19 has shown that humans don’t own the earth but share it with other lifeforms, including the tiniest of them—the virus. Concurrently, it has also exposed how histories of race, class, gender, and caste-based inequalities shape the uneven effects of the pandemic across different communities. In the wake of our present predicament, this course studies the entangled histories of human and nonhuman lives in conditions of social and environmental distress. We will read select works from history, anthropology, indigenous studies and science studies, as we think about questions of social justice in extractive plantations, pesticide factories, dammed rivers and blasted forests. Student assignments will involve close reading of academic texts, writing of reviews, auto-ethnographies, and a final essay based on a case study.

SEM 106 MW 07:30-08:45 p.m. Aparajita Majumdar 19590 TJ Hinrichs

HISTORY 1200

“Laughter in Hell”: Surviving through Humor in Times of War

Can laughter help you survive in times of war? And should you make fun of traumatic events of the past? Most people would say yes to the first question but find the second one difficult to answer. We will explore how movies such as Benigni’s *Life Is Beautiful* and texts such as Lipman’s *Laughter in Hell* use humor to condemn totalitarian regimes and testify to the importance of laughter as a defense mechanism. Students will learn to identify and use humor, while developing skills in the close reading and written analysis of a wide array of sources from the First and Second World War, such as cartoons, oral testimonies, and movies. The course will culminate in an independent oral history project using firsthand Holocaust testimonies.

SEM 107 MW 09:40-10:55 a.m. Benedetta Carnaghi 19695

HISTORY 1200

Writing History: A Life Under Cover—Spies in History, Fiction, and Cinema

What does it mean to be a spy? Why are we so interested in other people's secrets? The continued success of the James Bond franchise and the scandal generated by Edward Snowden's revelations show how topical the issue of surveillance has become. This course will explore practices of espionage from a range of historical periods and sources, including authors such as Jeremy Bentham, Michel Foucault, Hannah Arendt, George Orwell, and Philip K. Dick. Twentieth-century Europe will get special emphasis, but other geographical areas will also be covered. Students will develop skills in close reading and written analysis of a wide array of sources, such as memoirs, diaries, surveillance files, journalistic accounts, and movies.

SEM 108 MWF 12:25-01:15 p.m. Benedetta Carnaghi 19696

HISTORY 1321

Post-World War II America: Crisis and Continuity

Why are the years following World War II considered so remarkable in the landscape of American history? Several critical events and debates that rocked the nation from the 1940s onward reverberate today, such as involvement in wars, civil rights, women's rights, concerns about teenagers, and crises in American cities. Enriched by a variety of primary sources, including films and TV shows, this course analyzes the central events, people, and forces that transformed American society and culture from the years after World War II to the present. The course aims to help students learn how to write persuasively about scholarship and primary sources, while gaining a deeper appreciation for the lasting influence of the major events, crises, and interpretations of post-World War II American history.

SEM 101 TR 02:45-04:00 p.m. Kelly King-O'Brien 19599

HISTORY 1335

CANCELLED 8/21/2021--Fascisms

CANCELLED 8/21/2021--What is fascism? The title of this seminar, "Fascisms," reveals the variety of definitions, interpretations, and applications of the word "fascism." One essay will discuss why fascism succeeded in some countries and not in others. Daily life under fascist rule in Mussolini's Italy will be another theme. After reading Rosetta Loy's recollection of her childhood in Fascist Italy, you will write your own first-person account. Prompted by Carlo Levi's memoir, you will write a letter to your family about your experience as an antifascist in exile. Finally, you will write a speech about resistance to fascism in France, Germany, and Italy on the part of women and university students in particular. Writing clear and convincing prose is the goal in these and other assignments.

SEM 101 TR 01:00-02:15 p.m. Jomarie Alano 19601

HISTORY 1400

Rudyard Kipling's India: Literature, History, and Empire

Rudyard Kipling (1865–1936), most famous today as the author of children's stories, including *The Jungle Book*, was one of the most popular and acclaimed writers of his day. He was also a noted chronicler of the world of the British empire. In this class we will read the short stories, poems, and novels that Kipling wrote about India—including his most famous novel, *Kim*. Students will explore the intersections between Kipling's stories and the history of British rule in India, and also consider the broader question of how fictional works can be used to explore the history of past cultures.

SEM 101 TR 09:40-10:55 a.m. Robert Travers 19605

HISTORY 1402

Global Islam

In this course we will examine Islam as a global phenomenon, both historically and in the contemporary world. We will spend time on the genesis of Islam in the Middle East, but then we will move across the Muslim world—to Africa, Turkey, Iran, Central-, East- and Southeast Asia—to see how Islam looks across global boundaries. Through reading, class discussions, and frequent writing, students will try to flesh out the diversity of Islam within the central message of this world religion.

SEM 101 MW 02:45-04:00 p.m. Eric Tagliacozzo 19606

JEWISH STUDIES 1987

Jews on Film: Visible and Invisible

Why were Jews virtually invisible in films produced during the Hollywood's "golden age"? Is this a surprise, given the leading role played by American Jews in founding the studio system? Writing about the films studied in this course will help students situate and interpret the presence (and absence) of characters identifiable as Jews in Hollywood films released from the silent era through the present. We will view approximately six films in their entirety and study excerpts from others. Films to be studied in whole or part may include: *The Immigrant*, *The Jazz Singer*, *The Great Dictator*, *Casablanca*, *The Apartment*, *Funny Girl*, *Annie Hall*, *Barton Fink*, and *A Serious Man*. Students will write film analyses, review essays, reflective responses, and explorations of contextual material. Readings from film studies and popular journalism will situate these films within the historical, cultural, and industrial contexts in which they were produced.

SEM 101 TR 01:25-02:40 p.m. Elliot Shapiro 19607

LINGUISTICS 1100

Language, Thought, and Reality: Indigenous Relationships with the Earth

How do we begin to properly think about climate change? How does our society today put humans at the center of our society and how does this affect the lives of plants and animals around us? We will focus on exploring these subjects by learning about the relationships that Indigenous cultures around the world have with the Earth. We will think critically about these relationships and how these dialogues are starting to surface in academia and in the media. We will explore the strengths and weaknesses of the writing surrounding this dialogue while learning how to properly construct and communicate concepts in well-formed academic essays.

SEM 101 MWF 10:10-11:00 a.m. Charlotte Logan 19608 Tracy Carrick

LINGUISTICS 1100

Language, Thought, and Reality: Language and Nationalism

As the French Revolution began to unfold in 1789, the Declaration of the Rights of Man and the Citizen declared that "all sovereignty resides essentially in the nation," delineating a standard of political legitimacy that was to become dominant in Europe and the Americas over the course of the next century. But what is a "nation"; To what extent is a nation defined by its language, and how have governments enforced standard languages to construct nations? Students will read texts by linguists such as Jacob Grimm and political philosophers such as Johann Gottfried von Herder, and will write comparative and analytical essays examining the ways in which conceptions of language and nation have mutually influenced one another.

