## Fall 2022 First-Year Writing Seminars

**Monday, Wednesday, and Friday  08:00-08:500 AM**

<table>
<thead>
<tr>
<th>Class</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLASS 1531 SEM 101</td>
<td>Greek Myth</td>
</tr>
</tbody>
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**Monday, Wednesday, and Friday  10:10-11:000 AM**

<table>
<thead>
<tr>
<th>Class</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTHR 1101 SEM 102</td>
<td>Culture, Society, and Power: Canoe Cultures in America—Commerce, Conquest, Contradictions</td>
</tr>
<tr>
<td>ASIAN 1106 SEM 101</td>
<td>The Great Epic of India</td>
</tr>
<tr>
<td>ENGL 1134 SEM 102</td>
<td>True Stories</td>
</tr>
<tr>
<td>ENGL 1160 SEM 102</td>
<td>Intersections: Race, Writing, and Power</td>
</tr>
<tr>
<td>ENGL 1167 SEM 102</td>
<td>Reading Now</td>
</tr>
<tr>
<td>ENGL 1168 SEM 101</td>
<td>Cultural Studies: African Literary Activism</td>
</tr>
<tr>
<td>ENGL 1168 SEM 102</td>
<td>Cultural Studies: Fantasy Television Series</td>
</tr>
<tr>
<td>ENGL 1170 SEM 102</td>
<td>Short Stories</td>
</tr>
<tr>
<td>ENGL 1183 SEM 101</td>
<td>Word and Image</td>
</tr>
<tr>
<td>ENGL 1191 SEM 101</td>
<td>British Literature: Jane Austen Made Me Do It</td>
</tr>
<tr>
<td>GERST 1121 SEM 101</td>
<td>Writing Berlin</td>
</tr>
<tr>
<td>HIST 1200 SEM 105</td>
<td>Politics and Culture at the End of History: Reading the 1990s</td>
</tr>
<tr>
<td>MEDVL 1101 SEM 105</td>
<td>Aspects of Medieval Culture: Conjuring Horror in Medieval Literature</td>
</tr>
<tr>
<td>PHIL 1111 SEM 101</td>
<td>Philosophical Problems: Moral Relativism and Moral Skepticism</td>
</tr>
<tr>
<td>ROMS 1113 SEM 101</td>
<td>Thinking and Thought: Dante's Examined Life</td>
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**Monday, Wednesday, and Friday  01:30-02:200 PM**

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<thead>
<tr>
<th>Class</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AMST 1139 SEM 101</td>
<td>Gal Pals: Lesbian and Sapphic Media Fandoms</td>
</tr>
<tr>
<td>ARCH 1901 SEM 102</td>
<td>Architectural Taxidermy</td>
</tr>
<tr>
<td>CLASS 1531 SEM 104</td>
<td>Greek Myth</td>
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<tr>
<td>ENGL 1140 SEM 101</td>
<td>Writing Medicine: Stories of Illness and Healing</td>
</tr>
<tr>
<td>MEDVL 1101 SEM 111</td>
<td>Aspects of Medieval Culture: Commenting on Culture in the Middle Ages</td>
</tr>
<tr>
<td>PHIL 1112 SEM 108</td>
<td>Philosophical Conversations: (Re)writing Herstory—Feminism and Philosophy</td>
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<tr>
<td>PSYCH 1130 SEM 101</td>
<td>Navigating the World through the Senses</td>
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<tr>
<td>ROMS 1113 SEM 104</td>
<td>Thinking and Thought: On Love</td>
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**Monday, Wednesday, and Friday  02:40-03:300 PM**

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<thead>
<tr>
<th>Class</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARCH 1901 SEM 101</td>
<td>Critical and Global Histories of Architecture</td>
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<tr>
<td>ENGL 1170 SEM 104</td>
<td>Short Stories</td>
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<tr>
<td>HIST 1200 SEM 103</td>
<td>Writing the Environment</td>
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<tr>
<td>PSYCH 1140 SEM 101</td>
<td>Perception, Cognition, and Development: Why Do We Speak?</td>
</tr>
<tr>
<td>ROMS 1114 SEM 101</td>
<td>Semiotics</td>
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</table>
Monday, Wednesday, and Friday 11:20-12:10 PM
ENGL 1111 SEM 101 Writing Across Cultures: Loving and Losing
ENGL 1140 SEM 102 Writing Medicine: Stories of Illness and Healing
ENGL 1160 SEM 103 Intersections: Race, Writing, and Power
ENGL 1167 SEM 103 Reading Now
ENGL 1168 SEM 103 Cultural Studies: Weirdos, Loners, Cryptids
ENGL 1168 SEM 104 Cultural Studies: Voice
HIST 1200 SEM 102 Walt Disney Presents
MEDVL 1104 SEM 102 Modernity and Middle Ages: How To Lie With Maps—Cartography, Politics, and History
PHIL 1112 SEM 107 Philosophical Conversations: Virtue and the Good Life

Monday, Wednesday, and Friday 09:05-09:55 AM
COML 1104 SEM 101 Reading Films
ENGL 1134 SEM 101 True Stories
ENGL 1160 SEM 101 Intersections: Race, Writing, and Power
ENGL 1167 SEM 101 Reading Now
ENGL 1170 SEM 101 Short Stories
GDEV 1200 SEM 101 Follow the science?! The Politics of Knowledge for Progress
MEDVL 1101 SEM 102 Aspects of Medieval Culture: Life and Dying in the Middle Ages
MEDVL 1104 SEM 101 Modernity and Middle Ages: Rewriting the Past—Telling a Story and Calling it History
PHIL 1112 SEM 106 Philosophical Conversations: Zen Buddhist Philosophy—Writing about the Ineffable
ROMS 1113 SEM 101 Thinking and Thought: Dante's Examined Life

Monday, Wednesday, and Friday 03:45-04:35 PM
GOVT 1101 SEM 108 Power and Politics: Corruption
GOVT 1101 SEM 109 Power and Politics: The Rebellious City: Politics of Dissent in Hong Kong
NES 1964 SEM 101 Jerusalem Stories: How Texts and Artifacts Tell the Tale of the Holy City
PAM 1500 SEM 101 Reading and Writing in Public Policy

Monday, Wednesday, and Friday 12:25-01:15 PM
COML 1105 SEM 101 Books with Big Ideas
ENGL 1170 SEM 103 Short Stories
ENGL 1183 SEM 102 Word and Image
GOVT 1101 SEM 105 Power and Politics: Identity, Narratives, and Memory Politics
HIST 1200 SEM 108 Feuds, Disputes, and Law in the Early Middle Ages, 400 CE-1100 CE
LING 1100 SEM 102 Language, Thought, and Reality: Language Myths
MEDVL 1101 SEM 110 Aspects of Medieval Culture: Commenting on Culture in the Middle Ages
ROMS 1102 SEM 101 The Craft of Storytelling: Decameron
<table>
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<tr>
<th>Monday and Wednesday  08:05-09:20 AM</th>
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<tbody>
<tr>
<td>ENGL 1134 SEM 104 True Stories</td>
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<tr>
<td>MEDVL 1101 SEM 104 Aspects of Medieval Culture: Details in Dress—Reading Clothing in Medieval Literature</td>
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<td>PMA 1104 SEM 101 Gender and Crime: The Case of the Female Detective</td>
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<th>Monday and Wednesday  10:10-11:00 AM</th>
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<tbody>
<tr>
<td>WRIT 1370 SEM 102 Elements of Academic Writing: Food for Thought</td>
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<th>Monday and Wednesday  01:30-02:20 PM</th>
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<tr>
<td>WRIT 1370 SEM 105 Elements of Academic Writing: Language, Identity, and Power</td>
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<th>Monday and Wednesday  02:45-04:00 PM</th>
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<tbody>
<tr>
<td>ASIAN 1103 SEM 101 Femininities: Asia</td>
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<tr>
<td>ENGL 1105 SEM 101 Writing and Sexual Politics: The Queer Art of Memoir</td>
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<tr>
<td>ENGL 1111 SEM 103 Writing Across Cultures: Hybridxity and Otherness</td>
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<td>ENGL 1111 SEM 104 Writing Across Cultures: Technologies of Writing</td>
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<tr>
<td>ENGL 1130 SEM 101 Writing the Environment: Erotic Ecologies I—Literary Gardens of Love</td>
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<td>ENGL 1158 SEM 101 American Voices: Asian American Food Writing</td>
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<td>ENGL 1160 SEM 107 Intersections: Race, Writing, and Power</td>
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<td>ENGL 1167 SEM 104 Reading Now</td>
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<td>ENGL 1167 SEM 107 Reading Now</td>
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<td>ENGL 1168 SEM 105 Cultural Studies: Comics and Graphic Medicine</td>
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<td>ENGL 1183 SEM 103 Word and Image</td>
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<td>ENGL 1191 SEM 103 British Literature: Where the Wild Things Are</td>
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<td>GOVT 1101 SEM 101 Power and Politics: Writing Against Empire</td>
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<td>HD 1155 SEM 101 Playing to Learn</td>
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<td>HD 1156 SEM 101 The Psychology of Remembering and Forgetting</td>
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<tr>
<td>HIST 1200 SEM 109 Use and Abuse of the Middle Ages in the Modern World</td>
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<tr>
<td>ITAL 1113 SEM 101 Writing Italy, Writing the Self: Jewish-Italian Literature and the Long Twentieth Century</td>
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<td>PHIL 1112 SEM 102 Philosophical Conversations: Philosophy of Fun :)</td>
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<td>PMA 1145 SEM 101 Socks, Pads, and Other Stuff(ing): Drag Performance</td>
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<tr>
<td>PSYCH 1120 SEM 101 Personality and Social Psychology: Witches and Werewolves—Monsters, Psychology, and the Other</td>
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<td>WRIT 1420 SEM 101 Research and Rhetoric: Bridging Differences</td>
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<th>Monday and Wednesday  11:20-12:10 PM</th>
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<tr>
<td>WRIT 1370 SEM 103 Elements of Academic Writing: Biohacks</td>
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### Monday and Wednesday  11:25-12:40 PM

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<th>Course Code</th>
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<tbody>
<tr>
<td>ASIAN 1111 SEM 101</td>
<td>Many Buddhisms: Multiple Voices in Early Indian Buddhism</td>
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<tr>
<td>COML 1105 SEM 102</td>
<td>Books with Big Ideas</td>
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<td>COML 1106 SEM 101</td>
<td>Robots</td>
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<tr>
<td>ENGL 1134 SEM 105</td>
<td>True Stories</td>
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<tr>
<td>GDEV 1200 SEM 102</td>
<td>Can Business Tackle Global Poverty and Inequality?</td>
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<tr>
<td>HIST 1200 SEM 106</td>
<td>Emotions in History: The Changing Language of Feeling</td>
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<tr>
<td>LING 1100 SEM 101</td>
<td>Language, Thought, and Reality: Debunking Language Myths</td>
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<tr>
<td>MEDVL 1101 SEM 108</td>
<td>Aspects of Medieval Culture: Heroes and Heroines of the Medieval World</td>
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<tr>
<td>PHIL 1110 SEM 103</td>
<td>Philosophy in Practice: Applied Ethics in a Divisive World</td>
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<tr>
<td>PMA 1169 SEM 101</td>
<td>African Cinema: From Script to Screen</td>
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<tr>
<td>ROMS 1109 SEM 101</td>
<td>Image and Imagination: French Film—1895 to the Present</td>
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### Monday and Wednesday  09:05-09:55 AM

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>WRIT 1370 SEM 101</td>
<td>Elements of Academic Writing:</td>
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### Monday and Wednesday  09:40-10:55 AM

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COML 1134 SEM 101</td>
<td>Reading Poetry</td>
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<tr>
<td>GOVT 1101 SEM 103</td>
<td>Power and Politics: The Past, Present, and Future of U.S. Democracy</td>
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<tr>
<td>MEDVL 1101 SEM 106</td>
<td>Aspects of Medieval Culture: The Art of Friendship in the Latin Middle Ages</td>
</tr>
<tr>
<td>PHIL 1112 SEM 101</td>
<td>Philosophical Conversations: Borders, Immigration, and Citizenship</td>
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### Monday and Wednesday  01:00-02:15 PM

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COML 1105 SEM 104</td>
<td>Books with Big Ideas</td>
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<tr>
<td>COML 1138 SEM 101</td>
<td>Colonial Afterlives</td>
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<tr>
<td>ENGL 1111 SEM 102</td>
<td>Writing Across Cultures: Home, Unbound—Writing Out of Diaspora</td>
</tr>
<tr>
<td>ENGL 1168 SEM 111</td>
<td>Cultural Studies: How to Play—Riddles, Theater, Video Games</td>
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<tr>
<td>FGSS 1122 SEM 101</td>
<td>Haunted Herstories: The Politics of Writing, Gender, and the Gothic</td>
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<tr>
<td>GOVT 1101 SEM 104</td>
<td>Power and Politics: Decolonization?</td>
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<tr>
<td>GOVT 1101 SEM 107</td>
<td>Power and Politics: Politics, Improvisation, Jazz</td>
</tr>
<tr>
<td>HIST 1200 SEM 107</td>
<td>Emotions in History: The Changing Language of Feeling</td>
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<tr>
<td>MEDVL 1101 SEM 109</td>
<td>Aspects of Medieval Culture: Heroes and Heroines of the Medieval World</td>
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<tr>
<td>PHIL 1110 SEM 102</td>
<td>Philosophy in Practice: Bioethics</td>
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<tr>
<td>PHIL 1110 SEM 104</td>
<td>Philosophy in Practice: Applied Ethics in a Divisive World</td>
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<tr>
<td>PHIL 1112 SEM 103</td>
<td>Philosophical Conversations: The Philosophy of Love</td>
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<tr>
<td>PMA 1104 SEM 102</td>
<td>Gender and Crime: The Case of the Female Detective</td>
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<tr>
<td>ROMS 1109 SEM 102</td>
<td>Image and Imagination: French Film—1895 to the Present</td>
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<tr>
<td>SOC 1130 SEM 101</td>
<td>Social Networks in a Global World</td>
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### Monday and Wednesday  07:30-08:45 PM
ENGL 1105 SEM 102 Writing and Sexual Politics: Women Writing Science in the Early Modern World
ENGL 1105 SEM 104 Writing and Sexual Politics: Modernist Literature's Sexual Revolution
ENGL 1111 SEM 105 Writing Across Cultures: Medieval Dreams of Modern Insomnia
ENGL 1167 SEM 108 Reading Now
ENGL 1170 SEM 105 Short Stories
ENGL 1183 SEM 104 Word and Image
HIST 1200 SEM 104 American Exceptionalism Reconsidered: Decolonizing the American Century
PMA 1168 SEM 101 Your Fave is Problematic: Media, Fandom, and Race

Monday and Wednesday 12:25-01:15 PM
WRIT 1370 SEM 104 Elements of Academic Writing: Biohacks