SEM 102 TR 09:40-10:55 a.m. Thomas Darnell 19609 Tracy Carrick

LINGUISTICS 1100

Language, Thought, and Reality: Language, Myth, and Reality

Have you heard that your generation is ruining the English language? It's not true. Language is involved in nearly everything we do, so it's tempting to consider ourselves experts on the topic of language. However, many widespread opinions about language prove to be inaccurate or untrue when examined more closely (the English language is deteriorating, certain languages are more logical/more complex than others, etc.) In this course, we will examine some common myths about language, both in popular media and in our everyday lives. Students will think critically in developing ideas about popular conceptions of dialects of English, other languages of the world, and "recent" concerns about their own language. Students will learn how to plan, construct, and execute their arguments in well-formed academic essays.

SEM 103 MWF 12:25-01:15 p.m. Caitlin Brady 19610 Tracy Carrick

LINGUISTICS 1100

Language, Thought, and Reality: The First Sentence

"What's the oldest language?" is a question that people often ask linguists. In this class we will examine whether it makes sense to ask this question at all. In this FWS we will look at the earliest attested evidence for a wide variety of languages and think about what is involved in interpreting, understanding, and evaluating this data. How do we know what is the earliest? How do we read what is written in unknown scripts? How do we understand what is written? What does the written evidence tell us about the cultures that produced the writing? How was the data collected and under what circumstances? Each student will choose a language to become expert in. They will learn and write about the early language data. They will evaluate and controversies relating to this data and they will reflect on the historical, philosophical, and ethical issues arising from the preservation and/or collection of the texts.

SEM 104 MWF 01:30-02:20 p.m. Michael Weiss 19611

LINGUISTICS 1100

Language, Thought, and Reality: How to Build a Language

In the twenty-first century there has been a resurgence of constructed languages, driven in part by their visibility in *Avatar*, *Game of Thrones*, and the film adaptations of *Lord of the Rings*. However, hundreds of languages have been constructed for reasons as diverse as finding God, uniting nations, aiding the disabled, and communicating with computers. The majority have been deemed failures, either because they were unpopular or lacked linguistic sophistication. We will explore the linguistic tools necessary to compose linguistic systems with the expressive power, systematicity, and limitations of natural languages, from the level of sounds to words to sentences. The ultimate goal is for each student to begin constructing their own language and to justify in writing its linguistic validity and practical or artistic merit.

SEM 105 MW 01:00-02:15 p.m. Dan Cameron Burgdorf 19702 Tracy Carrick

LINGUISTICS 1100

Language, Thought, and Reality: Ethics in Artificial Intelligence

New advancements and applications of artificial intelligence (AI) are found at an ever-increasing rate, but at what cost? With AI becoming so pervasive in our lives, discussion about the ramifications and ethical concerns that arise is increasingly important. This course will cover material ranging from the economic and environmental effects of AI to current topics like deep fakes and self-driving cars. Various articles and Martin Ford's *Architects of Intelligence: The truth about AI from the people building it* will be used as a basis for examining these issues. Students should expect to defend their views on ethical implications of AI as well as propose ways of guarding against darker outcomes in clear and concise academic essays.

SEM 106 TR 11:25-12:40 p.m. Kaelyn Lamp 19888 Tracy Carrick

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Writing about Dreams in the Middle Ages

Dreams are universal (and mystifying) occurrences common to all humanity and are thus frequently found in literature across cultures and time; however, the so-called “dream-vision” genre became an immensely popular and well-established mode of writing in medieval Europe. These texts are eclectic in subject matter—including bird debates, journeys to celestial spheres, and courtly love—but they present rich and alluring experiences for readers. We will explore the literary and rhetorical opportunities this genre afforded medieval authors and how these writers used the dream framework to comment on societal issues and debates. We will consider how such methodologies can provide useful interventions in the students’ own writing and research. Students will be expected to complete five formal essays as well as weekly, informal writing assignments.

SEM 101 TR 01:00-02:15 p.m. Savannah Caldwell 19615 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Mind and Soul in the Middle Ages

“*Know thyself*,” a timeless injunction as true in Socrates’ time as it is now. What is it to know one’s self without an understanding of the deepest, ineffable part of one’s being—the mind? This idea has occupied the thought of medieval philosophers, theologians, and writers throughout the Middle Ages, and shaped Western culture. This course will explore issues surrounding the immortality of the soul, conscience, intellect, and reason through an attentive analysis of ancient and medieval texts, beginning from the classic theorizations of Aristotle’s *De Anima* and Plato’s *Phaedo*, progressing through medieval texts representing both Neoplatonic and Aristotelian heritages (including texts of the great thirteenth-century philosopher-theologians, Bonaventure and Aquinas), and culminating in literary texts, particularly in Dante’s *Commedia*. The course will devote considerable attention to developing fundamental skills in academic writing and research.

SEM 102 TR 09:40-10:55 a.m. Felicia Di Palo 19616 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture :Heroes and Heroines of the Medieval World

This course explores how heroic narratives reflect ideas about gender, nation, religion, and belonging and how those ideas developed over time. What makes figures heroic or villainous, and what do such things about the societies who tell their stories? We will focus on a broad selection of historical sources from Africa, Asia, and Europe related to the period of the “Middle Ages,” 500-1500 C.E. We will examine conflicts and contests between men and women in *Beowulf*, *The Arabian Nights*, and *Sundiata*. We will also explore historical and legendary accounts of “warrior women,” such as stories of the Amazons, Mulan, and Joan of Arc. A series of formal essays and assignments will familiarize students with the fundamentals of writing and research.

SEM 103 MWF 03:45-04:35 p.m. Patrick Naeve 19617 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: The Medea Myth from Ancient Greece through the Middle Ages

This course explores literary representations of the mythical figure, Medea, in Europe ca. 500 B.C.E.-1500 C.E. Primary sources will include Euripedes’ *Medea*, Apollonius of Rhodes’ *Argonautica*, Chaucer’s *Legend of Good Women*, and Christine De Pizan’s *Book of the City of Ladies*. In addition, students will read secondary texts that pertain to the writing process and literary theory. Through class discussions, informal writing responses, composition exercises, and a self-directed research paper, students will develop the fundamental skills of textual analysis.

SEM 104 MWF 09:05-09:55 a.m. Ryan Randle 19618 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: The Art of Friendship in the Latin Middle Ages

This course will study how friendship was imagined and cultivated in the Latin Middle Ages, exploring what pre-modern friendship has to offer an increasingly global and rootless world. Medieval Europe was rich in forms of friendship and communal life: monasteries and confraternities, universities and trade guilds, literature and letter-writing provided context for intimate personal and long-distance relationships, even as urbanization, expanding horizons, and a deluge of new ideas created a challenging sociological space analogous to our own. The course surveys ancient writers like Aristotle and Cicero, before tracing the ways the pagan inheritance took root in a Christian milieu. Analytic and creative writing exercises will teach students to engage poetry, art, architecture, and epistolary correspondence as a means of finding their own voice in the polyphony of history.