Tuesday and Thursday 08:05-09:20 AM
ARTH 1173 SEM 101 Portraiture
BIONB 1220 SEM 102 The Cat’s Meow: Excellence in Communicating about Communication
CLASS 1531 SEM 102 Greek Myth
ENGL 1130 SEM 102 Writing the Environment: Black Atlantic Ecologies
ENGL 1168 SEM 106 Cultural Studies: Friendship and Literary Character
MEDVL 1101 SEM 103 Aspects of Medieval Culture: Mind and Soul in the Middle Ages
PMA 1171 SEM 101 Re/presentations: The politics of Queer BIPOC Artists

Tuesday and Thursday 10:10-11:00 AM
WRIT 1370 SEM 107 Elements of Academic Writing: Climate and Literature

Tuesday and Thursday 01:30-02:20 PM
WRIT 1370 SEM 110 Elements of Academic Writing: Writing Back to the News

Tuesday and Thursday 02:45-04:00 PM
BIONB 1220 SEM 101 Evolution on Islands: How Islands Have So Many Unique Species
CLASS 1531 SEM 103 Greek Myth
ENGL 1111 SEM 109 Writing Across Cultures: Transforming Autobiographical Writing
ENGL 1130 SEM 103 Writing the Environment: Surrealism and Apocalypse in the U.S. and Global South
ENGL 1158 SEM 104 American Voices: Whiteness and the American Literary Imagination
ENGL 1160 SEM 106 Intersections: Race, Writing, and Power
ENGL 1168 SEM 109 Cultural Studies: Race, Gender, and Writing about Hip Hop
ENGL 1270 SEM 102 Writing About Literature: Enemies, A Love Story
GOVT 1101 SEM 106 Power and Politics: Revolution! Conservatism, Liberalism, and Radicalism
HIST 1321 SEM 101 Post-World War II America: Crisis and Continuity
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Section</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUSIC</td>
<td>1701</td>
<td>SEM 103</td>
<td>Sound, Sense, and Ideas: The MTV Era—Writing About Music Videos</td>
</tr>
<tr>
<td>PHIL</td>
<td>1110</td>
<td>SEM 101</td>
<td>Philosophy in Practice: Legal Determinacy and Indeterminacy</td>
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<tr>
<td>PHIL</td>
<td>1111</td>
<td>SEM 103</td>
<td>Philosophical Problems: Human Beings – Morals and Metaphysics</td>
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<tr>
<td>PMA</td>
<td>1170</td>
<td>SEM 101</td>
<td>With Care: Reimagining Queer and Trans Futures</td>
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<tr>
<td>SOC</td>
<td>1190</td>
<td>SEM 101</td>
<td>Call in Experts: How Social Science Research Influences Policy</td>
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**Tuesday and Thursday 11:20-12:100 PM**

- WRIT 1370 SEM 108  
  Elements of Academic Writing: Metaphor in Art, Science, and Culture

**Tuesday and Thursday 11:25-12:400 PM**

- ASIAN 1111 SEM 103  
  Haunting and (Still) Living: Spectral Body in Asian Cinema
- BIOEE 1640 SEM 102  
  The Essential Is Invisible to the Eye: Exploring the Field of Microbiome Research
- ENGL 1105 SEM 103  
  Writing and Sexual Politics: Discovering Desire
- ENGL 1111 SEM 106  
  Writing Across Cultures: Writing Memory from the Watery
- ENGL 1111 SEM 107  
  Writing Across Cultures: The Culture of the Raj
- ENGL 1134 SEM 103  
  True Stories
- ENGL 1158 SEM 103  
  American Voices: Literature of Bullshit Jobs
- ENGL 1160 SEM 104  
  Intersections: Race, Writing, and Power
- ENGL 1167 SEM 106  
  Reading Now
- ENGL 1170 SEM 106  
  Short Stories
- ENGL 1170 SEM 107  
  Short Stories
- ENGL 1183 SEM 105  
  Word and Image
- ENGL 1270 SEM 101  
  Writing About Literature: New Eastern European Writing
- FGSS 1123 SEM 101  
  Beyond the Binary: Feminist Storytelling For Earthly Survival
- GERST 1109 SEM 102  
  From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness
- GERST 1170 SEM 101  
  Marx, Nietzsche, Freud
- LING 1100 SEM 103  
  Language, Thought, and Reality: Ethics in Artificial Intelligence
- MEDVL 1101 SEM 107  
  Aspects of Medieval Culture: Castles, Towers, and Fortresses
- MUSIC 1701 SEM 101  
  Sounds Sense and Ideas: On Display—Carnival, Festival, and Ritual
- PMA 1161 SEM 101  
  Food and the Media
- ROMS 1120 SEM 101  
  Animals in Global Cinema: Human and Non-human
- STS 1123 SEM 101  
  Technology and Society: Digital Infrastructures

**Tuesday and Thursday 09:05-09:555 AM**

- WRIT 1370 SEM 106  
  Elements of Academic Writing: Race in the Middle Ages

**Tuesday and Thursday 09:40-10:555 AM**

- ANTHR 1101 SEM 101  
  Culture, Society, and Power: Toxicity and Remedy
- ASRC 1825 SEM 101  
  Educational Innovations in Africa and the African Diaspora
- COML 1105 SEM 103  
  Books with Big Ideas
- COML 1105 SEM 105  
  Books with Big Ideas
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
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<tbody>
<tr>
<td>ENGL 1111 SEM 108</td>
<td>Writing Across Cultures: Indigenous Futurisms</td>
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<tr>
<td>ENGL 1111 SEM 111</td>
<td>Writing Across Cultures: Diaspora Voices</td>
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<tr>
<td>ENGL 1140 SEM 103</td>
<td>Writing Medicine: Stories of Illness and Healing</td>
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<tr>
<td>ENGL 1158 SEM 102</td>
<td>American Voices: American Literature and Culture, 1865-Present</td>
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<tr>
<td>ENGL 1167 SEM 105</td>
<td>Reading Now</td>
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<tr>
<td>ENGL 1168 SEM 107</td>
<td>Cultural Studies: Writing with Animals</td>
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<td>GERST 1109 SEM 101</td>
<td>From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness</td>
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<td>GOVT 1101 SEM 102</td>
<td>Power and Politics: States, Power and Global Governance</td>
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<td>HE 1150 SEM 101</td>
<td>Why People Change: Aging and the Media</td>
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<td>MUSIC 1701 SEM 102</td>
<td>Sound, Sense, and Ideas: Animal Music—From Cicadas to Whales</td>
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<td>PHIL 1112 SEM 104</td>
<td>Philosophical Conversations: Puzzles about Personhood</td>
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<tr>
<td>PMA 1160 SEM 101</td>
<td>Wonderlands and Other Worlds</td>
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**Tuesday and Thursday 01:00-02:15 PM**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ARTH 1174 SEM 101</td>
<td>Photography and Text</td>
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<td>ASIAN 1111 SEM 102</td>
<td>Myth and Mela: Festival and Culture in South Asia</td>
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<td>ASRC 1849 SEM 101</td>
<td>Race in Africa?</td>
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<td>BIOEE 1640 SEM 101</td>
<td>Sustainability and the Human-Nature Relationship: An Exploration through Science, History, and Personal Experience</td>
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<td>ENGL 1111 SEM 110</td>
<td>Writing Across Cultures: New Queer Cinema and the L.A. Rebellion</td>
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<td>ENGL 1111 SEM 112</td>
<td>Writing Across Cultures: Diaspora Voices</td>
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<td>ENGL 1147 SEM 101</td>
<td>The Mystery in the Story</td>
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<td>ENGL 1160 SEM 105</td>
<td>Intersections: Race, Writing, and Power</td>
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<td>ENGL 1168 SEM 108</td>
<td>Cultural Studies: Disability and Writing</td>
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<tr>
<td>ENGL 1168 SEM 110</td>
<td>Cultural Studies: Comic Books! Graphic Novels! Transmedia!</td>
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<td>ENGL 1191 SEM 102</td>
<td>British Literature: Oscar Wilde</td>
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<td>GERST 1170 SEM 102</td>
<td>Marx, Nietzsche, Freud</td>
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<td>HE 1151 SEM 101</td>
<td>Positive Sustainability: Happiness, Health and the Environment</td>
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<td>HIST 1180 SEM 101</td>
<td>Viking America</td>
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<td>HIST 1315 SEM 101</td>
<td>American Insurgencies</td>
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<td>JWST 1987 SEM 101</td>
<td>Jews on Film: Visible and Invisible</td>
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<td>MEDVL 1101 SEM 101</td>
<td>Aspects of Medieval Culture: Medieval Celtic Literature</td>
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<td>MUSIC 1701 SEM 104</td>
<td>Sound, Sense, and Ideas: Thank U, Next—How to Make a Pop Star</td>
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<td>PHIL 1111 SEM 102</td>
<td>Philosophical Problems: The Nature of Morality</td>
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<td>PHIL 1112 SEM 105</td>
<td>Philosophical Conversations: Philosophy and Choice</td>
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<td>PMA 1152 SEM 101</td>
<td>Immersions and Engagements: Performance and the Evolution of Participation</td>
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**Tuesday and Thursday 12:25-01:15 PM**

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<th>Course Code</th>
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<td>WRIT 1370 SEM 109</td>
<td>Elements of Academic Writing: Metaphor in Art, Science, and Culture</td>
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AMERICAN STUDIES 1139
Gal Pals: Lesbian and Sapphic Media Fandoms

In between the girls on TV who steal longing glances at one another is a transformative space of queer subtext. Their chemistry does not go unnoticed by sapphic audiences who push back against heteronormative assumptions regarding female intimacy in American pop culture. This course will reclaim the subtle glances between “gal pals” into the rich landscape of sapphic media representation and the fans who nurture it. Students will critically engage with a wide variety of contemporary texts from television (Euphoria, The Wilds, Riverdale) and film (Fear Street and Pitch Perfect trilogies) to fanfiction and fan remix videos. This class will invite students to experiment with various combinations of scholarly and creative writing: film analysis, popular criticism, writing fanfiction, and researching digital archives.

ANTHROPOLOGY 1101
Culture, Society, and Power: Toxicity and Remedy

Eighteenth- and nineteenth-century articulations of the relationship between toxicity and remedy are insufficient in the twenty-first century. Some propose to label our era the “Anthropocene” to highlight how human-centered ways of organizing economy, landscape, and society are creating conditions that undermine the continuation of life. Through reading scholarly and creative writings, studying artistic and activist projects, students will explore how toxicity is coming to be experienced as a condition of life. We will ask: What does it mean to heal in a toxic world? What are the options for living in the ruins of industrialization, colonization, and militarization? What kinds of knowledge, sorts of sensibilities, and techniques for dwelling (in our bodies, homes, communities, and world) might propose ways to remedy the damage and address the harm?

ARCHITECTURE 1901
Critical and Global Histories of Architecture

Instead of just learning about gothic churches, social housing, or well-known architects, this course will focus on how writers have tried to explain or illuminate architecture. Readings will be informed by critical theory, race, ecology, gender, and postcolonial studies to show how the history of architecture is rooted in ideas of nationalism, colonialism, and power. But this is not the only the story. Buildings have also been central characters in novels and architecture has been used as liberating practice to imagine new worlds and support local autonomy. The discussions in the course will ask students to think critically about architecture and the assignments will illustrate how writing history is both a creative and analytical process.
ARCHITECTURE 1901
Architectural Taxidermy

The American Museum of Natural History and the Metropolitan Museum of Art’s American Wing construct National myths real enough to walk inside. Their dioramas and period rooms are monstrous works of architecture assembled out of a vast array of things and stories. But who makes them up, what do they look like, how were they built, and why does this matter? Who gets to write these cultural narratives and decide what counts as “natural,” as “American,” or as “history”? Together we will look at drawings and photographs, consider anthropological expeditions, watch films, and visit fraught spaces on campus while you develop the skills and strategies necessary to dissect this architectural taxidermy.

SEM 102  MWF 01:30-02:20 PM  Athanasiou Geolas 19344  Tracy Carrick

ART HISTORY 1173
Portraiture

How does one capture the likeness of an individual? What purposes do portraits serve, and by which criteria may they be judged? Are there aspects of a person that elude representation? We will pose these questions of both artistic and literary portraits, and seek answers by writing about portraits here at Cornell: in our museums, libraries, and around campus. Assignments may include: an exercise in formal analysis (art-historical description); an exercise in literary analysis (account of an epigram on a visual portrait); an exercise in biography (account of the subject of a visual portrait); an exercise in verbal portraiture (description of a person beyond the biographical).

SEM 101  TR 08:05-09:20 AM  Benjamin Anderson 19345

ART HISTORY 1174
Photography and Text

Like the right Instagram filter, writing can change the way a photograph impacts its viewer. This course touches on some of photography’s key histories and concerns to improve the way students write with images. By making something appear, a photograph wields great power on a screen or printed page. Writers not only elegantly describe photographs, but mine, subvert, and silence images with text. Class sessions will cover topics related to conceptual art, the documentary tradition, fourth-wave feminism, and postcolonial theory to interrogate photography’s possibilities against the writer’s responsibilities. Writing assignments will include formal analysis and thesis-driven essays linking images to concepts such as class, gender, and colonialism.

SEM 101  TR 01:00-02:15 PM  Ksenia Pavlenko 19346  Verity Platt

ASIAN STUDIES 1103
Femininities: Asia

This course will study the politics and aesthetics of representing femininity in Asia across a variety of Asian screen cultures, literatures, and political-economic contexts. We will study foundational scholarly writing on the topic as well as consider fiction writing and feature and documentary films about femininity. What has embodying, rejecting, representing, or refusing to represent femininity come to mean in the globalized, neoliberal economies and mobile societies of South, Southeast, and East Asia? Readings will serve as points of departure for understanding different kinds of argumentation and styles of writing: reading responses, short and long analytical essays, abstracts, and proposals.

SEM 101  MW 02:45-04:00 PM  Arnika Fuhrmann 19347
ASIAN STUDIES 1106
The Great Epic of India

The great Sanskrit epic, Mahabharata, is one of the principal monuments of world literature. This vast, enthralling, and powerful tale of intra-familial war and world-historical decline (of which the famous Bhagavad Gita forms but a small part) transformed the religious and literary consciousness of India, and exercised a broad impact throughout South and Southeast Asia. This course will introduce students to this remarkable text and the literary tradition it inaugurated, through selected readings from the epic itself, along with samples of later renditions of its story (including contemporary theatrical, TV, and comic book versions).

SEM 101  MWF 10:10-11:00 AM  Lawrence McCrea  19348

ASIAN STUDIES 1111
Many Buddhisms: Multiple Voices in Early Indian Buddhism

How did Buddhism market itself in a multi-religious world? Can a woman become a Buddha? What language did the Buddha speak? In this seminar we will primarily read Buddhist literature from early South Asia and unravel the social agendas underlying the Buddhist literature. We will evaluate the historical dynamics that gave birth to the various or even contradictory historical and religious discourses on crucial topics such as, social hierarchy, language ideology, gender issue, and monastic corruption. The readings will include the stories of the early Buddhist community and depictions of ancient monastic life. Students will be required to analyze the religious texts in specific contexts and compose their own Buddhist scriptures with the techniques learned from the Buddhists.