SEM 105 MW 09:40-10:55 a.m. Zachary Thomas 19619 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Medieval British Archaeology

Are you fascinated by the material of the medieval world? This course will take you through the archaeological history of medieval England from the end of the Roman world to the era of knights and castles. Using texts by archaeologists we will discuss questions ranging from data analysis to archaeological interpretation. How do archaeologists use materials to reconstruct daily life? How do you write about material culture? Topics will include settlements, food and agriculture, personal adornment, and more. The writing work for this class will focus on building a research paper and utilizing secondary sources to build an argument as well as science communication and understanding scientific research papers.

SEM 106 MW 11:25-12:40 p.m. Alice Wolff 19620 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Medieval Migrations

People, objects and stories were on the move in the Middle Ages. What happens when poems, manuscripts, and stories move through the world? How are they received and how do they adapt to, or are adapted by, new environments? This course will explore these different but often interconnected kinds of migration by considering global history, nationhood, and identity from an intersectional perspective. By reading medieval literature as well as modern theory on migration, we will examine and analyze what drives these moves around the globe. Through formal essays and assignments,, students will learn the fundamentals of writing and research.

SEM 107 TR 11:25-12:40 p.m. Thari Zweers 19621 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: In Rome's Shadow? Society and Culture in "Dark Age" Italy

The collapse of the Western Roman Empire in the fifth century CE has often been taken to herald the beginning of the "Dark Ages"—a period supposedly marked by widespread violence, irrational piety, and a civilization in ruins. But did the Roman Empire really “fall”, and what was left in its wake? How did contemporary Italians understand their place in a world rapidly changing around them? This seminar explores the history, art, and archaeology of Italy from the time of the last Roman emperors to around the year 1000. Together we will reveal the vibrancy of this dynamic period and think critically about the stories we tell about the past. Writing assignments will help you develop skills in using historical sources to advance an argument, building from short response pieces towards a final research project.

SEM 110 TR 11:25-12:40 p.m. Samuel Barber 19813

SEM 111 TR 02:45-04:00 p.m. Samuel Barber 19814

MUSIC 1701

Sound, Sense, and Ideas: Why Do We Need Music? Perspectives on Music in Human Culture

Is music part of your life? Why? What can music mean in different cultural contexts to different people? This course will explore music as a part our own lives and as a diverse cultural form. We will read anthropological and musicological genres of writing (by Bruno Nettl, Tia DeNora, Judith Becker, Gary Tomlinson, John Blacking etc.) that attempt to capture how music can be meaningful in human life, cross-culturally, in various past and present human societies. Students will write a reflexive piece about their emotional engagement with music, produce a personal account of a musical experience at Cornell, critique and respond to scholarly and journalistic articles, and cite scholarly work for a paper arguing if we need music at all in our lives.

SEM 101 TR 11:25-12:40 p.m. Thomas Cressy 19626 Annie Lewandowski

MUSIC 1701

Sound, Sense, and Ideas: Animal Music—From Cicadas to Whales

As musically conscious beings, what might we discover about ourselves, and about the sentient world, by exploring the creative minds of other species? In this class we'll investigate the broad world of animal music through topics ranging from the rhythmic cycles of cicadas to the evolving songs of humpback whales. Class content will be drawn from scholarly writings, contemporary narratives, field recordings, and guest visits by researchers working in animal communication. Synthesizing material drawn from recorded and written sources, students will develop skills in writing essays and reflections about the nature of music, broadly defined.

SEM 102 MW 11:25-12:40 p.m. Annie Lewandowski 19627

MUSIC 1701

Sound, Sense, and Ideas: Listening Through Writing

What was the last thing you listened to—a song, a TikTok video, a friend describing their day, the sound of traffic? How would you use writing to describe what you heard, and what might that description say about the nature of sound, your own experiences, and the world around you? Through writing exercises and multi-draft essays, we will explore writing as an extension of listening as we narrate personal listening experiences, learn different ways to describe popular music, practice close listening to everyday sonic environments, and analyze how listening is shaped by cultural assumptions. Readings from musicology and sound studies, as well as examples of music criticism, interviews, zines, and blogs, will shed light on how written texts can inform our own listening practices.

SEM 103 MWF 09:05-09:55 a.m. Lee Tyson 19697

MUSIC 1701

Sound, Sense, and Ideas: Queer Popular Music

Why did disco music emerge in gay, black communities? How did Riot Grrrls bring “girls to the front” of punk shows? From hip-hop to musical theater, from Dolly Parton to Prince, we will listen to a wide range of U.S. popular music and watch music videos as we explore how LGBTQ individuals and communities use sound to navigate identity and desire. Written histories and criticism by and about queer musicians and fans will help us to understand what “queer” means, while honing our close reading skills. Through personal narratives and multi-draft essays, we will practice writing about music and develop critical arguments about how popular music mediates queerness as identity, practice, and politics.

SEM 104 MWF 01:30-02:20 p.m. Lee Tyson 19698

Due to the overlap in material, you will not receive credit for this class if you have previously taken AmSt 1141 or Music 1701 or FGSS 1114 taught by Lee Tyson.

NEAR EASTERN STUDIES 1923

Trees in Ancient Religion and Contemporary Thought

Judaism, Christianity, Islam feature vibrant trees in their mythopoeics; without trees, these religions would look different. With the recent renaissance in tree studies, which shows that trees think and have agency, it is time to reexamine the histories of trees and their role in shaping human conceptions of regeneration, life/death, good/evil. In order to appreciate trees in both ancient and modern thought, students will study scriptural texts from antiquity and beyond, art, and contemporary writing on vegetal life from botanists, philosophers, and novelists. Students will write five essays, which will build upon each other; the essays both summarize our work but also forge new questions about the cumulative histories of mythic trees. We will also utilize Cornell's arboretum for a dynamic classroom experience.

SEM 101 TR 11:25-12:40 p.m. Matthew Westermayer 19628 Kim Haines-Eitzen

NEAR EASTERN STUDIES 1984

Hebrew Bible as Literature

What is the Hebrew Bible and why should one read it? While many people view it as a divinely-given text and a legal source, this course approaches it as a great literary compendium enjoyed by readers for millennia. Through study of biblical narrative, students will learn how the Bible's clipped style leaves questions of motive, intent, and psychology unanswered and pushes readers to contemplate situations and draw their own conclusions. In this way readers become interpreters and through written interpretations they make the text their own. Each presents their own Abraham, David, Hannah, or Jezebel. After reading key texts on biblical narrative by Erich Auerbach and Robert Alter, students will evaluate and compare specific interpretations as well as writing their own critical and creative ones.

SEM 101 MW 01:00-02:15 p.m. Philip Hollander 19633

NEAR EASTERN STUDIES 1997

Rabbinic Judaism: Literature and Beliefs

This course is an introduction to the earliest Jewish interpreters of the Bible. What did these interpreters of the Bible believe, and how did they interpret the Bible? And what do their writings teach us about the relationship between Jews, Christians, and other religions of the time? In this class students read a variety of texts from the corpus of rabbinic literature—including stories about demons and angels; adultery and prostitution; the death penalty; redemption and the afterlife; covenant and exile; among other key themes. Readings focus on primary sources in translation and some introductory-level essays. Through close readings of texts, students learn the basics of argumentative writing in five essays, including: crafting an introduction; locating a problem; supporting a thesis; and writing effective conclusions.