SEM 101  MW 11:25-12:40 PM  Liyu Hua  19351  Daniel Boucher

ASIAN STUDIES 1111
Myth and Mela: Festival and Culture in South Asia

In this writing seminar we will explore the dynamic religious culture of South Asia by examining various South Asian religious festivals, alongside the myths, stories, and cultural traditions associated with each festival. Much of the material covered will be focused on Hindu festivals, however we will also look at Muslim, Sikh, and Jain festivals and myths as well. Readings will include both primary and secondary source material to help us better examine these topics. Through response papers, short essays, and a research paper, we will practice gathering evidence in support of an argument, as well as cultivating critical thinking skills, personal voice, and stylistic control. We will build upon shorter writing assignments, gradually progressing to the final research paper on a topic of your choosing.

SEM 102  TR 01:00-02:15 PM  Vincent Burgess  19352  Anne Blackburn

ASIAN STUDIES 1111
Haunting and (Still) Living: Spectral Body in Asian Cinema

A haunting body is a living body. This class offers “lens” to conceptualize the issues of history, race and ethnicity, gender and sexuality, trauma and violence, and other political movements in contemporary Asian cinema. We will walk through a wide range of Asian films, covering East Asian, South Asian and Southeast Asian cinema, and also engage with film and critical theories which will foster dialogues on “body,” politics, and humanity. In this course, we will learn how to express ideas and questions through the process of writing, including creative writing, film reviews, and research essays.

SEM 103  TR 11:25-12:40 PM  Sirithorn Siriwan  19553  Anne Blackburn
AFRICANA STUDIES AND RESEARCH CENTER 1825

Educational Innovations in Africa and the African Diaspora

An introductory interdisciplinary course focusing on Africa’s geographical, ecological, social, and demographic characteristics. It discusses African indigenous institutions and values, multiple cultural heritage of African, Islam, Western civilization, and emerging Asian/Chinese connections. Main historical developments and transition, the contemporary political, economic, educational, social and cultural change with technological factor will be analyzed. Africa’s ties with its diaspora with a focus on the United States (from the trans-Atlantic slave trade to the present) and the evolving Afropolitan factor, its impact on the emerging world order and its contribution to world civilization will also be explored.

SEM 101  TR 09:40-10:55 AM  N'Dri Assie-Lumumba  19354

AFRICANA STUDIES AND RESEARCH CENTER 1849

Race in Africa?

This course hopes to probe meanings of race and blackness as they flow from the African continent, rather than from completely Western understandings. We will take into account the legacy of the largely neglected trans-Saharan slaver trade, which not only preceded but also outlasted trans-Atlantic slavery. Overall, we will look at the overlapping legacies of enslavement colonialism and white supremacy as they are reflected in historical monographs, ethnographies, slave narratives, novels, and films. Students will build writing skills through writing reviews, response and position papers, and get exposed to a wide range of interdisciplinary literature that will expand their knowledge about the concept of race and slavery in Africa.

SEM 101  TR 01:00-02:15 PM  Afifa Ltifi  19358  Tracy Carrick

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Sustainability and the Human-Nature Relationship: An Exploration through Science, History, and Personal Experience

In this seminar you will use a scientist’s perspective to contextualize the current climate change crisis and sustainability movements with the complexities of the human-nature relationship. A pressing question in our climatically changing world is: can the relationship between humans and the rest of the natural world be mutually beneficial? To explore this question, we will focus mainly on readings from two books: (1) Dirt: The Erosion of Civilizations and (2) Braiding Sweetgrass, and a selection of other short readings, that use scientific knowledge as a main basis for their arguments or stories and explore different aspects of the human-nature relationship. Essay assignments will span in styles from the critical and investigative to the personal and creative. The course will finish with your own proposed answer to our initial question.

SEM 101  TR 01:00-02:15 PM  Catalina Mejia  19359  Jed Sparks

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

The Essential Is Invisible to the Eye: Exploring the Field of Microbiome Research

Microbes live on within us and without us. But our existences are inextricably entangled with theirs. From development to behavior, microbes seem to be implicated in a variety of their host’s life functions. In this course we will depart in an exploration of the burgeoning world of microbiome research. What it is, how it's done, and most importantly, why. From popular science pieces to a choose-your-own-adventure excursion through the scientific literature, you will have the chance to exercise your curiosity and hone your ability to apprehend information and evaluate it critically. Through a mix of personal essays, paper synthesis, comparative analyses, and popular science articles, you will develop the skill of thinking deeply about various topics and communicating these thoughts effectively through writing. All through the multidisciplinary and exciting lens of host-microbe associations.

SEM 102  TR 11:25-12:40 PM  Madalena Vaz Ferreira Real  19360  Jed Sparks
NEUROBIOLOGY & BEHAVIOR 1220
Evolution on Islands: How Islands Have So Many Unique Species

Did you know that the islands of Hawaii have more cricket species than the continental USA? Or that lemurs are only found in Madagascar? In this course we will learn about how evolution shapes the formation of so many unique species on islands, both in terms of number and quality. Topics will range from the basics of evolutionary biology to why does evolutionary forces act differently on islands. We will read several famous authors on this topic, from Darwin to Dawkins, and learn to write about evolution in a persuasive and powerful way that is accessible to a wide range of audience. No prior background in biology is needed but curiosity to learn about this topic will be helpful.

SEM 101  TR 02:45-04:00 PM  Raunak Sen  19349  Kerry Shaw

NEUROBIOLOGY & BEHAVIOR 1220
The Cat’s Meow: Excellence in Communicating about Communication

Bird song has inspired countless poems, books, and music, yet as beautiful as it may sound to us, it did not evolve for our pleasure. For the intended listeners, rival birds, it likely sounds anything but beautiful. In this course we will explore the world of animal communication, from singing mice to dancing bees to cellphones, through writing. We will read work from individuals who have taken deep dives into other creatures’ worlds, or who have brought new perspectives to our own, from Margaret Morse Nice to Helen Keller. We will explore writing styles through assignments targeted to diverse audiences, including peers, the general public, and grant review committees. No biology background required—only an interest in the form of animal communication we call prose.

SEM 102  TR 08:05-09:20 AM  Zena Casteel  19350  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 AM  Daniel Gallagher  19355
SEM 102  TR 08:05-09:20 AM  Matthieu Réal  19356  Eric Rebillard
SEM 103  TR 02:45-04:00 PM  Colin Behrens  19357  Eric Rebillard
SEM 104  MWF 01:30-02:20 PM  Hana Aghabian  19605  Eric Rebillard

COMPARATIVE LITERATURE 1104
Reading Films

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  MWF 09:05-09:55 AM  Noah Valdez  19361  Vaziri Parisa
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 | MWF 12:25-01:15 PM | Song Han | 19362 | Vaziri Parisa |
| SEM 102 | MW 11:25-12:40 PM  | Praveen Tilakaratne | 19363 | Vaziri Parisa |
| SEM 103 | TR 09:40-10:55 AM  | Tianyi Shou | 19364 | Vaziri Parisa |
| SEM 104 | MW 01:00-02:15 PM  | Kun Huang | 19365 | Vaziri Parisa |
| SEM 105 | TR 09:40-10:55 AM  | Amrita Chakraborty | 19366 | Vaziri Parisa |

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 plays such as *R.U.R.* by Karel Capek, who invented the term “robot.” Other materials may include philosophical texts, fiction, videogames, films, graphic novels, and hip-hop concept albums.

| SEM 101 | MW 11:25-12:40 PM | Marc Kohlbry | 19367 |

COMPARATIVE LITERATURE 1134
Reading Poetry

There are many ways to read a poem. Some readers are interested in thematic questions such as the persistence of particular topics in poetry—love, death, nature, psyche—and how poems interact with issues of social concern. Other readers are interested in formal questions such as meter and rhyme and their relation to meaning. In this course you will work with poems of varied styles, traditions, and cultures. The focus of the class may be forms such as the sonnet sequence, the prose poem, and the haiku. Or the class may consider problems of language: for example, what do we learn by reading multiple translations of one poem into English? Reading poetry can sharpen your critical skills—and it’s fun! In addition to analytical writing, assignments may include memorization of short poems or composition of your own poems.

| SEM 101 | MW 09:40-10:55 AM | Didik Park | 19368 | Vaziri Parisa |

COMPARATIVE LITERATURE 1138
Colonial Afterlives

What was colonialism? And, of equal importance, what is colonialism? In response to these questions, this class turns to literature, media, and philosophy to ask after the bonds between colonialism and contemporary issues of migration, extraction and environmental degradation, globalized labor, and algorithmic justice. By exploring a diversity of interrelated contexts across the Global North and South, students will be equipped with the vocabulary and writing strategies to rigorously analyze, compare, and debate these issues alongside artists and thinkers such as Aimé Césaire, Mati Diop, Fiston Mwanza Mujila, Achille Mbembe, and Frantz Fanon.
**ENGLISH 1105**

**Writing and Sexual Politics: The Queer Art of Memoir**

How does one write the self? What does it mean to compose one’s lived experience? This course poses these questions with a particular focus on memoirs from LGBTQIA+ individuals, including work by Gloria Anzaldúa, Angela Chen, Justin Chin, Marlon Riggs, and David Wojnarowicz. Moving across queer history, we will examine the various forms that memoir can take: from more “heteronormative” narrative styles to “queerer” mediums like the letter, podcast, poem, film, or graphic novel. Inspired by these texts, we will also compose our own queer memoir pieces, pieces simultaneously analytical, personal, and creative. Thus not only will this course help introduce you to some of history's most important queer voices, but it will also give you the chance to foster your own!

**ENGLISH 1105**

**Writing and Sexual Politics: Women Writing Science in the Early Modern World**

From Ada Lovelace to Rosalind Franklin, women have been increasingly recognized as central to the history of STEM fields. But what kind of contributions have women made to science beyond formal discoveries? How has their fiction and poetry changed the way we think and feel about science? This course will explore these questions by looking at how English women writers from the late sixteenth to the early nineteenth century responded to scientific advancements. More broadly, we’ll ask: what is scientific knowledge, and what’s the scientific value of literary texts? Students will explore these questions through a series of analytical essays on works ranging from Mary Shelley’s *Frankenstein* to understudied poems by recently rediscovered authors including Mary Wroth, Lucy Hutchinson, and Margaret Cavendish.

**ENGLISH 1105**

**Writing and Sexual Politics: Discovering Desire**

What does it mean for someone to discover their desire? How do we come to know something about our desires that we didn’t know before? This course will investigate narratives, poems, and films about people experiencing and coming to know something about what they want. Together, we’ll explore questions about the differences and similarities in this experience for different sexes and genders; about whether this process of discovery ever comes to an end; and about how we tell stories about these very bodily experiences. We’ll also discuss how these experiences, while often isolating, can make possible new forms of connection between humans, and how being surprised by desire can trouble traditional conceptions of learning. Writing work will consist of essays exploring these questions.

**ENGLISH 1105**

**Writing and Sexual Politics: Modernist Literature's Sexual Revolution**

This course explores gender and sexuality through writing and through thoughtful exploration of literature and film. Students will compose five position papers on various topics exploring representations of gender in popular texts. Course texts will include documentary film, literature, philosophy, and cinema. By the end of the semester students will gain experience developing rhetorical argument strategy, composing formal textual analysis, and designing a research paper around a topic of their own choosing.
Writing Across Cultures: Loving and Losing
This course will probe love—the force that binds us together and urges us to face the unknown—as well as the pain of its end and loss, or the aftermath of love. We will read novels, poetry, play, nonfictional essays, and watch films that explore love’s contradictions, persistence, and bitterness. Students will engage in various analytical and creative writing assignments—from a film review and memoir to a manifesto—and participate in collaborative discussion and writing workshops. Through reading and writing closely, students will develop their own thoughts on love and consider why, at the end of the day, “we must love one another or die”—in the words of the poet W.H. Auden.

SEM 101 MWF 11:20-12:10 PM  Yonbom Chung  19390  Greg Londe

Writing Across Cultures: Home, Unbound—Writing Out of Diaspora
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, Jennifer S. Cheng, and Theresa Hak Kyung Cha 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 revolutionary 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, lyric prose, collage, and archive.

SEM 102 MW 01:00-02:15 PM  Elisávet Makridis  19391  Greg Londe

Writing Across Cultures: Hybridity and Otherness
When worlds collide, what happens in the in-between spaces they create? How are concepts like “other” coded within our cultural/historical memories and mythologies? These questions have existed for centuries and this course will explore the ways we continue to ask them today. From anime, to science fiction, to poetry, the lyric essay, and beyond, we will analyze a variety of media from contexts of race, gender, (post-)colonialism, and trauma. Possible texts include works by: Cathy Park Hong, Octavia Butler, Gabriel Garcia Marquez, James Baldwin, Hayao Miyazaki, and others. Students will craft critical essays, poems, and other creative works in efforts to untangle and engage with the essential question so many of these different voices are asking: how can we belong?

SEM 103 MW 02:45-04:00 PM  Lily Codera  19392  Greg Londe

Writing Across Cultures: Technologies of Writing
In this seminar, we will endeavor to be better writers by going straight to the source: by studying the different technologies of writing. As far back as Plato, writers and philosophers have expressed the concern that new forms of writing will affect how we think, remember, and communicate. How do the instruments and platforms of writing—from the pen to the personal computer, moveable type to HTML, paper to PowerPoint—shape the things we can say (for better and worse) and the environments in which we communicate? What about literary and rhetorical strategies: are they also “technologies”? We’ll ground our knowledge by reading about the history, philosophy, and poetics of different writing technologies. And we’ll also conduct experiments of our own in journaling, blogging, letter writing and fiction.

SEM 104 MW 02:45-04:00 PM  Rayna Kalas  19393  Greg Londe
Writing Across Cultures: Medieval Dreams of Modern Insomnia

In this course trans-historical accounts of sleeping from the ancient world to now and theories of dreaming will serve as the frame for the dream-visions of the Middle Ages and contemporary tales of insomnia, including *Piers Plowman*, Chaucer’s *The Nun’s Priest’s Tale*, *Pearl* as well as *Cashback*, *Taxi Driver*, *La science des rêves*, *After Dark*, *Fight Club*, *In Search of Lost Time*, *Sleep, Insomniac Dreams: Experiments with Time* by Vladimir Nabokov, and many more. Do these stories have something in common? What do the dreams of the Middle Ages have to teach us about our own sleepless age? What can we do with the liminal space between waking and sleeping—is it a waste of life or a door to another world?