SEM 101 TR 02:45-04:00 p.m. Jason Mokhtarian 19634

PHILOSOPHY 1110

Philosophy in Practice: Education and Inequality

Now that you're in your first year of college, it is important to pause for a moment to ask yourself some important questions: Are you here to acquire knowledge of a certain skill? Are you here to break free of constraints you felt were limiting your intellectual freedom in high school? What is the purpose of education? What counts as education as opposed to indoctrination? How is knowledge produced and transferred? How is education limiting, and for whom? In this class we will be discussing these questions through a philosophical lens. We will be reading contemporary and classic literature in social and political philosophy that will help us to discuss, write, and engage with these questions.

SEM 101 MW 07:30-08:45 p.m. Amy Ramirez 19635 Karolina Hubner

PHILOSOPHY 1110

Philosophy in Practice: Applied Ethics in a Divisive World

Is abortion morally permissible? Is Affirmative Action a wrongful form of discrimination? Do social media platforms such as Facebook and Twitter have an ethical obligation to censor hate speech? Is it morally permissible to eat animals? What is the most ethical approach when it comes to vaccine distribution? This course will focus on the principles and philosophical arguments underlying conflicts and moral dilemmas of central and ongoing concern to society as they arise within practical and real-life contexts. Throughout the course students will learn how to write and think critically about divisive issues in the world today and the importance of doing so both on a personal and academic/professional level.

SEM 102 MW 11:25-12:40 p.m. Alex Esposito 19636 Karolina Hubner

PHILOSOPHY 1111

Philosophical Problems: Liberation in Latin American Philosophy

Is there such a thing as Latin American philosophy? In this course we will explore a possible answer by investigating how the concept of liberation is a common thread in Latin American philosophical thought. This exploration will take us from Latin American Catholic theology and the distinct philosophical humanism developed in Mexican and Chilean universities, to the manifestos of indigenous revolutionary groups, like the Mexican Zapatistas. By focusing on the concept of liberation, we will collaboratively develop the skills to produce successful academic texts that address important questions for our own political moment, like “How should we compare the search for liberty with the search for liberation?”, “How can we ensure the cultural and political freedom of others?”, “Is individual autonomy compatible with cultural autonomy?”.

SEM 101 TR 02:45-04:00 p.m. Alejandro Vesga 19639 Karolina Hubner

PHILOSOPHY 1111

Philosophical Problems: Explaining Consciousness

We take it for granted that we are all conscious, but what explains this fact? Is consciousness even something that can be explained? In this writing seminar we will focus on clearly and concisely explaining the views of philosophers and other thinkers who have responded to these and related questions. We will also focus on clearly and concisely explaining our own reactions to these views. Formal essay assignments will include short, expository essays. Some of these will be developed into longer essays that will be revised in light of instructor and peer review comments.

SEM 102 MW 02:45-04:00 p.m. Eve Dietl 19640 Karolina Hubner

PHILOSOPHY 1111

Philosophical Problems: Debates about Free Will

What is free will? Does anyone have it? Do we need to have free will to be morally responsible for our actions? If every one of our choices has been determined by the distant past together with the laws of nature, could we still have free will in some sense? Does contemporary science show that free will is an illusion? In this class we will examine these and related questions from a variety of perspectives. Through frequent class discussion and a series of writing assignments, students will learn how to clearly explain the arguments and positions of others as well as how to construct persuasive arguments of their own in clear and concise writing.

SEM 103 TR 02:45-04:00 p.m. Dean Da Vee 19641 Karolina Hubner

PHILOSOPHY 1112

Philosophical Conversations: Liberalism and Neoliberalism

This course examines the role of political liberalism in the modern history of the United States, which involves teasing apart three interdependent but separate things: the theory of political liberalism, the purported use of that theory in the genesis of the United States, and the role that liberalism plays in the current neoliberal political order. We will combine investigation into the historical circumstances which contributed to the development of liberalism and the emergence of neoliberalism with criticism of existing states of affairs and brainstorming new possible ways of being. Readings will include Marx, Rawls, Dubois, Davis, and more.

SEM 101 TR 09:40-10:55 a.m. Erin Gerber 19649 Karolina Hubner

PHILOSOPHY 1112

Philosophical Conversations: Ancient Greek and Asian Philosophy

What does one's best life consist in? What are minds and souls, good and evil, the implications of piety for governmental rule? This class explores Grecian, Buddhist, and Confucian responses to these questions and more. Engaging the works of Greek thinkers like Plato and Aristotle, along with sayings of the Buddha and Confucius themselves to later Buddhist and Confucian thinkers in Japan, you will improve your ability to analyze and think critically about philosophical texts. You will learn to clearly and concisely express your thoughts and understanding in analytical, comparative, and argumentative writing. You will also break down intellectual barriers by participating in both eastern and western ways of thinking, which enables you to communicate about age-old questions in new and insightful ways.

SEM 102 MWF 10:10-11:00 a.m. Brianna Zgurich 19650 Karolina Hubner

PHILOSOPHY 1112

Philosophical Conversations: Borders, Immigration, and Citizenship

We become citizens by being born to citizens or by being born within the relevant territory. But in other cases our rights do not depend on where, and to whom, we are born. Why is citizenship different? And what justifies national borders in the first place? Citizens are often thought to have the right to keep people out of their country. Why do they have this right, if they do? And may they use force to enforce it? Your writing on these issues will aim at good argumentative practices. Accordingly, you will work on careful, charitable analysis of textual arguments, considering and responding to counterarguments, and explaining your reasoning. A clear, concise, and inviting prose style will be emphasized.

SEM 103 MW 09:40-10:55 a.m. Benjamin Yost 19651

PHILOSOPHY 1112

Philosophical Conversations: Pointing at the Moon—The Forms and Methods of Buddhist Philosophy

Why do we suffer? Can you think the thought of not thinking? Who can you trust? How short should you clip your fingernails? Is there a difference between the sacred and the mundane? In this class we will consider such questions as presented in Buddhist philosophy. The works take interestingly different written forms. The writings attributed to the historical buddha and Shantideva were often in short verses. Later writers like Bodhidharma, Nagarjuna, and Dōgen wrote longer form works. Zen koans can be just a few words. Each of these genres will provide unique challenges to help improve the quality of your writing, thinking, and arguments. You might even learn something about the world.

SEM 104 TR 09:40-10:55 a.m. Timothy Kwiatek 19652 Karolina Hubner

PERFORMING & MEDIA ARTS 1104

Gender and Crime: The Case of the Female Detective

Some say crime's a man's world, but female detectives like Lisbeth Salander, Clarice Starling and Miss Marple can be found solving crimes and busting bad guys across media. Drawing from TV, film, fiction and theatre across a range of cultural moments, this course explores the ways in which the female detective impacts the conventions of the crime narrative in which she functions. Texts include *How To Get Away With Murder*, *Veronica Mars*, *Silence of the Lambs*, and Jennifer Healey's virtual reality crime drama *The Nether*. Students will develop strategies for attentive reading and thoughtful writing. Assignments include reviews, position papers, pitches and analytical responses, and will focus on critical thinking, preparation, clear prose, argument structure, and well-supported claims.