SEM 105  MW 07:30-08:45 PM  Seth Strickland  19394  Nei Saccamano

Writing Across Cultures: Writing Memory from the Watery

When we write memory from the watery, we are writing from our ancestral, sensuous-erotic, and imaginative selves. We are freeing ourselves from linear time, from the categorization of “truth” and from the separation of human-spirit realms. Here we will reverse writing stories about our other-worldly selves, into writing from our other-worldly selves. We will revolve around collections of Black feminist meditations, poetry, essays, novels, art collections, film, and Black spirit memoirs—following writers such as Morrison, Pauline Gumbs, and Emezi. Such works will help us map our own ways into remembering, reckoning, and restoring. This kind of writing is a confluence of what is, what wants to be, and what haunts. It is a fluidity of “real” and a flooding of invention.

SEM 106  TR 11:25-12:40 PM  India Sada Hackle  19395  Greg Londe

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 107  TR 11:25-12:40 PM  Satya Mohanty  19396  Greg Londe

Writing Across Cultures: Indigenous Futurisms

Representations of American Indians have played a significant role in the formation of popular culture and science fiction, fantasy, and horror genres. From the quintessential Columbusing frontier narratives of discovering new planets and new civilizations to Westworld, references to American Indians, conquest, and cultural encounters continue to function as cultural touchstones within U.S. popular media that include films and television, graphic novels and videogames. This course examines the intersections between literary and cultural figurations of American Indians and the ways in which American Indian and Indigenous authors have reimagined some core genres of popular fiction—ranging from historical romance, science fiction/fantasy, horror, and mystery—to not only transform those genres, but to imagine the possibility of decolonial futures for Indigenous peoples, lands, and stories.

SEM 108  TR 09:40-10:55 AM  Jodi Byrd  19397  Greg Londe
ENGLISH 1111
Writing Across Cultures: Transforming Autobiographical Writing

How do writers, inventing their own ways of telling, write from themselves, toward themselves, beyond limiting prescriptions and perimeters of genre? Un-genréd (or genre-bending), multimodal literature releases writers from traditional frames, unlocking new ways of telling their truths; more authentic, intersectional, and holistic ways of naming their experiences and interior-scapes. We will read work that incorporates visual elements like photographs, maps, geometric figures, architectural blueprints, diagrams, blank spaces, etc.). Our reading practice will also involve voice, music, audio recordings, and videotapes. The works will center memory, myth, and multigenerational, multi-regional meditations on utterance, silence, migration, trauma, and healing. We will write creative scholarly papers (un-genred/multimodal personal essays, poetry reviews, etc.) on nuances, complexities, and multiplicities inherent in presenting the unlimited self on the page.

SEM 109 TR 02:45-04:00 PM Mackenzie Donnelly 19398 Greg Londe

ENGLISH 1111
Writing Across Cultures: New Queer Cinema and the L.A. Rebellion

This class examines two movements, New Queer Cinema and the L.A. Rebellion, composed of filmmakers who revised the conventions of Hollywood cinema in order to represent the experiences and perspectives of communities that had previously been relegated to the margins of American film culture. Through juxtapositions of films by Haile Gerima, Julie Dash, Charles Burnett, Gregg Araki, Isaac Julien, and Rose Troche, this class will explore how the experiences of being queer, Black, or queer and Black in the United States created the conditions for radical formal and rhetorical innovation. Assignments will take the form of close readings of individual films, comparative analyses that reflect on the ethics of comparison, and creative critical assignments that experiment with effects of transposing techniques from film into writing.

SEM 110 TR 01:00-02:15 PM Richard Thomson 19399 Greg Londe

ENGLISH 1111
Writing Across Cultures: Diaspora Voices

This seminar will explore the cultural impact of the global Jewish, African, and South Asian diasporas. We will encounter essayists from Susan Sontag to James Baldwin, novelists from Jhumpa Lahiri to Kiran Desai, and filmmakers from Mira Nair to Hanif Kureishi. What does it mean to belong to a diaspora, a people scattered by history far from the “homeland”? What forms of culture emerge from the experience of dispersion, discrimination, adaptation, and longing? Students will investigate these questions and their own roots by writing and revising regularly, keeping reading journals, composing critical essays, and experimenting with the varieties of reflective and creative nonfiction.

SEM 111 TR 09:40-10:55 AM Ben Fried 19400 Greg Londe
SEM 112 TR 01:00-02:15 PM Ben Fried 19401 Greg Londe

ENGLISH 1130
Writing the Environment: Erotic Ecologies I—Literary Gardens of Love

In this course students will read the creation accounts from Gilgamesh, the Qur’an, Genesis, and Hesiod’s Theogeny. From these accounts of clay to flesh, we’ll turn to Ovid’s mythologies of deified streams and rivers, their offspring, and how the marriage of the divine and the dirt yields human beings in the ancient world. In Genesis, the natural world provides temptations, and in Song of Songs, the fruit for erotic metaphor as it does for hundreds of years in the poems of Rumi and medieval English lyrics. The first semester will end in the Middle Ages, where a green warrior spawned, it seems, from the natural world itself provides terrifying ethical and sexual ambiguities in Sir Gawain and the Green Knight.

SEM 101 MW 02:45-04:00 PM Seth Strickland 19413 Neil Saccamano
ENGLISH 1130
Writing the Environment: Black Atlantic Ecologies
What does it mean to think through the environmental crisis of our time in tandem with the violent history of coloniality and imperialism? How are Black artists and thinkers exposing the ecological violence in Black communities while imagining alternative sustainable futures for human and non-human beings? Taking on these questions, this course brings Afrodiasporic histories of death and survival in conversation with the global ecological crisis of the present. The class will also engage with cases such as the Flint Water Crisis, Nigeria’s Niger-Delta, the e-waste dumpsite in Ghana, and the mining industries in Southern Africa. Students will learn how to write for different audiences as well as how to analyze a wide range of texts.

SEM 102 TR 08:05-09:20 AM Chijioke Onah 19414 Neil Saccamano

ENGLISH 1130
Writing the Environment: Surrealism and Apocalypse in the U.S. and Global South
In this course we will interrogate surrealism and magic realism through sites of dystopia, apocalypse, displacement, erosion of landscapes, and other political, economic, and climate crises. How and why do subversions of realism emerge from these crises, and how can we build new worlds from them? This course is interdisciplinary and multimedia, considering surrealism and magic realism as both literary and artistic movements, shaped by environment. We will consider films, such as Beasts of the Southern Wild, paintings, such as the work of Frida Kahlo and Salvador Dali, poetry, short stories, essays, and excerpts of novels. Students will write both creatively and analytically in assignments shaped around ecocriticism, personal narrative, and literary and visual analysis.

SEM 103 TR 02:45-04:00 PM Mackenzie Berry 19415 Neil Saccamano

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 09:05-09:55 AM Stephanie Sang 19418 Charlie Green
SEM 102 MWF 10:10-11:00 AM Sol Wooten 19419 Charlie Green
SEM 103 TR 11:25-12:40 PM Shacoya Kidwell 19420 Charlie Green
SEM 104 MW 08:05-09:20 AM Yessica Martinez 19421
SEM 105 MW 11:25-12:40 PM Yessica Martinez 19422

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 01:30-02:20 PM Miranda Castro 19454 Charlie Green
SEM 102 MWF 11:20-12:10 PM Sarah Iqbal 19455 Charlie Green
SEM 103 TR 09:40-10:55 AM Vivian Ludford 19456 Charlie Green
ENGLISH 1147
The Mystery in the Story
What makes a story, and what makes it a mystery story? In this course, we’ll study and write about the nature of narratives, taking the classic mystery tale as typical of intricately plotted stories of suspense and disclosure that have been written and filmed in many genres: Greek tragedy, “analytic” fiction by Poe and Doyle, “hard-boiled” fiction by Hammett, Chandler, and Mosley, “metaphysical” mysteries by Borges, and a contemporary “hipster” detective novel by Sara Gran. We’ll reflect on the enduring appeal of solving mysteries as way of making sense of the world, but we'll also address the way that sexual and racial politics informs the traditional genre.

SEM 101  TR 01:00-02:15 PM  Neil Saccamano  19457

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 MW 02:45-04:00 PM  Alice Rhee  19458  Neil Saccamano

ENGLISH 1158
American Voices: American Literature and Culture, 1865-Present
What do the writings of Mark Twain and Will—The Fresh Prince of Bel-Air—Smith have in common? What about Frederick Douglass and Barack Obama? How are Theodore Roosevelt’s lectures like The Joe Rogan Experience? How is the crusade to censor comics in the 1950s like the crusade to censor Maus today? How do we situate Taylor Swift and Beyoncé in relation to Emily Dickinson and Maya Angelou? Is Stephen King the master of horror? Is Kendrick Lamar the greatest rapper of all time? From the thirteenth amendment to the 2016 election, students will read and write work that explores American literature and culture over the past 150 years. They will learn techniques central to creative and argumentative writing.

SEM 102  TR 09:40-10:55 AM  Adam Szetela  19459  Neil Saccamano

ENGLISH 1158
American Voices: Literature of Bullshit Jobs
Ever worry that after Cornell waits a lifetime in a cubicle, doing work that doesn’t matter? According to anthropologist David Graeber, nearly forty percent of workers today are condemned to such a fate. Why do so many resign themselves to lives of pointless work, and how can we make sense of pointless jobs as a cultural phenomenon? We’ll take Graeber’s descriptions of “bullshit jobs” to shows and films like The Office and Office Space, but we’ll also go further. Reading Herman Melville, Lorraine Hansberry, Edith Wharton, and more, we’ll discuss how Americans have conceived of work that was (or wasn’t) worth doing. Students will gain skills in multiple modes of writing and textual analysis as they consider their own priorities for work in college and beyond.

SEM 103  TR 11:25-12:40 PM  Kyhl Stephen  19460  Neil Saccamano
ENGLISH 1158
American Voices: Whiteness and the American Literary Imagination

In her book *Playing in the Dark* Toni Morrison writes of the need to make a "serious intellectual effort to see what racial ideology does to the mind, imagination, and behavior of masters". Notions of Whiteness were forged against negative, invented ideas about Blackness and indigeneity. How are these notions not only reflected in much of the American literary canon but produced by it? With the assistance of scholars and historians of race such as Saidiya Hartman, Toni Morrison, and Cheryl Harris we will examine novels by American writers such as Twain, Faulkner, and McCarthy. Writing a series of analytical essays on these novels, we will uncover, illuminate, complicate, and indict the effect some of America’s most celebrated novels has had on our national psyche.

SEM 104  TR 02:45-04:00 PM  Michael Lee  19461  Neil Saccamano

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 AM  Laura Caicedo  19474  Derrick Spires
SEM 102  MWF 10:10-11:00 AM  Alyiah Gonzales  19475  Derrick Spires
SEM 103  MWF 11:20-12:10 PM  Winniebell Xinyu Zong  19476  Derrick Spires
SEM 104  TR 11:25-12:40 PM  Jehan Roberson  19477  Derrick Spires
SEM 105  TR 01:00-02:15 PM  Banseok Heo  19478  Derrick Spires
SEM 106  TR 02:45-04:00 PM  Amandla Thomas-Johnson  19479  Derrick Spires
SEM 107  MW 02:45-04:00 PM  Juliana Pegues  19480

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 AM  Asey Koh  19493  Valzhyna Mort
SEM 102  MWF 10:10-11:00 AM  Farah Bakaari  19494  Valzhyna Mort
SEM 103  MWF 11:20-12:10 PM  Chanté Morris  19495  Valzhyna Mort
SEM 104  MW 02:45-04:00 PM  Elie Piha  19496  Valzhyna Mort
SEM 105  TR 09:40-10:55 AM  Oona Cullen  19497  Valzhyna Mort
SEM 106  TR 11:25-12:40 PM  Roger Gilbert  19498
SEM 107  MW 02:45-04:00 PM  Abram Coetse  19499  Valzhyna Mort
SEM 108  MW 07:30-08:45 PM  Abram Coetse  19500  Valzhyna Mort
ENGLISH 1168  
Cultural Studies: African Literary Activism  
How is African literature produced? Who controls the publishing, distribution and circulation of literature by Africans? How are Africans building infrastructure for the production and consumption of their literature? We will explore literary and cultural activist projects such as prizes, publishers, festivals, bookstores, podcasts, etc. as interventions against the exclusion of African writers by the Western-dominated “global” publishing industry. Literary activism, understood as extending beyond the activist potential of the written and published word, shows the ways in which the act of publishing remains political for particular peoples in the twenty-first century. Students will critically write about existing African literary and cultural activist projects and propose projects of their own.

SEM 101  MWF 10:10-11:00 AM  Bwesigye Bwa Mwesigire  19512  Greg Londe

ENGLISH 1168  
Cultural Studies: Fantasy Television Series  
We are experiencing a golden age of television, and many of these on-screen narratives feature supernatural or speculative elements. From sweeping neomedieval epics to quirky superhero stories to action-packed anime series, the flourishing of fantastical tales in the ever expanding television medium is truly remarkable. This seminar will explore the intersection between two of the most popular genres of the contemporary moment and equip students with the skills to thoughtfully analyze and respond to significant cultural touchstones through various writing styles. Some of the television series we may encounter throughout the term include Avatar: The Last Airbender, The Good Place, Fullmetal Alchemist, The Wheel of Time, Game of Thrones, The Rings of Power, Castlevania, Lovecraft Country, The Umbrella Academy, WandaVision, and more.

SEM 102  MWF 10:10-11:00 AM  Lars Johnson  19513  Neil Saccamano

ENGLISH 1168  
Cultural Studies: Weirdos, Loners, Cryptids  
I’m not like other girls, and neither are you. Why don’t we take pride in being unique individuals in the face of crushing societal norms together? This course focuses on “texts” that display ways of being that are “outside of society” or otherwise illegible to the mainstream: like being slippery, disguised, ostracized; acting covert, elusive, deviant; or resoundingly rejecting narrow-minded traditions of humanity to become your own “monstrous” archetype, free of restraint. What’s lurking in the shadows or hiding in the closet, and is it friendly? Writing about the likes of Emily Dickinson, Edward Cullen, and Baby Yoda, we will dissect the category of “nonhuman,” explore what makes it so enticing, and ask why embracing our weirdness makes for a(n urban) legendary story.

SEM 103  MWF 11:20-12:10 PM  Victoria Corwin  19514  Greg Londe

ENGLISH 1168  
Cultural Studies: Voice  
Maya Angelou wrote that “words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning.” Indeed, the voice can be our most powerful asset, a vehicle for political change, and an expression of personal identity. But voices can also fail us, break, and even be silenced. This course will explore the concept of voice throughout literary history. From Shakespeare’s stage to the movie musical My Fair Lady and Claudia Rankine’s Citizen, we will ask ourselves: what does it mean to have a voice? How and why are voices cultivated, amplified, and managed? As we interrogate how others have used their voice, we will develop our own through creative and analytical writing.

SEM 104  MWF 11:20-12:10 PM  Sara Stamatiades  19515  Derrick Spires
ENGLISH 1168  
**Cultural Studies: Comics and Graphic Medicine**

How does the medium of comic books allow authors to craft new stories about health and illness? Can graphic memoirs and novels help refine modes of clinical dialogue between patients and caregivers? In this seminar we’ll study recent comics that help to illuminate the lived contours of affliction, recovery, chronic pain, and mental health. We’ll learn how artists challenge the dominant visual vocabularies by which ability and disability tend to be represented. Through close examination of comics from the distant past to the ongoing pandemic, this class will help us discover how to write about and find words for our pains and joys, as well as how we can draw together around experiences of physical change and challenge.

SEM 105  MW 02:45-04:00 PM  Greg Londe  19516

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ENGLISH 1168  
**Cultural Studies: Friendship and Literary Character**

What is friendship? What makes a “good friend”? How do we form connections? How has the rise of technology altered how we think about our friends? In this course we will explore friendship from a theoretical and a literary perspective, reading novels such as Chuck Palahniuk’s *Fight Club* (about white masculinity and friendship). Kazuo Ishiguro’s *Klara and the Sun* (featuring an “Artificial Friend”), and Sigrid Nunez’s *What Are You Going Through* (about listening/compassion). We will also examine “the friend” as a literary character type—the protagonist’s sidekick or constant companion. When it comes to written assignments we will think through these issues by way of analytic and creative essays.

SEM 106  TR 08:05-09:20 AM  Christina Fogarasi  19517  Greg Londe

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ENGLISH 1168  
**Cultural Studies: Writing with Animals**

In the twenty-first century relationships among humans and non-human animals have changed: while we have largely ceased to live closely with animals in agricultural settings, the experiences of animals themselves have attracted increasing interest. Sentient but not necessarily rational, animals figure both as problems and spurs to the imagination in literature, theory, and popular culture. How can we understand and depict animal lives? How does our conception of what it is like to be non-human affect our ethical relationships? How do animals figure in representations of racial and environmental injustice? In this writing course we will explore how animals are represented in a wide range of fiction, poetry, film, philosophy, and theory. Authors include Kipling, Woolf, Murakami, and Coetzee.

SEM 107  TR 09:40-10:55 AM  Elisha Cohn  19518

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ENGLISH 1168  
**Cultural Studies: Disability and Writing**

Disability is many things: lived experience, a medical identity, and a set of social dynamics. Yet disability is somehow even more complex than that; a wide variety of diagnoses and impairments constitute disability, so living with disability takes many forms and means many different things. In this course, we will explore the language of disability through the lens of Disability Studies. What does it mean to be and/or be labeled as disabled? What creates the cultural image of disability in the United States? How do those cultural images relate to the experience and political goals of people with disabilities? To explore these issues, we will write critical essays that examine both the reality and social construction of disability, culminating in a proposal to address a disability-related issue at Cornell or in Ithaca.

SEM 108  TR 01:00-02:15 PM  Charlie Green  19519
ENGLISH 1168
Cultural Studies: Race, Gender, and Writing about Hip Hop

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 02:45-04:00 PM  Chelsea Frazier  19520

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 PM  Jon McKenzie  19521

ENGLISH 1168
Cultural Studies: How to Play—Riddles, Theater, Video Games

Institutionalized formality, high expectations for success, and important ethical or moral considerations all contribute to an aura of the ‘serious’ in university studies—but, from medieval scribes drawing snails in their marginalia to modern students hitting up Pokéstops between classes, “play” has always snuck its way into the learning process. This course revolves around the concept of play, especially as it relates to diverse interactive narratives such as video and table-top role-playing games, folk riddles, and the dramatic form we call “a play”. Possible texts include the riddles of Aldhelm, Final Fantasy, The Play that Goes Wrong, and the Dungeons and Dragons Player's Handbook. This course will engage students in creative as well as analytical assignments, encouraging and developing our own sense of academic play.

SEM 111  MW 01:00-02:15 PM  Seth Koproski  Brad Zukovic  19522

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 AM  Chioma Iwunze  19523  David Faulkner
SEM 102  MWF 10:10-11:00 AM  Maz Do  19524  David Faulkner
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.

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) in its 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, and creative projects.

ENGLISH 1191
British Literature: Oscar Wilde

“My existence is a scandal,” Oscar Wilde once wrote. With his legendary wit, his exuberant style of perversity and paradox, and his audacious sexual transgressions, his scandals continue to fascinate and delight. Through different approaches to interpretive writing, we will explore his work in a variety of genres, including his brilliant comedy The Importance of Being Earnest, his banned drama Salomé, and his Decadent novel The Picture of Dorian Gray.
ENGLISH 1191
British Literature: Where the Wild Things Are

From moralizing bestiaries to tales of dragon-slaying and sea monsters, medieval peoples were deeply interested, as we are today, with both the monstrous and the animal. Stories abound of werewolves, trolls, giants, and even chickens that explode when you touch them. This course will be an investigation of various monsters, peoples, places, and the journeys they appear in throughout the literature of medieval Iceland, Ireland, and Britain. We will be reading texts such as the *Voyage of Mael Duin*, *The Lais of Marie de France*, Chaucer’s *Parliament of Fowls*, *The Travels of John Mandeville*, the Old Norse *Grettisaga* and more, as well as engaging in both analytic and exploratory writing assignments, in an eclectic look at how humans have historically represented beings other than themselves.

SEM 103  MW 02:45-04:00 PM  Seth Koproski  19537  Brad Zukovic

ENGLISH 1270
Writing About Literature: New Eastern European Writing

In this course students will read prose and poetry by contemporary Eastern European authors in the English translation and write critical essays and reviews in response. The poets and writers studied in this course create out of “bloodlands” and explore the relationship between language and violence, intimate and political, historical trauma and imagination.

SEM 101  TR 11:25-12:40 PM  Valzhyna Mort  19538

ENGLISH 1270
Writing About Literature: Enemies, A Love Story

Drama is about passion and conflict. Its purpose is to stage the most intense of personal and political relationships. Very often the hero of a drama is at odds with an enemy. But what is an enemy? Is he a stranger? Is he personal? Political? Is he racial or religious? Is he even a ‘he’ – and if so, is there any escaping him? The course focuses on the figure of the enemy in influential plays from antiquity and the Renaissance through modernity, including Euripides’ Medea, Shakespeare’s Romeo and Juliet, The Merchant of Venice and Othello, Bertolt Brecht’s Measures Taken, Henrik Ibsen’s An Enemy of the People, and August Wilson’s Fences. What can drama teach us about the enemy?

SEM 102  TR 02:45-04:00 PM  Philip Lorenz  19539

FEMINIST, GENDER & SEXUALITY STUDIES 1122
Haunted Herstories: The Politics of Writing, Gender, and the Gothic

What does a ghost story have in common with a political manifesto? In this seminar students will investigate the intersections between gothic texts and feminist politics. In course readings we will pay close attention to how troupes surrounding ghosts, vampires, witches, and cyborgs are mobilized to convey oppressive and subversive messaging in media as varied as short stories, digital series, performance art, and political protest. In all these texts, we will investigate how genre and style affect theme and thesis. Course writing assignments will include an opinion editorial, a literary book review, a 10-minute script or screenplay, and a political manifesto; through crafting these works, students will develop a personal writing practice supportive of future feminist flourishing.

SEM 101  MW 01:00-02:15 PM  Kelly Richmond  19540  Maria Fernandez

FEMINIST, GENDER & SEXUALITY STUDIES 1123
Beyond the Binary: Feminist Storytelling For Earthly Survival

If you have a prosthetic arm, are you a human or a machine? When are you human or/and a machine? The enterprise of sciences and engineering depend on the pursuit of the truth and objectivity, but that is rarely all there is to the question of scientific and technological practice as these are themselves human endeavors. What then does it mean to approach the work in STEM from a perspective of challenging the binary of human-machine,
nature-culture, expert-novice, etc.? In this course we will learn to ask to uncover the art of feminist storytelling that takes one beyond these binaries to tell stories of worlds that are otherwise.

GLOBAL DEVELOPMENT 1200
Follow the science?? The Politics of Knowledge for Progress

Recent public health debates have presented polarized opinions about science’s role in policymaking, either as a subjective political tool or an omniscient force that points the only way forward. Taking global development as an entry point, we will learn to navigate a “post-truth” society by exploring the power and limits of scientific knowledge. We will read scholarly and popular texts that illuminate the ways that science—what it is and what it claims to be—has globalized a set of relations, norms, and truths in the name of human progress. Drawing on Marxist and Foucauldian theories of power, students will produce nuanced analysis of the role that scientific experts, institutions, and technologies play in both solving and producing global problems of hunger, deforestation, and poverty.

GLOBAL DEVELOPMENT 1200
Can Business Tackle Global Poverty and Inequality?

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 vulnerable people respond to business initiatives, and what happens when programs fail? Students in this course will read management manifestos and narratives from impoverished communities. By practicing writing in multiple genres, from research essays to policy briefings, students will learn to construct persuasive arguments, engage diverse audiences, and develop sophisticated assessments of the prospects and limits of businesses in global development.

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.

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.
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 11:25-12:40 PM Seth Thomas 19380 Douglas McBride
SEM 102 TR 01:00-02:15 PM Emir Yigit 19381 Douglas McBride

GOVERNMENT 1101
Power and Politics: Writing Against Empire

This seminar investigates the practices and legacies of empire, which have historically been interwoven with racism, settler colonialism, and capitalism, and continue to shape our political, economic, and social lives, our identities, and our knowledge production. By reading and writing about these histories and contemporary examples, we will also learn about the theories, possibilities, and limitations of solidarity which are crafted out of resistance to imperialism, racism, and capitalism. At the end of the semester you will acquire skills to critically analyze primary and secondary texts; learn to formulate your own arguments, as well as develop your own style and writing voice; learn to write for different audiences; and develop skills of collaborative learning through a peer review and revision process.

SEM 101 MW 02:45-04:00 PM Begum Adalet 19382

GOVERNMENT 1101
Power and Politics: States, Power and Global Governance

Why do international organizations exist? Do they shape outcomes in international politics? This course considers the role that institutions have played in addressing global problems. Some argue their role is trivial, since there is no international police force that can constrain states. Others argue their role is profound, as institutions help states overcome important barriers to cooperation. You will apply these theories to understand institutions governing economic stability, human rights, global development, and more. To do so, you will complete several writing assignments where you step into the shoes of world leaders. You will assess whether your state should join and comply with international organizations; when it might make sense to leave them; and how new institutions should be designed to address the world’s challenges.

SEM 102 TR 09:40-10:55 AM Richard Clark 19383

GOVERNMENT 1101
Power and Politics: The Past, Present, and Future of U.S. Democracy

By almost any measure, democracy in the United States is in crisis. What does history have to teach us about the current crisis? What reforms may help us create a more equitable democracy for the future? In this course, students will express their own perspectives about the political problems facing the United States today and develop potential solutions to these problems, and they will have the opportunity to do so through a variety of written forms and styles. Along the way, we will read work by prominent political and cultural leaders, political scientists, and creative writers who address political issues, including Martin Luther King, Jr., Amanda Gorman, Henry David Thoreau, and several Cornell professors who study democracy in the United States.
GOVERNMENT 1101
Power and Politics: Decolonization?

What is decolonization? Is it an event? Is it an ongoing process? Is it a single thing? How do we reconcile post-war “decolonization” of countries in Asia and Africa with recent calls to “decolonize the syllabus” and “decolonize your mind”? To investigate these questions, we will be reading and responding to texts and media across units such as violence, economy and political strategy. Students will write with and against scholars, filmmakers, novelists, and activists. These writing exercises will include personal reflections, “letters to the editor,” and an essay that will grapple with a central question of the student’s choosing. By supplementing these exercises with in-class activities like debate, pair-work, and conceptual mapping, we will make elements of the often solitary writing process into collective activities.

SEM 104  MW 01:00-02:15 PM  Musckaan Chauhan  19385  Patchen Markell

GOVERNMENT 1101
Power and Politics: Identity, Narratives, and Memory Politics

This course investigates questions of social and political identity: How are such identities formed? What forces shape existing identities? What role does identity play in social and political processes? Critical to our study will be the narratives that shape and reflect contestation over group identities. We will examine the roles of identity and narratives in collective action, ethnic conflict, nation-building, and mass violence. Notions of dynamism and change will also feature in the attention lent to the politics of memory. We will explore how memory changes over time, possibly indicating the revision of group boundaries or a new understanding of one’s group identity. Writing assignments will be structured around a research proposal broken into several components, providing individuals an opportunity to pursue their research interests.

SEM 105  MWF 12:25-01:15 PM  Joseph Lasky  19386  Alex Blackman

GOVERNMENT 1101
Power and Politics: Revolution! Conservatism, Liberalism, and Radicalism

The American and French Revolutions posed fundamental challenges to the nature and legitimacy of political authority at the end of the eighteenth century. How did writers and thinkers react to these momentous revolutions then, and how should we understand them today? In this course, students will read secondary texts on the background of three big “isms” that shape political life: conservatism, liberalism, and radicalism, before turning to the eighteenth-century context, and the writings of Edmund Burke, Adam Smith, and Thomas Paine, to see how conservatism, liberalism, and radicalism developed in response to the revolutions of the late eighteenth century. Students can expect to study argumentative writing while developing their own argumentative writing style, and their own position regarding these three big “isms.”

SEM 106  TR 02:45-04:00 PM  Jordan Ecker  19387  Jill Frank

GOVERNMENT 1101
Power and Politics: Politics, Improvisation, Jazz

Jazz musicians break from and riff on scores, drumming up new melodies and rhythms. Democratic actors disobey old rules and invent new ones: the civil disobedient breaks laws, while the canvasser conjures up new arguments on-the-spot. Given these similarities, this course asks how democratic actors are like and unlike jazz artists by exploring the meaning of improvisation in music and politics. Considering the writings and performances of musicians and political theorists, including John Coltrane, Max Roach, W. E. B. Du Bois, Amiri Baraka, and Bernice Johnson Reagon, this course explores how jazz improvisation has been used to make political claims and model political organization. Student writing assignments will include analytic papers, persuasive essays, memos, and critical reviews to explore the significance of improvisation in contemporary political life.
**GOVERNMENT 1101**

**Power and Politics: Corruption**

Corruption can impede development and democratization, incite political upheaval, and undermine trust in government. In this course we will explore the causes and consequences of corruption, compare U.S. and international patterns of political corruption, and evaluate policies aimed at reducing corruption. We will debate questions not limited to the following: How should corruption be defined? Does corruption cause underdevelopment or grease the wheels of economic growth? What motivates government anti-corruption campaigns? Are anti-corruption agencies and laws effective? We will watch news reports and documentaries and read texts by scholars and practitioners in the fields of political science, economics, and law. Students will write an argumentative essay, an op-ed, a short research paper, and a policy proposal.

SEM 108  MWF 03:45-04:35 PM  Adoree Kim  19565  Jeremy Wallace

**GOVERNMENT 1101**

**Power and Politics: The Rebellious City: Politics of Dissent in Hong Kong**

In 2019, a wave of huge protests in Hong Kong captured the headlines of every major newspaper outlet. Today, protests have come to a halt, and many protesters have gone into either hiding or exile. What does the experience of Hong Kong teach us about the politics of dissent? This course uses Hong Kong as a case study and asks: Why do people participate in protests? What makes some movements succeed and others fail? How does repression shape people’s lives in authoritarian regimes? Students will use a variety of texts and media to answer these questions, including political science journal articles, memoirs, images, and documentaries. Writing assignments will include a series of short papers, an op-ed, and a documentary reflection.