SEM 101 TR 08:05-09:20 a.m. Aoise Stratford 19703

SEM 102 TR 11:25-12:40 p.m. Aoise Stratford 19704

PERFORMING & MEDIA ARTS 1161

Food and the Media

Ours is a food-obsessed culture. Whether we focus on diet and health, or binge-watch competitive cooking shows, or explore cuisine in relation to regional, racial, or ethnic identity, many of us either "eat to live" or "live to eat." Television producers, investigative journalists, bloggers, and cultural critics feed our obsession, generating a burgeoning body of food-related prose and programming both informative and entertaining. Through readings from *Gourmet* and *Eating Well* magazines, screenings of *Beat Bobby Flay* and *The Great British Baking Show*, and airings of Samin Nosrat's *Home Cooking*, among others, we will examine together how food suffuses our media and constitutes our Food Nation. Assignments will include food memoirs, food histories, food podcasts, food criticism, and food reporting.

SEM 101 MW 11:25-12:40 p.m. Ellen Gainor 19654

PERFORMING & MEDIA ARTS 1162

Burnout Feminism: The Politics of Writing, Work and Wellness

You're tired. I'm tired. We're all tired. Wait, is there a problem? In the 1970s feminists argued "the personal is political"—if we all suffer the same, problems can't be merely personal. We will view work and wellness through an intersectional lens, questioning how gender, race, ethnicity, sexuality, and class affect our experiences of effort, emotion, and eroticism. We will read authors like Sara Ahmed, Gloria Anzaldúa, Ursula Le Guin, Audre Lorde, Adrienne Rich, and Virginia Woolf, exploring diverse modes of address: memoir and essay, poetry and fiction, posts and podcasts. Coursework will develop key feminist writing skills: curiosity, contextualization, criticism, communication. Students will find their authorial voices through personal essays, political manifestos, and cultural criticism, culminating in a self-directed work of research or creativity.

SEM 101 MW 01:00-02:15 p.m. Kelly Richmond 19655 Stratford Aoise

PERFORMING & MEDIA ARTS 1163

Decoding Race, Gender, and Class in Technology

What is the relationship between technology and power? If technology is political, how can we decode its meanings? This course invites students to examine how race, gender, class and technologies shape and reshape one another. We will think technology broadly - as race and sexuality - and concretely - as machinery, cables, code, and medicine. Students will gain an understanding of the intimate relationships between media, technology, ideology, and political economy through close readings of, and creative, analytical writings on, the many tools that we interact with daily. We will read work from Black feminism, queer theory, materialism, technology and media studies. Authors may include Angela Davis, Gayle Rubin, Wendy Hui Kyong Chun, Ruha Benjamin, and Frantz Fanon.

SEM 101 TR 02:45-04:00 p.m. Victoria Sorensen 19622 Stratford Aoise

PERFORMING & MEDIA ARTS 1164

Page to Stage to Kick-Ball-Change: Adapting Musical Theatre

Why tell the same story in a new way? More than half of all the shows nominated for the Tony Award for Best Musical are adaptations. From *Hamilton* and *Hadestown* to *The Wizard of Oz* and *West Side Story*, playwrights and composers have been recreating pre-existing plots for the all-singing, all-dancing stage for generations. How do adaptations reinvigorate stories for new audiences in an ever-changing society? How do they intersect and impact understandings of race, class, gender, sexuality, and politics? Students will watch various musical theatre adaptations and compare them alongside source materials including fiction, film, comics, biography, and more. Through writing performance reviews, analytic essays, and imagining an original musical theatre adaptation, students will become triple threats in critical thinking, argumentation, and literary style.

SEM 101 TR 09:40-10:55 a.m. Andrew Colpitts 19623 Stratford Aoise

PERFORMING & MEDIA ARTS 1165

Fourth Walls: Barriers, Boundaries, and Borders in Performance

Recently, walls and other boundaries have played critical rolls in the symbols and substance of social and political movements—Black Lives Matter protesters confronting rows of police shields, the violation of bodily autonomy at the heart of the #MeToo movement, and chants of “build the wall” at right-wing political rallies—are but a few examples. Walls, or the lack thereof, are also an important feature and symbol in theatrical production. The “fourth wall” in theatre—referring to the imaginary boundary between actors and audience—is most noteworthy for its absence. Together, over the span of the semester, we will explore the use of walls and other barriers, both physical and figurative, in plays and performance. Through careful reading of scripts, attentive viewing of live and mediated performances, active discussion, and critically engaged writing, we will consider how theatre uses walls to highlight, question, and perhaps even disrupt regional, cultural, political, and social division.

SEM 101 MW 09:40-10:55 a.m. Samuel Blake 19624 Stratford Aoise

PERFORMING & MEDIA ARTS 1166

Making Feminist Theater in the Twenty-First Century

Feminist Playwrights are speaking up! From Aleshea Harris' participatory response to anti-Black violence, "What to Send Up When It Goes Down," to Lily Padilla's exploration of collective care and trauma, "How to Defend Yourself," to Madeliene George's queerly comedic climate change play, "Hurricane Diane," feminist playwrights are tackling today's most pressing issues. In this class we will analyze feminist plays and theater scholarship to explore how these artists are working to make the theater more equitable and accessible (and how industry norms are impeding their efforts), and how you might be empowered to make change in your own profession. With an emphasis on in-class discussions, scaffolded writing assignments, and collaborative writing workshops, this class will foster students' ability to produce coherent, concise, persuasive prose.

SEM 101 TR 09:40-10:55 a.m. Caitlin Kane 19625 Stratford Aoise

POLISH 1301

East European Film

In this class we will watch, discuss, and write about fiction films, documentaries, and animated movies from Eastern Europe. In addition to learning film terminology, students will get acquainted with cultures, social issues, and geography of Eastern Europe. They will write critical essays, film production analyses, and creative assignments about Oscar-winners and lesser known films from the region. The class includes guest speakers and visits to Cornell museum and the teaching barn. All films are available for streaming through Canvas for students to watch them in their free time.

SEM 101 TR 09:40-10:55 a.m. Ewa Bachminska 19629

PSYCHOLOGY 1130

Animals, Social Learning, and Behavior

Do crocodiles care for their babies the same way cats do? How do animals that eat dangerous insects learn to handle them? This class will focus on social learning and behavior in a wide range of animal species, from amphibians to whales. We will discuss the cognitive capacities required for parental care in other species and the importance of social learning for the development of adaptive skills. Readings will include original research studies as well as articles and book chapters. Students will learn how to translate scientific findings for the public, concisely convey their ideas in both written and spoken form, and propose their own research.