SEM 109  MWF 03:45-04:35 PM  Samuel Liu  19576  Alexander Livingston

**HUMAN DEVELOPMENT 1155**

**Playing to Learn**

Children learn through play, but what they learn is influenced by how they’re playing! In this course, we will explore how toys, games, and media shape children’s learning experiences from infancy into middle childhood. We will discuss learning across the motor, cognitive, and social domains and ask questions such as: What makes a toy “developmentally appropriate”? How does learning change when children are playing alone? With a peer? With a parent? How well do children learn from television and electronic toys? Students will learn to write for broad audiences through diverse assignments such as reading reflections, scholarly literature reviews, and toy reviews and proposals.

SEM 101  MW 02:45-04:00 PM  Valerie Bambha  19591  Kate Navickas

**HUMAN DEVELOPMENT 1156**

**The Psychology of Remembering and Forgetting**

Why do people forget? Is forgetting the opposite of remembering? Is it a blessing or a curse? By addressing these questions this course will explore remembering and forgetting processes. By using texts from cultural, social, and cognitive psychology, we will examine human memory at the individual and collective levels. How do people remember and forget the past of themselves and their society? Are there any links from individual to collective memory? By the end of the course, students will be familiar with basic concepts of human memory and their implications in daily life. In exploring themes related to human memory, students will write personal reflection, opinion, and explanatory essays.

SEM 101  MW 02:45-04:00 PM  Ezgi Bilgin  19592  Kate Navickas
**HUMAN ECOLOGY NONDEPARTMENTAL 1150**

**Why People Change: Aging and the Media**

How is aging portrayed around the world and how has older adults’ image changed over time? How do biased depictions shape our choices and attitudes from a young age? Using examples from classic and contemporary media, the first half of this course will examine cultural, historical, and social differences in the perception of old age. The second half of the course will address the way biopsychosocial changes influence older adults’ engagement with information and the media (such as advertisements or COVID-19 news coverage). We will review and discuss media excerpts, scholarly papers, and op-eds, and learn how to write for both scientific and lay audiences.

SEM 101  TR 09:40-10:55 AM  Julia Nolte  19389  Casasola Marianella

**HUMAN ECOLOGY NONDEPARTMENTAL 1151**

**Positive Sustainability: Happiness, Health and the Environment**

Headlines and conversations around big environmental issues like climate change can sometimes feel overwhelming and hopeless. It may even seem like there’s a fundamental conflict between environmental sustainability and our own happiness, health, and quality of life. Does it always have to be this way? What if we could better understand these issues in a more positive and complimentary manner? We’ll analyze and break down writing and arguments on these big topics, and start to develop an alternative argument of our own. The course will utilize various writing styles including personal reflection, a poster, academic article, and a video script. We’ll learn to write toward a broad audience, and in doing so seek to illuminate a more positive path forward for us and the world.

SEM 101  TR 01:00-02:15 PM  Michael Kowalski  19403  Wells Nancy

**HISTORY 1180**

**Viking America**

Five centuries before Columbus’s fateful journey, Europeans in flimsy wooden ships were trekking westward across the Atlantic. This course examines the Norse discovery of America ca. 1000 AD, focusing on the so-called “Vinland sagas.” We will study these sagas as medieval historians’ attempts to write about their own past, contrasting their works with modern historians’ takes on the same issues. We will also engage with Native American perspectives, with the contact zone between texts and material evidence, and with the afterlife of the Norse journeys in popular imagination. Students will write short essays reviewing and reassessing existing historiography, with the aim of refining our sense of the relationship between events and their textualization, both now and in the past.

SEM 101  TR 01:00-02:15 PM  Oren Falk  19404

**HISTORY 1200**

**Entangled Environments: Histories of Social Justice in a “More-than-Human”' World**

The Covid-19 pandemic has shown how human networks can become pathways for nonhuman actors like viruses to spread. Inadvertently, it has also brought to light how histories of class, caste, gender, and race-based inequalities shape the uneven effects of the pandemic across different communities. In the wake of our present predicament, this course studies the entangled, co-evolving histories of human and nonhuman worlds in conditions of social and environmental distress. We will read select works from history, anthropology, indigenous studies, science and technology studies, art, and literature, as we think about life in extractive plantations, blasted mines, dammed rivers, towering garbage hills, and industrial forests. We will approach writing from an interdisciplinary perspective. Student assignments will involve the writing of historical essays, reviews, and auto-ethnographies.

SEM 101  MW 07:30-08:45 PM  Aparajita Majumdar  19405  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 102  MWF 11:20-12:10 PM  Jennifer Begakis  19406  TJ Hinrichs

HISTORY 1200
Writing the Environment

How do we tell the stories of the environments that surround us? This course explores how contemporary writers blend observation, history, interviews, and scientific research to tell these stories. From climate change to the grassy park down the street, the subjects this course addresses grant us an opportunity to discuss topical environmental and social concerns, and to examine how writers have successfully and artfully approached these issues. Readings include authors such as Annie Dillard, Ian Frazier, Jesmyn Ward, and John McPhee, among others, and brief selections from environmental theorists and thinkers. Writing assignments will include short exercises to hone specific writing skills and essays that will ask you to question and be critical of the environments in which you spend your time.

SEM 103  MWF 02:40-03:30 PM  Matthew Dallos  19407  TJ Hinrichs

HISTORY 1200
American Exceptionalism Reconsidered: Decolonizing the American Century

The Trump presidency raises questions concerning the progressive story of American exceptionalism. What stories does the United States tell about itself and its exercise of global power? What is the nature of this power? Can we think of the United States as an empire? If so, what does it mean to decolonize America? This course investigates these questions by surveying the kinds of hegemonic power that the U.S. has exercised at home and abroad. We will examine anticolonial visions and resistance to imperial power, in particular by Indigenous Americans and African Americans. We will read a range of texts from intellectual history, political theory, sociology, anthropology, literature and law. Assignments will be directed at articulating critical arguments about race, class, gender, nation, and citizenship.

SEM 104  MW 07:30-08:45 PM  Lewis d'Avigdor  19408  TJ Hinrichs

HISTORY 1200
Politics and Culture at the End of History: Reading the 1990s

In 1992, Francis Fukuyama announced the end of history and the last man. But the 90s were rocked by the L.A. riots, culture wars, real wars, the breakup of Yugoslavia, the AIDS crisis, the signing of NAFTA, and the birth of the “New Economy”. What were the 90s about? How do they relate to our present moment? We will read legal cases, speeches, essays, and more as we think about globalization, capitalism, militarism, technological development, poverty, and inequality. What do cultural artifacts like music videos, movies, and commercials tell us about these forces and the imprints they left on the generation of people who came of age during the 1990s. Assignments will ask students to articulate arguments about citizenship, governance, and identity formation in American history.

SEM 105  MWF 10:10-11:00 AM  Kwelina Thompson  19409  TJ Hinrichs
HISTORY 1200
Emotions in History: The Changing Language of Feeling

In the sixteenth century, Montaigne commented, “I have lost two or three children in infancy, not without regret, but without great sorrow.” Did people in the past feel differently than we do? Did they experience emotions in a way that we cannot understand? In this class, we explore how historians have tried to reconstruct past emotional worlds. We will ask what sorts of evidence give us clues about other emotional cultures. Readings will draw on eulogies, parenting guidebooks, romantic correspondence, and philosophies of emotion such as René Descartes’ *Passions of the Soul*. Writing assignments will involve constructing our own arguments based on the emotive texts of the past in conversation with the work of historians.

SEM 106  MW 11:25-12:40 PM  Kaitlin Pontzer  19410
SEM 107  MW 01:00-02:15 PM  Kaitlin Pontzer  19411

HISTORY 1200
Feuds, Disputes, and Law in the Early Middle Ages, 400 CE-1100 CE

Early medieval conflicts ranged from the fierce blood feuds of Viking Age Iceland to judges’ use of law codes and religious ritual to navigate trials on the precarious frontier with Islamic Spain. Beyond these examples, a diverse array of peoples left a wealth of sources revealing both how people believed law should work and how disputes actually unfolded. This course allows you to explore this relationship between legal ideal and practice, while also considering how a similar distinction affects our own present-day legal systems. We will use law codes, records from trials, angry letters between disputing parties, and literary accounts of feuding families to build strategies for articulating your thoughts in different genres of writing, including source summaries, short position pieces, op-eds, and research proposals.

SEM 108  MWF 12:25-01:15 PM  Adam Matthews  19587

HISTORY 1200
Use and Abuse of the Middle Ages in the Modern World

Whether through movies, video games, or novels, our society has maintained a longstanding fascination with the world of the European Middle Ages. Yet, as Viking symbols and Crusader slogans from the 2017 Unite the Right rally in Charlottesville, VA graphically demonstrated, this period’s history, literature, and art have also been used to grow white nationalist movements and spark division in the United States, Europe, and elsewhere. Through studying medieval texts, art, and literature this course will equip you to better understand the historical context behind uses and misuses of medieval culture in popular media and extremist propaganda. Writing assignments—including media reviews, source summaries, position pieces, and op-eds—will give you an opportunity to explore the relationship between these sources and their modern invocations.

SEM 109  MW 02:45-04:00 PM  Adam Matthews  19588

HISTORY 1315
American Insurgencies

This course explores how social, political, and economic movements for equality challenge entrenched power. The class will examine the long Civil Rights Movement, the Populist movement, the labor movement, women’s suffrage, third wave feminism, and gay and lesbian liberation. In addition to reading articles, book chapters, and excerpts from academic history, we will analyze primary sources (such as *Letter from a Birmingham Jail* by Martin Luther King, Jr., and *Black Power* by Ture and Hamilton); view documentary films; and read memoirs (such as Roxanne Dunbar-Ortiz’s *Outlaw Woman*). Students will engage in a range of academic and history-based writing, including review essays, comparative analyses, and a research-oriented project based on some primary source analysis.

SEM 101  TR 01:00-02:15 PM  Derek Chang  19416
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 PM  Kelly King-O’Brien  19417

ITALIAN 1113
Writing Italy, Writing the Self: Jewish-Italian Literature and the Long Twentieth Century

The Jewish community of Rome is the oldest one in all of Europe, dating back to 200 BCE, and the authors of some of the most important twentieth-century works of Italian literature are Jewish. In this course we will examine how some of these writers have articulated the self against the background of the historical events that have shaped the past hundred years: two world wars and different social movements of the pre- and post-WWII eras. The seminar includes several film screenings and a meeting with at least one of the authors read in the course.

SEM 101  MW 02:45-04:00 PM  Kora von Witelsbach  19423

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 01:00-02:15 PM  Elliot Shapiro  19424

LINGUISTICS 1100
Language, Thought, and Reality: Debunking Language Myths

Have you ever been told that the way you say something is wrong, bad, or weird? Or maybe someone has told you that some languages are more complex than others? Most people develop strong opinions about how languages work based on their everyday experiences, but these are not always well-informed. In this course we will critically examine these kinds of misconceptions about language using various articles and Bauer and Trudgill’s (1998) Language Myths. Students will also be encouraged to discuss their own questions about language, and the writing assignments will prepare them to evaluate claims, deconstruct assumptions, and articulate arguments in a clear, convincing manner.

SEM 101  MW 11:25-12:40 PM  Juhyae Kim  19425  Tracy Carrick
LINGUISTICS 1100
Language, Thought, and Reality: Language Myths
Language is such an integral part of our daily lives that we often do not even think about it. When you do think about language, you may notice that people have many opinions about it and make judgments about what is right or wrong. You may have heard someone say, “Young people are ruining the English language!” or “Some languages are harder than others.” We will examine these as well as other common language myths, which you may have heard from friends and family, read online, or seen in popular media. In this course you will be asked to think critically about language. Writing assignments will include analyzing arguments about language as well as a research project on the history of a language or word.

SEM 102  MWF 12:25-01:15 PM  Nicole Dreier  19426  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 103  TR 11:25-12:40 PM  Kaelyn Lamp  19427  Tracy Carrick

MEDIEVAL STUDIES 1101
Aspects of Medieval Culture: Medieval Celtic Literature
Ranging across bardic poetry, tales of the mystical “Otherworld,” and the legends of the mythical King Arthur, the rich and diverse body of medieval Celtic literature still fascinates and puzzles modern readers. This course will center on the works of the Insular Celts of the British Isles and will provide a broad survey of the major genres and folkloric developments during the period. As we move through these readings, we will consider such questions as: What does it mean to be “Celtic”? How do writers respond to and adapt texts from the past for their own purposes? And how do Celtic peoples today still engage with this heritage? Students will explore such issues in five formal essays and shorter informal assignments.

SEM 101  TR 01:00-02:15 PM  Savannah Caldwell  19428  Marilyn Migiel

MEDIEVAL STUDIES 1101
Aspects of Medieval Culture: Life and Dying in the Middle Ages
How does life go on in the presence of death? What does it mean to live well, or as medieval authors more often asked, to die well? This course will explore these questions and more through medieval literature and the historical contexts that prompted medieval reflections on dying. By reading texts such as Boccaccio’s *Decameron*, medieval ghost stories, and *Sir Gawain and the Green Knight*, we will examine what medieval conceptions of death, life, and dying can offer twenty-first-century readers. Students will develop their writing and research skills through short essays and a research project in which they will engage with medieval literature and modern scholarly criticism.

SEM 102  MWF 09:05-09:55 AM  Jordan Chauncy  19429  Marilyn Migiel
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 understanding the deepest, most ineffable part of one’s being—the mind? This idea occupied ancient and medieval philosophers, theologians, and writers. 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 with 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 Dante’s Commedia. The course will devote considerable attention to developing fundamental academic writing and research skills.

SEM 103  TR 08:05-09:20 AM  Felicia Di Palo  19430  Marilyn Migiel

Aspects of Medieval Culture: Details in Dress—Reading Clothing in Medieval Literature

A neutral toned vintage jacket, a neon green hand-knitted sweater, a designer suit—these are all clothes, but they each evoke something different. We all get dressed every day, but what we choose to wear and how we choose to represent ourselves as we dress is different. Writers, too, tell us important details when they dress their characters; their choice of materials, color, and style reveal characters’ gender identities, attitudes, loyalties, and even aspirations. This course examines literary representations of garments in medieval European literature. Primary sources will include texts from across the Middle Ages: Beowulf, Sir Gawain and the Green Knight, parts of Chaucer’s Canterbury Tales, and more. Students will develop their writing skills through informal reading responses, guided research, and essay writing.

SEM 104  MW 08:05-09:20 AM  Alexa Parker  19431  Marilyn Migiel

Aspects of Medieval Culture: Conjuring Horror in Medieval Literature

This course explores horror as a literary genre and mode of artistic expression within Medieval Europe, ca. 1000–1500 C.E. Primary sources include works such as Sir Gawain and the Green Knight, Beowulf, Sir Thomas Malory's Le Morte d'Arthur, and Dante Alighieri's Inferno. Students will engage questions such as: what defines the genre of horror? what terrified medieval readers? and how does the historical experience of fear, terror, disgust, and anxiety as a mode of entertainment compare to our experiences today? Students will develop fundamental textual analysis skills through class meetings, informal writing responses, composition exercises, and a self-directed research paper. Using primary and secondary sources, students will develop their writing skills and produce multiple formal and informal writing assignments for this course.

SEM 105  MWF 10:10-11:00 AM  Ryan Randle  19432  Marilyn Migiel

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, universities, trade guilds, 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 106  MW 09:40-10:55 AM  Zachary Thomas  19433  Marilyn Migiel
MEDIEVAL STUDIES 1101
Aspects of Medieval Culture: Castles, Towers, and Fortresses

Few symbols of the medieval world are more familiar than the castle. The word conjures the romantic image of tall foreboding towers silhouetted on a distant hill or the clash of constant warfare and terrifying sieges. This class will push the discussion of castles beyond military technology to consider how they reveal social, economic, and gendered relationships, and beyond the more familiar castles of Western Europe to include Byzantine and Middle Eastern fortifications. Studying castles and other medieval fortifications can reveal much about the people who built them, commanded them, or lived under their shadows. Students will write essays investigating the ways in which castles interact with the wider medieval landscape and engaging with scholarly debates on their function, symbolism, and wider importance.

SEM 107  TR 11:25-12:40 PM  Tyler Wolford  19434  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 108  MW 11:25-12:40 PM  Patrick Naeve  19435  Marilyn Migiel
SEM 109  MW 01:00-02:15 PM  Patrick Naeve  19436  Marilyn Migiel

MEDIEVAL STUDIES 1101
Aspects of Medieval Culture: Commenting on Culture in the Middle Ages

How can the devil talk with God from Hell? Is the voyage of Aeneas an allegory for the soul’s journey to knowledge? What is quintessence? The Book of Job, Virgil’s Aeneid, and Aristotle’s Metaphysics all raised innumerable problems for their medieval commentators who asked many and diverse questions of these texts. These commentators sought to better understand enigmas and inconsistencies, to resolve the opinions of the ancients, and to help new readers approach texts for the first time. Students will read biblical, poetic, and philosophical texts along with medieval commentaries from Gregory the Great, Bernardus Silvestris, and Averroes. Students will write essays that investigate how medieval commentators practiced their craft and compose a commentary on a cultural artifact of their choosing.

SEM 110  MWF 12:25-01:15 PM  Paul Vinhage  19437  Marilyn Migiel
SEM 111  MWF 01:30-02:20 PM  Paul Vinhage  19438  Marilyn Migiel

MEDIEVAL STUDIES 1104
Modernity and Middle Ages: Rewriting the Past—Telling a Story and Calling it History

We are in a moment when the way that we tell history is in question. Narratives around the removal of statues, critical race theory, and the role of history in identity building are key parts of our political discourse. Students often come to college with the presumption that there is a single, correct historical record, and that it is possible to achieve an unbiased historical account. This class will attempt to show students that the history they know is contingent on the way that people in the past have told stories, and that rewriting the past is something that every generation does. Students will learn these lessons partly through readings and discussions, but also through their own rewriting of the past.

SEM 101  MWF 09:05-09:55 AM  John Wyatt Greenlee  19439  Marilyn Migiel
**MEDIEVAL STUDIES 1104**

*Modernity and Middle Ages: How To Lie With Maps—Cartography, Politics, and History*

We live in a map-inundated culture, but we are most often uncritical about the maps we see on a day-to-day basis. Students often assume that maps are unbiased representations of the world, and do not think to ascribe political or cultural reasons to their creation. But maps are always cultural constructions, and they are the result of decisions about what to include and what to exclude. They are inherently—and often explicitly—political. It will benefit students greatly to start to think critically about the maps that they see. In a world that will begin changing rapidly under the strain of climate change, students will begin to encounter more and more maps that are in conflict with each other. They will be well-served if they can make critical assessments of the ways that maps are asking them to understand the world.

SEM 102  MWF 11:20-12:10 PM  John Wyatt Greenlee  19440  Marilyn Migiel

**MUSIC 1701**

*Sounds Sense and Ideas: On Display—Carnival, Festival, and Ritual*

How are cultural practices (and cultural differences) articulated, negotiated, and expressed in diverse modes of public display? Are carnivals, festivals, and rituals a part of or apart from everyday life? What role does music play in these celebratory spaces? In this course we will explore a wide variety of case studies—from religious rites to folkloric performance, from carnival to Coachella—to understand the ways that expressive forms of public display both constitute and reflect the cultural networks that encompass them. We will experiment with various writing styles and creative projects, including ethnographic texts, expository essays, and “public” scholarship, to think through how these processes can be represented in writing.

SEM 101  TR 11:25-12:40 PM  Rachel Horner  19441  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  TR 09:40-10:55 AM  Annie Lewandowski  19442

**MUSIC 1701**

*Sound, Sense, and Ideas: The MTV Era—Writing About Music Videos*

Founded in 1981, Music Television (MTV) ushered in a revolution in how audiences listened to and consumed music. This course is designed to incorporate a variety of different styles of writing, including music journalism, film studies, performance studies, and musicological texts, to provide the student with the tools to write about the aural and visual medium of the music video. What can we learn from the deeply personal and erotic works of Lester Bangs, the more measured conventional music reviews by Robert Christgau, or the academic prose of performance studies scholars like Philip Auslander? To this end, writing assignments are designed around allowing students to explore these different styles, and the course culminates in a final paper that brings these different voices of analysis together.

SEM 103  TR 02:45-04:00 PM  Sean Peters  19443  Annie Lewandowski
MUSIC 1701
Sound, Sense, and Ideas: Thank U, Next—How to Make a Pop Star

How do pop stars become pop stars? What defines musical clout, and who gets to decide? This course explores how media, critics, and audiences have defined the successes, failures, and identities of influential performers, from the virtuosic opera divas of the eighteenth century to today’s TikTok scene. Weekly topics will focus on the performances—and surrounding receptions—of personalities as varied as Farinelli, Franz Liszt, Lana del Rey, Cardi B, and Ariana Grande. The main goal of this course is to understand how media makes stardom, and how critical language shapes musical meaning. Students are expected to produce think-pieces and critical reviews of artists past and present, and to attend live performances of musical events at Cornell throughout the semester.

SEM 104  TR 01:00-02:15 PM  Theodora Serbanescu-Martin  19566  Annie Lewandowski

NEAR EASTERN STUDIES 1964
Jerusalem Stories: How Texts and Artifacts Tell the Tale of the Holy City

Jerusalem is home to holy sites venerated by the adherents of the three great western monotheistic faiths: Judaism, Christianity and Islam. For most of its existence it has also been a national capital or major provincial center for the many states and empires which vied for control of the vital Levantine land bridge connecting Africa, Europe and Asia. Thus, many pivotal events which shaped western civilization were played out in the streets and structures of Jerusalem. Through a series of writing exercises this class will explore selected aspects of the interplay between the history and archaeology in understanding Jerusalem throughout its long life, including the Bronze Age, Jerusalem as the capital of the Davidic dynasty, the Roman–Byzantine era city of Herod and Jesus, Jerusalem of the Caliphs, the Crusader and medieval Jerusalem, and Ottoman Jerusalem as the city entered the modern era. A special emphasis will be to examine the debates and controversies that affect our understanding of transformative moments in the city’s life. Students will examine original textual sources in translation and archaeological materials to better understand the nature of these debates.

SEM 101  MWF 03:45-04:35 PM  Jeff Zorn  19444

POLICY ANALYSIS AND MANAGEMENT  1500
Reading and Writing in Public Policy

In this class we will discuss how public policies can be understood and evaluated through clear, evidence-based writing. Assigned reading will focus on poverty alleviation in developing countries with the assistance of Abhijit Banerjee and Esther Duflo’s Poor Economics—a book which addresses the health, education, and financial lives of the poor. Students will be asked to write a series of essays identifying policy problems, detailing proposed solutions, and arguing in favor of specific policy proposals. Students will choose essay topics based on their own policy-related interests with no requirement that they be related to the reading. Students will be advised and evaluated on the strength of their writing with a special emphasis on clarity and cited evidence.3:45

SEM 101  MWF 03:45-04:35 PM  Jacqueline Blair  19570  Laura Tach

PHILOSOPHY 1110
Philosophy in Practice: Legal Determinacy and Indeterminacy

How often does the law fail to conclusively settle what a court must decide? In other words, how often is the law indeterminate? How should judges proceed in the face of such indeterminacy? This course addresses these and other questions relating to legal indeterminacy from a philosophically-informed perspective. We will use ideas from the philosophy of law and philosophy of language to identify different sources of legal indeterminacy, interrogate claims that the law is always indeterminate, and examine debates over constitutional and statutory interpretation. Readings will include both philosophical commentary and judicial opinions. Writing assignments will generally take one of two forms: an essay summarizing and critiquing an argument from one of the readings or an essay applying the ideas discussed in the course to an actual legal case.

SEM 101  TR 02:45-04:00 PM  F. W. “Bill” Watson  19445  Karolina Hubner
PHILOSOPHY 1110
Philosophy in Practice: Bioethics

Is abortion akin to murder? Would human genetic enhancement amount to playing God? Is it wrong to procreate and can it ever be right to assist in a person’s death? In Bioethics we’ll deal with various real-world ethical issues concerning the beginning of life, the end of life, and the many stages in between. Topics will be explored through readings in Western philosophy, both classic and contemporary. With reading responses, discussion activities, and a series of essays, students will hone the skills of expressing complex ideas clearly and concisely while constructing plausible and persuasive arguments.

SEM 102  MW 01:00-02:15 PM  Matt Paskell  19446

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 103  MW 11:25-12:40 PM  Alex Esposito  19563  Karolina
SEM 104  MW 01:00-02:15 PM  Alex Esposito  19564  Karolina

PHILOSOPHY 1111
Philosophical Problems: Moral Relativism and Moral Skepticism

Ordinarily, we all know what’s right and wrong. But there are some reasons for skepticism. One reason has to do with relativism: what if what is right and wrong is somehow relative to individuals, or to cultures? Another reason for skepticism comes from reflection on the sources of our intuitions of moral rightness and wrongness: what if our moral intuitions are not really trustworthy? The philosophical aim of the seminar will be to get clear on our own thoughts on this difficult subject. To help our progress, we shall study the work of some recent and past philosophers perplexed by these questions. Our practical aim will be to learn to write as clearly as we think.

SEM 101  MWF 10:10-11:00 AM  Theo Korzukhin  19447

PHILOSOPHY 1111
Philosophical Problems: The Nature of Morality

We make moral judgments (“that was wrong!”) and act for moral reasons (e.g., doing something because it’s right) all the time. But what is the nature of morality? What makes an action right or wrong? And are rightness and wrongness actually out there in the world, or just figments of the human mind? In this writing-intensive course, we will address these general questions about morality, as well as tackle some concrete moral debates (including abortion and gun rights/control). Through explaining and evaluating arguments of philosophers, we will develop skills in writing clearly and persuasively.

SEM 102  TR 01:00-02:15 PM  Daniel Murphy  19560

PHILOSOPHY 1111
Philosophical Problems: Human Beings – Morals and Metaphysics

Do we have free will, and what would that amount to anyway? Would using a Star Trek transporter actually transport you, or instead kill you and create a new person with your memories? This writing-intensive course will begin with thinking through metaphysical questions about human beings such as these. We will then transition into investigating moral questions. Can particular ways of harming others (such as abortion and the death penalty) be
justified, and do humans have stronger moral rights than other animals? Through explaining and evaluating arguments of contemporary philosophers, and crafting philosophical positions of one’s own, students will develop skills in writing clearly and persuasively.

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.

PHILOSOPHY 1112
Philosophical Conversations: Philosophy of Fun :)

What is fun? How does one have fun? These aren’t just questions posed by an overworked student—they’re rich philosophical questions to explore. We’ll read what philosophers recommend for fun activities and why, such as why Plato thinks getting drunk is a great way to have fun. We’ll read influential moral theories such as hedonism, Epicureanism, and utilitarianism, we’ll read contemporary philosophy of games and sports as well. We’ll learn why games and sports are fun, in part by playing games ourselves. And we’ll learn how argumentative writing is like a game, and how it can be fun, too. Readings will range from ancient to contemporary theorists, and students can expect to write informal reflections and minute-essays, and engage in in-class peer reviews.

PHILOSOPHY 1112
Philosophical Conversations: The Philosophy of Love

This seminar offers a philosophical investigation of the nature and value of love. Two questions motivate our inquiry: What is love? And, why is it valuable? Surveying historical and contemporary philosophy literature, we will critically engage with theories of love from authors such as Plato, Aristotle, and Simone de Beauvoir. Furthermore, we will examine common conceptions about love, such as the claims that love is an emotion, that love is irrational, and that love is universal. Finally, we will compare different kinds of love and reflect on the ideals of romantic and sexual relationships. Students of this course will practice reconstructing arguments and producing clear, concise, and structured prose; they will also engage with writings by fellow classmates through peer editing.

PHILOSOPHY 1112
Philosophical Conversations: Puzzles about Personhood

What are you? Are you a soul? A human body? A brain? Or is there reason to doubt that, strictly speaking, you exist at all? A related question: what makes you the same person you were five years ago? Is it facts about biological continuity that settle this, or is it psychological continuity that truly matters? Finally, do answers to these questions have any ethical implications? For example, do they shed light on when human life begins or ends? In this course we will examine these and related questions from a philosophical perspective. Through class discussion and a series of writing assignments, students will learn to summarize the arguments of others clearly and concisely as well as to develop clear, persuasive arguments of their own.
PHILOSOPHY 1112
Philosophical Conversations: Philosophy and Choice
Life is fully of choices. They shape our lives. What constitutes a good choice? Are rational choices always morally right choices? Can I rationally choose to become a different person or make a choice for my future self? This seminar will survey philosophical approaches to rational, moral and life-changing choices and debates on particular examples of them: e.g. whether to believe in God, whether to buy a new cell phone or donate the money to charity, whether to be a vegetarian, whether to have my own child, and so on. (Subtopics may change.) Through reading and discussing classic and contemporary works in philosophy dealing with these questions and writing assignments, students will develop the ability to critically read, understand and write about academic texts.

SEM 105  TR 01:00-02:15 PM  Yuna Won  19452  Karolina Hubner

PHILOSOPHY 1112
Philosophical Conversations: Zen Buddhist Philosophy—Writing about the Ineffable
This class will present a Zen Buddhist philosophical perspective on questions ranging from the metaphysical nature of the universe to karma and from reincarnation to how short you should cut your fingernails. Zen seems to deny you can really write about Zen. Yet there is a lengthy written record of Zen texts. We will focus on The Lavankatara Sutra, Bodhidharma, Dōgen, and Ryōkon. Each text will attempt to answer big questions in distinctive ways. As we work to make sense of these answers, you will learn how to write clearly about unclear material. Each of these texts, from essays to koans, will provide unique challenges to help improve the quality of your writing, thinking, and argument.