SEM 101 TR 09:40-10:55 a.m. Mary Elson 19630 Kate Navickas

PSYCHOLOGY 1140

Event Cognition: How the Mind Remembers Experience

Watching the day go by is like watching a movie. Like movies, our day-to-day experience is full of changing events, characters, scenes, and even narratives. And just like watching a movie, at the end of a waking day, we often find ourselves remembering certain events but not others. In this course we will discuss how and why do we remember or forget certain events. We will explore these questions from the angle of experimental psychology and cognitive neuroscience. Along the way, we will read, critique, and try to emulate peer-reviewed scientific articles, opinions in the popular press, and scientific blog posts to deepen our understanding of event cognition specifically and science communication more broadly.

SEM 101 TR 09:40-10:55 a.m. Karen Sasmita 19631 Kate Navickas

PSYCHOLOGY 1140

The Human Mind and Beautiful Things

What is beauty and how do we recognize it? Are there universal rules like symmetry that make an artwork beautiful or is beauty a matter of individual taste? In this class we will try to answer these questions by exploring the psychological and neurobiological underpinnings of our experience of beautiful things. We will read popular science readings, blog posts, and scientific journal articles. Through critical analysis of these texts, we will work on constructing clear and convincing arguments about how the perceptual, emotional, and neural mechanisms give rise to the experience of beauty. Writing assignments will include critical essays, reviews, and scientific research papers.

SEM 102 TR 01:00-02:15 p.m. Elif Celikors 19632 Kate Navickas

ROMANCE STUDIES 1102

The Craft of Storytelling: Decameron

All of us tell stories for a variety of reasons—to entertain, to console, to teach, to persuade—to discover and explore both our inner lives and the world we inhabit. Stories are one of the prime ways in which we make sense of a world that is not always propitious. They serve as instruments by which we seek to shape our future. In this seminar we shall consider how the craft of storytelling helps us face the task of living: the love and the happiness and the community we seek, the virtues we espouse, our talents and our vulnerabilities. Our principal reading (in English translation) will be a masterpiece of European literature, Giovanni Boccaccio's *Decameron* (ca. 1349–51), which showcases one hundred stories told by ten young Florentines fleeing the Black Death of 1348. Students will write both analytic and personal essays.

SEM 101 MWF 09:05-09:55 a.m. Marilyn Migiel 19637

ROMANCE STUDIES 1102

The Craft of Storytelling: Spiritual Autobiography

What does it mean to be "spiritual"? (And how does that category get distinguished from its frequent companion, "religious"?) How do we tell stories about parts of ourselves that resist description; parts of ourselves that may go unrecognized in much of our daily lives? (Does spirituality, put this way, start to sound a little like sexuality?) This course encourages students to develop their thinking and writing skills through close reading of a series of largely Christian texts that write the spirit with the body. Beginning with the fifth-century African bishop Augustine's *Confessions*, we'll move through the Middle Ages into more modern forms of self-questioning and self-expression. What, we'll ask, do we talk about when we talk about God? Is it more, or less, like what we talk about when we talk about love?

SEM 102 MW 02:45-04:00 p.m. Cary Howie 19638

ROMANCE STUDIES 1102

The Craft of Storytelling: Italian Renaissance Comedies

In this course students will read and write about four Italian Renaissance comedies that feature stories of love, lust, intrigue, and mistaken identities: Machiavelli's *Mandrake Root*, Ariosto's *Supposes*, the Accademia degli Intronati's *The Deceived*, and Bibbiena's *The Comedy of Calandro*. Textual analysis will be accompanied by brief theatrical readings that will promote a deeper and more empathetic understanding of the characters. Students will write analytic and personal essays.

SEM 103 MWF 11:20-12:10 p.m. Giulia Andreoni 19808

ROMANCE STUDIES 1102

The Craft of Storytelling: Women's Writing, Writing Women

This course asks students to consider the ways in which gender influences writing. We will explore the differences between stories authored by men and by women to better understand how women use their writings to challenge the male authorial models that dominate the literary field. A range of medieval, early modern, and modern texts will help students think critically about the social and political implications of women picking up the pen. Students will produce analytic, personal, and creative essays as they explore what it means to write about, to, for, and as women.

SEM 104 MWF 10:10-11:00 a.m. Julia Karczewski 19809

ROMANCE STUDIES 1108

Cultural Identities: Sailors and Cities—Cultural Exchange in France's Ports

The transatlantic world crystalized because of aggressive endeavors to build colonial empires. Port cities became hubs around which multicultural connections were forged. Port cities also serve to memorialize a much darker past. How does the slave trade continue to haunt these places? Why are port cities touchstones in the debates on the immigration and French identity? From the influential hip hop to come out of Marseille to films depicting the passage of migrants through refugee camps in Calais, this course will consider a wide range of materials to advance students' abilities to think and write critically. We will eventually move our study beyond the Hexagon to cities like Dakar and Port-au-Prince. In-class discussions and collaborative writing exercises will support the refinement of academic writing skills.

SEM 101 TR 01:00-02:15 p.m. Hannah Hughes 19642 Cary Howie

ROMANCE STUDIES 1109

Image and Imagination: French Cinema in the Margins

This course provides an introduction to the study of cinema and French culture in the Twentieth Century. This class will be an introduction to the great periods of French cinema, from poetic realism, to the New Wave, and the more recent turn towards questions of sexuality, gender and race. A particular attention will be given to the representation of the margins in French society, through figures such as madness, addictions, dysfunctional families, prohibited sexualities. Texts will include the films, cultural and historical contextualizing pieces, film theory, and critical reviews. You will be asked to write screening reports, critical essays, film reviews and more creative pieces.

SEM 101 MWF 09:05-09:55 a.m. Romain Pasquer 19643 Cary Howie

ROMANCE STUDIES 1109

Image and Imagination: French Film—1895 to the Present

This course explores French cinema from the first projection by the Lumiere brothers in 1895 to today. We will study a range of films, from early silent films like Melies's *Voyage dans la lune*, to some surreptitiously subversive films from during the Nazi occupation, to the avant-garde experiments of the New Wave Cinema, as well as more recent films. By engaging with the films, academic articles, and some film theory, as well as participating in writing workshops, you will successfully interpret filmic form, and produce clear and original written arguments about French cinema.

SEM 102 TR 01:00-02:15 p.m. Nick Huelster 19685 Cary Howie

ROMANCE STUDIES 1113

Thinking and Thought: On Love

Love is everywhere—in our own lives, but also in literature, film, art, and media. Yet we spend very little time thinking critically about love and its companion, sex. In this course we will analyze love from a multiplicity of perspectives, drawing on philosophical, religious, literary, visual, and sociological texts. We will consider such topics as philosophical approaches to love, feminist thinking on love and sex, state regulations of sexuality, love and sex in literature, film, and popular culture, sex on campus and the hook-up culture, as well as the intersections between race, ethnicity, class gender, and sexuality.