SEM 106  MWF 09:05-09:55 AM  Tim Kwiatek  19453  Karolina Hubner

PHILOSOPHY 1112
Philosophical Conversations: Virtue and the Good Life
What does it mean to be a good person? How do we become good? How are happiness and personal goodness related? In this class we’ll discover one philosophical tradition that has tried to answer these questions, virtue ethics. Our foundational text will be Aristotle’s Nicomachean Ethics. We will then turn to some critiques of the kind of theory Aristotle proposed. For instance, we will address the “situationist challenge” based on work in social psychology, like the now infamous Milgram studies and Stanford Prison Experiment. We will also discuss Lisa Tessman’s feminist critique and her take on how we might adapt the theory to cover socially-unjust conditions. A major focus of the course will be developing skills in expository and argumentative writing.

SEM 107  MWF 11:20-12:10 PM  Quitterie Gounot  19574

PHILOSOPHY 1112
Philosophical Conversations: (Re)writing Herstory—Feminism and Philosophy

SEM 108  MWF 01:30-02:20 PM  Quitterie Gounot  19575

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  MW 08:05-09:20 AM  Aoise Stratford  19462
SEM 102  MW 01:00-02:15 PM  Aoise Stratford  19463

PERFORMING & MEDIA ARTS 1145
Socks, Pads, and Other Stuff(ing): Drag Performance

“We're all born naked and the rest is drag”—RuPaul. This course explores drag as a mode of queer cultural performance. Through a wide range of readings and viewings that introduce a diverse array of drag traditions and aesthetics, we will search for an understanding, even a simple definition, of drag. In so doing, we will explore drag performance as a queer cultural practice, a means of community formation, a potential disruption of gender norms and binaries, and as a radical act of liberation. By engaging in class discussion, practicing a variety of analytic writing styles, and establishing an essay drafting and revising process, students will develop and hone their college writing skills all while investigating drag performance and being absolutely fabulous.

SEM 101  MW 02:45-04:00 PM  Sam Blake  19464  Austin Bunn

PERFORMING & MEDIA ARTS 1152
Immersions and Engagements: Performance and the Evolution of Participation

This class will investigate work which demands or encourages interaction between audience and performer, examining various styles of interactive engagement in contemporary performance including Site Specific work, on site-collaboration/improvisation and Choose-your Own-Adventure. Contemporary performance often startles, surprises, and instigates much more than a passive viewing from its audience. Immersive Performance, for example, eliminates the physical stage, placing its viewers at the center of the event necessitating a shift in perspective for all present. What would inspire an audience to leave its seats or change positions? What causes discomfort or distraction? What encourages (or demands) interaction? Class readings will include source inspiration material-contextual and video excerpts and performance texts. Students will be encouraged in their writing to examine the overall effectiveness of these pieces. What are the core artistic values and intentions of the work, the company, the author, or the group—who generated the work—how successful are these authors/creators in achieving these goals? Additionally, students will be asked to imagine their own immersive event.

SEM 101  TR 01:00-02:15 PM  Beth Milles  19465

PERFORMING & MEDIA ARTS 1160
Wonderlands and Other Worlds

Fantastic places often cut into reality with a “subtle knife” or fold it via tesseract. Transported to timeless noplaces masquerading as whimsical flights of fancy, like Neverland or Oz, we enter a wardrobe into dark, melancholy, even eerie imaginary lands. We journey alongside children touched by trauma, and together we navigate the most treacherous adventures: recovery and maturity. Through different writing assignments we will cross these thin borderlands into Lyra’s Oxford, Martin’s Fillory, Percy’s Camp Half-Blood, Bastian’s Fantasia, Eve’s Bayou, or Miranda’s Hanging Rock, and using critical strategies, explore them. With an emphasis on cinema and television adaptations (which are themselves familiar worlds transformed), and with particular foci on diverse identities, we will practice critical strategies to closely analyze and articulate in writing evidence-based arguments.

SEM 101  TR 09:40-10:55 AM  Joshua Cole  19466  Austin Bunn
**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  TR 11:25-12:40 PM  Ellen Gainor  19467**

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**PERFORMING & MEDIA ARTS 1168**  
**Your Fave is Problematic: Media, Fandom, and Race**

Do you enjoy reading essays and watching videos about your problematic faves? Want to try your hand at making one of your own? Essays offering critical analysis of media objects and fandoms are an increasingly popular form of user-generated content and information dissemination. This Freshman Writing Seminar will give students a chance to dip their toes into discourse surrounding media and fandom as it relates to race. Students will write on the topic of race while engaging their favorite media objects or fandoms through a series of short weekly reading responses and 5 concise 5-page essays. Students are encouraged to use these as scripts to submit a video essay element for extra credit.

**SEM 101  MW 07:30-08:45 PM  Elissa Badique  19468  Austin Bunn**

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**PERFORMING & MEDIA ARTS 1169**  
**African Cinema: From Script to Screen**

What does it mean to tell stories from an African perspective? What artistic choices and challenges do African filmmakers explore to represent the multiplicities of the African experience? In what ways are these narratives an upliftment of a continent and its people, who are critically reclaiming agency for themselves in the global production of knowledge? By employing an interactive creative and critical praxis, this seminar will seek to maximize students’ ability to think critically and write exploratively about African stories. We will consider how inspirations from history, lived experiences, African literature, and Afrobeats fuse to produce a dynamic practice for African cinema. Writing assignments will include short script developments (5 pages), thematic analysis, film reviews, and critical responses to trends within the African cinematic sphere.

**SEM 101  MW 11:25-12:40 PM  Rejoice Abutsa  19469  Austin Bunn**

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**PERFORMING & MEDIA ARTS 1170**  
**With Care: Reimagining Queer and Trans Futures**

“We live in a world in which carelessness reigns”—*The Care Manifesto*. Sadly, experiences of carelessness are quite common in our everyday lives however, our own relationships, support networks, and activism suggest that care still exists and helps us survive. This course asks how we can reimagine queer and trans futures that are loving and liberatory instead of careless. Over the semester, we will encounter a range of materials, such as poetry, literature, television shows, and performances with specific attention to the works of queer and trans people of color. Thinking alongside these texts through in-class discussions, analytic essays, and a creative final project, we will begin to reimagine intimacy, kinship, beauty, and devastation to help us move towards a more caring future.

**SEM 101  TR 02:45-04:00 PM  Ariel Cruz  19470  Austin Bunn**
PERFORMING & MEDIA ARTS 1171
Re/presentations: The politics of Queer BIPOC Artists

Can queer/BIPOC artistic practices subvert a Western gaze? Are you interested in artists or liked an art piece that one time? You are good then because you do not have to be an artist to embrace the concepts, the beauty and rawness explored in this course. In this writing seminar we will look at art and the theories around queerness and being a BIPOC (Black, Indigenous or Person of Color) subject in the United States. This course will also allow you to look and practice other forms of writing—reviews, statements—when looking at works of art. Think: Mickalene Thomas and Felix Gonzalez-Torres, alongside José Esteban Muñoz and bell hooks. Think museum catalogues, artist statements, and writings on museum walls; and this is only the beginning.

SEM 101  TR 08:05-09:20 AM  Gina Goico  19471  Austin Bunn

PSYCHOLOGY 1120
Personality and Social Psychology: Witches and Werewolves—Monsters, Psychology, and the Other

Monsters are one of the most enduring tools humans have created for processing and communicating fears, and in particular, fears of others. In this course we will discuss both the origins of monsters and their historical and present cultural significance, with a focus on how monsters can help us understand prejudice and oppression towards those considered different. We will read short stories, folklore, academic articles from psychology, and a range of other disciplines. Class assignments will emphasize understanding a range of primary sources, developing a thesis and outline, and drafting and editing essays. Students will write five papers building on course readings and sources they discover on their own.

SEM 101  MW 02:45-04:00 PM  Bronwyn Monteiro  19472  David Pizarro

PSYCHOLOGY 1130
Navigating the World through the Senses

Our senses connect the brain to the outside world, and have long interested scientists and philosophers alike. This course will explore various historical and modern debates surrounding sensation and perception: Is your red the same as my red? How does the brain solve the binding problem? And are human pheromones real? To become familiar with topics like these, we will read and discuss work drawn from psychology, neuroscience, and philosophy. Students will develop their academic writing skills through assignments such as critical reviews of the readings, comparative essays, and literature reviews.

SEM 101  MWF 01:30-02:20 PM  Jesse Werth  19551

PSYCHOLOGY 1140
Perception, Cognition, and Development: Why Do We Speak?

Where did vocal communication come from? What evolutionary pressures and biological constraints organize the emergence of vocal communication as a phenomenon that spans many species? Despite decades of study, debates about the rise of vocal communication continue. Could speech (and its precursors in other animals) arise from specific genes, or is it a general feature of cultural transmission? Did dinosaurs communicate vocally? Is communication inherently honest or did it evolve to deceive others? Are communication systems designed to transfer information or to facilitate social bonds? Our readings will draw from book chapters, scientific papers, and New York Times op-eds. Writing assignments will emphasize concisely articulating the implications of scientific findings, proposing new research, and conveying new scientific ideas to the public in accessible language.

SEM 101  MWF 02:40-03:30 PM  Steven Elmlinger  19473  Michael Goldstein
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 12:25-01:15 PM  Irene Eibenstein-Alvisi  19481

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 101  MW 11:25-12:40 PM  Nick Huelster  19482  Cary Howie
SEM 102  MW 01:00-02:15 PM  Nick Huelster  19483  Cary Howie

Thinking and Thought: Dante's Examined Life

Why do we study? What is the point of learning? Do we aspire to more than career success? A philosopher once said that “the unexamined life is not worth living.” Is this true? In this course we’ll answer this question while venturing into Dante Alighieri’s Inferno, a work that not only describes the state of souls after death, but also urges us to consider how we, in this life, envision ourselves and our communities. Reading the poem in English translation, we shall use it as a frame for further interrogation. Students will write both analytic and personal essays.

SEM 101  MWF 09:05-09:55 AM  Irene Eibenstein-Alvisi  19484
SEM 102  MWF 10:10-11:00 AM  Irene Eibenstein-Alvisi  19485

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 103  MWF 12:25-01:15 PM  Itziar Rodriguez de Rivera  19486
SEM 104  MWF 01:30-02:20 PM  Itziar Rodriguez de Rivera  10487
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 PM  Ti Alkire  19488

ROMANCE STUDIES 1120
Animals in Global Cinema: Human and Non-human
In this class students will learn about animal welfare and conservation through international films. We will discuss wildlife, companion, and farm animals in conjunction with human cultures and politics. The course will cover various animal species, e.g., pangolins, dogs, and sheep in fiction films, documentaries, and animated movies. Students will learn how to compose film reviews critical essays, and creative assignments. The class includes guest speakers and a visit to Cornell barn. All films are available for streaming through Canvas for students to watch them in their free time.

SEM 101  TR 11:25-12:40 PM  Ewa Bachminska  19489

SOCIOLOGY 1130
Social Networks in a Global World
People are connected; so their decisions, tastes, habits, routines, and everyday lives are connected. And we live in a world where social life spans the boundaries of culture, values, beliefs, languages, nations, and many other so-called social categories. Organizations base their operations in multiple locations; individuals migrate to follow opportunities while keeping their connections to their hometowns. How do individuals navigate the economic and social relations within and across social groups? This seminar will introduce students to the core ideas on how social networks operate in the modern world and guide them through the preparation of five writing assignments.

SEM 101  MW 01:00-02:15 PM  Jaeun Lim  19490  Knight Staff

SOCIOLOGY 1190
Call in Experts: How Social Science Research Influences Policy
Medical expert, leading expert, expert witness—the notion of “expertise” is ubiquitous in our modern society. But how and when expertise is valued can result in very different approaches to policy and practice. Drawing examples from the K-12 education system, disaster sociology, and social welfare policy, we will explore what happens when: (1) the opinions of these so-called “experts” are prioritized over the perspectives of those with firsthand experience, or (2) their professional expertise is ignored, often for political reasons and to the detriment of innocent people. Students will apply the lessons learned throughout the course to an issue of their choosing, writing analytical and persuasive essays, ultimately crafting a policy solution that they can persuade others to support.

SEM 101  TR 02:45-04:00 PM  Lili Dodderidge  19491  Knight Staff
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 TikToks and ads from Silicon Valley firms, and an exploration of the history and disposal of a digital technology.

SEM 101  TR 11:25-12:40 PM  Donny Persaud  19492  Elliot Shapiro

WRITING 1370
Elements of Academic Writing:

he 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 09:05-09:55 AM  TBD  19501

WRITING 1370 provides a more intensive and individualized learning environment that is particularly appropriate for students who have not had much formal high school writing instruction; are unfamiliar with academic or research-based writing, or feel a gener

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 102  MW 10:10-11:00 AM  Tracy Carrick  19502

WRITING 1370 provides a more intensive and individualized learning environment that is particularly appropriate for students who have not had much formal high school writing instruction; are unfamiliar with academic or research-based writing, or feel a gener

WRITING 1370
Elements of Academic Writing: Biohacks

Now more than ever, biology has the potential to contribute practical solutions for many major health challenges, but can we biohack our way to optimal health? To what extent can we regenerate the human body by manipulating factors like nutrients, sleep, and movement? We will write about how scientists across disciplines are working to optimize health in our environment and evolve our understanding of disease and well-being. The Writing 1380 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 1380 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 11:20-12:10 PM  Jessica Sands  19503
SEM 104  MW 12:25-01:15 PM  Jessica Sands  19504

This course is particularly appropriate for multilingual writers. WRIT 1370 provides a more intensive and individualized learning environment that is particularly appropriate for students who have not had much formal high school writing instruction; are

WRITING 1370
Elements of Academic Writing: Language, Identity, and Power

What is the relationship between our language and identity? How does our gender, race, class, sexuality, nationality, religion, and culture influence our meaning-making practices? What languages and language practices do we associate with power and why? What is language discrimination and how does it work? 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  MW 01:30-02:20 PM  Kate Navickas  19505

WRIT 1370 provides a more intensive and individualized learning environment that is particularly appropriate for students who have not had much formal high school writing instruction; are unfamiliar with academic or research-based writing, or feel a gener

WRITING 1370
Elements of Academic Writing: Race in the Middle Ages

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 09:05-09:55 AM  Ryan Lawrence  19506

WRIT 1370 provides a more intensive and individualized learning environment that is particularly appropriate for students who have not had much formal high school writing instruction; are unfamiliar with academic or research-based writing, or feel a gener

WRITING 1370
Elements of Academic Writing: Climate and Literature

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.

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.

WRITING 1370
Elements of Academic Writing: Writing Back to the News

Students will enconce 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.

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 02:45-04:00 PM   Kate Navickas   19511