SEM 101 MWF 10:10-11:00 a.m. Itziar Rodriguez de Rivera 19644

SEM 102 MWF 11:20-12:10 p.m. Itziar Rodriguez de Rivera 19645

ROMANCE STUDIES 1113

Thinking and Thought: Globally Queer

This course proposes the interdisciplinary study of nonnormative sexualities and genders around the world. We will analyze works from gender studies, history, literature, cinema, popular culture, among other areas. Our examination will encompass both lesbian, gay, bisexual, and transgender as well as those individuals whose sexual/gender identities practices and experiences fall outside normative designations. We will ask whether and how “LGBTQ” functions as a coherent category of analysis, and we will pay particular attention to differences (of race, ethnicity, gender, sexual practice, embodiment, class) that are contained within, and often disrupt, that category. We will also discuss how and when not just our classifications but our assumptions, concepts, and theories of sexuality and gender prove valid for other cultural contexts.

SEM 103 MWF 02:40-03:30 p.m. Itziar Rodriguez de Rivera 19646

ROMANCE STUDIES 1113

CANCELLED 8/21/2021--Thinking and Thought: Doubles, Doppelgangers, and Dispossession

CANCELLED 8/21/2021--The figure of the double, or doppelgänger, has long captivated our collective imagination. Strikingly familiar yet eerily foreign, such figures come to dispossess a person of their own identity. Transcending boundaries between canonical and popular fiction, why do these beings— from European Romanticism to *Invasion of the Body Snatchers* and the Faceless Men of *Game of Thrones*—serve as a source of continued fascination, intrigue, and horror? Through a variety of analytical, argumentative, and critical writing assignments, we will examine how writers have been haunted by such entities in an attempt to understand the relationship between a writer and their writing. Readings include texts by George R.R. Martin, Oscar Wilde, H.P. Lovecraft, Sigmund Freud, Fyodor Dostoevsky, Heinrich von Kleist, Maurice Blanchot, and others.

SEM 104 TR 11:25-12:40 p.m. Brandon Greer 19647 Cary Howie

ROMANCE STUDIES 1114

Semiotics

What allows us to make assumptions about people based on the way they speak or dress? How can we understand the deeper meaning of a fairy tale or an episode of *The Simpsons*? What does macaroni and cheese mean, and why is it not on the menu at most upscale Manhattan eateries? This seminar introduces semiotics, the study of signs and the meaning-bearing sign systems they form; sign systems that include not only human language but also literature, painting, sculpture, film, music, dance, and also such aspects of popular culture as advertising, fashion, food, and television, to name just a few. The diversity of semiotic systems provides many possibilities for thinking and writing critically about the world we live in.

SEM 101 MWF 02:40-03:30 p.m. Ti Alkire 19648

ROMANCE STUDIES 1115

Literature and Medicine: Europe, Africa, the Mediterranean

Why are there so many medical doctors who are also prolific and fascinating writers? What is the effect of their medical training on their literary expression? How are physicians, illness, spaces of healing, and the practice of medicine represented in the work of authors (medical doctors and not) coming from the countries as diverse as Italy and Ghana, Algeria, and France? Malika Mokeddem, Ayi Kwei Armah, Carlo Levi, Aldo Carotenuto, and Marie Cardinal are only some of the authors read in this course. Students will receive assignments as varied as journal writing and summaries to reaction papers, book and film reviews, annotated bibliographies, pastiches, and research proposals. Course syllabus includes at least two feature films and Zoom meetings with the authors read in the course.

SEM 101 MW 02:45-04:00 p.m. Kora von Wittelsbach 19653

SOCIOLOGY 1110

Writing Computers and Society

Computer technology is the “zeitgeist” of our contemporary times. Learning how to study, think about, discuss, and write about computerization using a sociological vocabulary is a valuable skillset that can be continually drawn upon over the course of a lifetime. Students enrolling in this course will study the sociology of computerization, they will explore and discuss a variety of social issues embedded in computerization, they will write about computerization, and they will give and receive constructive writing feedback in small workshop groups. Writing assignments will include short essays on a variety of sociological themes including computing in organizational settings, access to computers amidst class-gender-race dynamics, pandemic themes related to computers and society, emergent political challenges related to our new online media ecosystem, online dating culture, and more.

SEM 101 MWF 09:05-09:55 a.m. Joseph Sullivan 18926

SCIENCE & TECHNOLOGY STUDIES 1123

Technology and Society: Carceral Technologies

This class examines prisons as technologies and the role that specific technologies play in the U.S. prison system. We will study networks of carceral communication and technological ingenuity and resistance within the prison environment, including trade and tinkering with contraband cell phones, prison writing and literature, and #PrisonTikTok. Together we will look at the history of mass incarceration in the United States as well as the tradition of abolition. We will pay particular attention to artwork created inside the environment of the incarceration as well as exterior media representations of prison life. Writing assignments include analyses of prison literature, prison technologies, and media made in (and out) of prisons, such as prison rap and #PrisonWife TikTok.

SEM 101 TR 11:25-12:40 p.m. Catherine (Cat) Coyle 19660 Elliot Shapiro

SCIENCE & TECHNOLOGY STUDIES 1123

Technology and Society: Digital Infrastructures

How are TikToks connected to a Congolese mine, space debris, and a Bengali street market? These are all part of the digital underbelly: the often forgotten patchwork of infrastructures including undersea cables, gig workers, and algorithms enabling our use of digital technologies. In this seminar we will trace and analyze these backstage technologies, exploring issues including tensions in the gig economy, the environmental impacts of the cloud, and current debates surrounding the development of algorithms. Writing assignments include speculative fictions about the future of the internet, analyses of social media from Silicon Valley start-ups, and an exploration of controversial computing technologies.

SEM 102 MW 02:45-04:00 p.m. Donny Persaud 19661 Elliot Shapiro

SCIENCE & TECHNOLOGY STUDIES 1126

Science and Society: Food-Flix and Chill

If the films produced over the last 15 years serve as any indication, food resonates. With titles ranging from *Supersize Me* (2003) to *Food Evolution* (2016), with the likes of *Cowspiracy* (2014) and a few thought-provoking Chipotle commercials sprinkled in-between, food topics have no dearth of cinematic appeal. This seminar will teach you to write clearly about food issues, paying particular attention to the parallels between the chosen films and contemporary food-related social movements. In addition to critical analysis of films through a “food studies” lens, we will sample readings from a variety of related genres, from science writing to blogs and media criticism. Writing assignments will span these methods, culminating in the submission of a collaboratively-researched proposal for a class film script.

SEM 101 MW 08:05-09:20 a.m. Rebecca (Becca) Harrison 19662 Elliot Shapiro

SCIENCE & TECHNOLOGY STUDIES 1128

Planetary Health: Plagues, Pandemics, Extinctions

Americans often think of health as physician interactions at a bedside, pills procured at a pharmacy, reps done in the gym, or foods bought in a supermarket. But the COVID-19 pandemic began with a virus initially transmitted from a bat, a pangolin, or some other species. Climate change may increase the frequency of global pandemics. Further, two centuries of industrial production have made life easy for many humans while impoverishing and immiserating many more. Many communities, often communities of color, have suffered disproportionate effects of toxins leached into water supplies and absorbed into crops. The planet is facing mass extinctions caused by human activities. This course examines the meeting of health and environment. It starts with the COVID-19 pandemic, which has exposed the cracks in U.S. society, including the U.S. health system. It also considers contamination of the water in Flint, Michigan, and other examples that reveal the vital linkage between health and environment.

SEM 101 TR 02:45-04:00 p.m. Rachel Prentice 19664

WRITING 1370

Elements of Academic Writing: Metaphor in Art, Science, and Culture

Metaphor is the essence of human creativity—a form of thought, desire and the language of the unconscious mind. How does metaphor operate in literature, pop culture, politics, and the thought of theoretical scientists such as Einstein and Richard Feynman? Can we improve our capacity to think metaphorically? The Writing 1370 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1370 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 101 MW 11:20-12:10 p.m. Brad Zukovic 19665

This alternate route FWS offers a more individualized learning environment that is particularly appropriate for students who have not had much formal writing instruction; are unfamiliar with academic or research-based writing; or feel a general lack of confidence about their writing.

WRITING 1370

Elements of Academic Writing: Mind, Body, Self

The purpose of this course is to develop our skills as writers. We will do this by looking at relationships between minds and bodies, and what that means for having a sense of self. In short, we examine being-in-the-world. For example, How does the mind relate to the body; How does the body relate to the environment; How do I feel connected to myself and others? The Writing 1370 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1370 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 102 TR 09:05-09:55 a.m. Jessica Sands 19666

This course is particularly appropriate for multilingual writers. This alternate route FWS offers a more individualized learning environment that is particularly appropriate for students who have not had much formal writing instruction; are unfamiliar with academic or research-based writing; or feel a general lack of confidence about their writing.

WRITING 1370

Elements of Academic Writing: Metaphor in Art, Science, and Culture

Metaphor is the essence of human creativity—a form of thought, desire and the language of the unconscious mind. How does metaphor operate in literature, pop culture, politics, and the thought of theoretical scientists such as Einstein and Richard Feynman? Can we improve our capacity to think metaphorically? The Writing 1370 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1370 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 103 MW 01:30-02:20 p.m. Brad Zukovic 19667

This alternate route FWS offers a more individualized learning environment that is particularly appropriate for students who have not had much formal writing instruction; are unfamiliar with academic or research-based writing; or feel a general lack of confidence about their writing.

WRITING 1370

Elements of Academic Writing: Food for Thought

How does the food on your table tell a story about you, your family, your community, your nation? How do we make food choices, and how are these choices complicated by the cultural, socio-economic, and political forces that both create and combat widespread international hunger and food insecurity? The Writing 1370 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1370 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 104 TR 10:10-11:00 a.m. Tracy Carrick 19668

This alternate route FWS offers a more individualized learning environment that is particularly appropriate for students who have not had much formal writing instruction; are unfamiliar with academic or research-based writing; or feel a general lack of confidence about their writing.

WRITING 1370

Elements of Academic Writing: Connecting Cultures

What is culture? How does culture set standards for our behavior? How do we negotiate the intersections between cultures? How do the processes of culture determine the politics of assimilation, the power of language, and the spaces we inhabit? Particularly in writing, how does culture help us determine strategies appropriate for convincing a variety of distinct audiences and purposes? The Writing 1370 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1370 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 105 TR 11:20-12:10 p.m. Darlene Evans 19669

This alternate route FWS offers a more individualized learning environment that is particularly appropriate for students who have not had much formal writing instruction; are unfamiliar with academic or research-based writing; or feel a general lack of confidence about their writing.

WRITING 1370

Elements of Academic Writing: Mind, Body, Self

The purpose of this course is to develop our skills as writers in order to competently navigate the communication and expression of thought for academic success. We will practice reading, writing, and discussing ideas with purpose. The framework of thought to help us study our writing will examine the relationships between minds and bodies, and what that means for having a sense of self. In short, we examine being-in-the-world. Many questions in this course pertain to relationships: How does the mind relate to the body; How does the body relate to the environment; How do I feel connected to myself and others? This course takes an interdisciplinary approach and incorporates materials from biology, philosophy, psychology, and sociology. The Writing 1370 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex,

interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1370 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 106 TR 12:25-01:15 p.m. Jessica Sands 19670

This course is particularly appropriate for multilingual writers. This alternate route FWS offers a more individualized learning environment that is particularly appropriate for students who have not had much formal writing instruction; are unfamiliar with academic or research-based writing; or feel a general lack of confidence about their writing.

WRITING 1370

Elements of Academic Writing: Writing Back to the News

Students will ensconce themselves in debates raging within the contemporary news media—such as politics, conflicts within higher education, gender equality, international crises, American popular culture—and will write about contemporary controversies to different audiences in a variety of mediums, such as argumentative essays, investigative pieces, and blog posts. The Writing 1370 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1370 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 107 TR 01:30-02:20 p.m. Kelly King-O'Brien 19671

This alternate route FWS offers a more individualized learning environment that is particularly appropriate for students who have not had much formal writing instruction; are unfamiliar with academic or research-based writing; or feel a general lack of confidence about their writing.

WRITING 1370

Elements of Academic Writing: Heroes and Villains

How do tales of warriors and foes reflect the values and anxieties of various cultures? How are representations of these characters inflected by their perceived gender, sexual, racial, and socio-economic identities? How do historical narratives of rivalry, particularly those about medieval knights and their enemies, inform contemporary film and fiction about superheroes and villains? The Writing 1370 classroom is a dynamic workspace where students assemble the scholarly tools necessary to explore these complex, interdisciplinary questions. By collaborating with peers to pose questions, examine ideas, and share drafts, students develop the analytic and argumentative skills fundamental to interdisciplinary reading, research, and writing. With smaller class sizes, two 50-minute class sessions, and weekly student/teacher conferences, Writing 1370 is an alternative route FWS that provides a workshop setting for students to learn flexible and sustainable strategies for studying the essential elements of academic writing and for producing clear, precise academic prose that can address a variety of audiences and meet diverse rhetorical aims.

SEM 108 MW 09:05-09:55 a.m. Abigail Sprenkle 19672

SEM 109 MWF 12:25-01:15 p.m. Abigail Sprenkle 19673

This alternate route FWS offers a more individualized learning environment that is particularly appropriate for students who have not had much formal writing instruction; are unfamiliar with academic or research-based writing; or feel a general lack of confidence about their writing.

WRITING 1420

Research and Rhetoric: Bridging Differences

In an increasingly divided world along lines of identity, language, politics, and religion, how do we enact change? How do we talk across our differences when we cannot even agree on what count as facts? In this research-intensive class, we'll read broadly about a variety of divisive topics and potential solutions related to the course theme of "Bridging Differences." Drawing upon personal experiences, academic interests or questions sparked by course readings, you will select a course-inspired topic and compose a research portfolio that highlights significant analytic research. We will explore the Cornell Library gateway to develop college-level research skills: using databases, evaluating information, and engaging responsibly with sources to produce effective academic writing. You will learn strategies for analyzing, synthesizing and acknowledging sources, developing a thesis that emerges from research, and for talking about the research and writing you are doing. This course is especially appropriate for students interested in building academic research and writing skills with an eye toward graduate school.

SEM 101 MW 11:25-12:40 p.m. Kate Navickas 19675