

Spring 2022 First-Year Writing Seminars

Monday, Wednesday, and Friday 10:10-11:00 AM

ASIAN 1107 SEM 102	Writing on the Wrong Side of History
COML 1105 SEM 101	Books with Big Ideas
ENGL 1134 SEM 101	True Stories
ENGL 1167 SEM 102	Reading Now
ENGL 1167 SEM 106	Reading Now
GERST 1122 SEM 101	Love and Death in Vienna
MEDVL 1101 SEM 102	Aspects of Medieval Culture: The Medea Myth from Ancient Greece through the Middle
PHIL 1112 SEM 102	Philosophical Conversations: Ancient Greek and Asian Philosophy
ROMS 1102 SEM 101	The Craft of Storytelling: The <i>Book of the Courtier</i>
ROMS 1113 SEM 101	Thinking and Thought: Female Friendship vs. Patriarchy

Monday, Wednesday, and Friday 01:30-02:200 PM

ENGL 1130 SEM 102	Writing the Environment: Learning from Plants and Animals
ENGL 1168 SEM 102	Cultural Studies: Action Movies and the Licenses to Kill
PHIL 1111 SEM 102	Philosophical Problems: Moral Relativism and Moral Skepticism
ROMS 1102 SEM 103	The Craft of Storytelling: Race, Gender, and Postcolonial Writing

Monday, Wednesday, and Friday 02:40-03:300 PM

ENGL 1183 SEM 104	Word and Image
HIST 1200 SEM 108	Walt Disney Presents

Monday, Wednesday, and Friday 11:20-12:100 PM

ASIAN 1107 SEM 101	Writing on the Wrong Side of History
COML 1105 SEM 103	Books with Big Ideas
ENGL 1111 SEM 101	Writing Across Cultures: Monster Hunter Narratives
ENGL 1130 SEM 101	Writing the Environment: The American Imagination at Sea
ENGL 1134 SEM 103	True Stories
ENGL 1140 SEM 102	Writing Medicine: Stories of Illness and Healing
ENGL 1168 SEM 101	Cultural Studies: Travel, Real and Imagined
ENGL 1170 SEM 103	Short Stories
ENGL 1183 SEM 102	Word and Image
FREN 1108 SEM 101	Monstrous Forms: Wild Men and Wicked Women
HIST 1200 SEM 104	History of the Great Migration(s)
HIST 1200 SEM 107	The Antiracist Workshop: Race and Writing in America and Europe
PHIL 1112 SEM 104	Philosophical Conversations: The Limits of Evil—True Crime and Philosophy

Monday, Wednesday, and Friday 09:05-09:55 AM

ANTHR 1101 SEM 106	Culture, Society, and Power: Violence, Power, and Media in the Americas
ENGL 1160 SEM 101	Intersections: Race, Writing, and Power
ENGL 1167 SEM 101	Reading Now
ENGL 1170 SEM 101	Short Stories
ENGL 1183 SEM 101	Word and Image
ENGL 1191 SEM 101	British Literature: Here Be Dragons
MEDVL 1101 SEM 103	Aspects of Medieval Culture: The Art of Friendship in the Latin Middle Ages
NES 1960 SEM 101	Seeing the Past in the Future: The Ancient Near East in Modern Science Fiction
ROMS 1109 SEM 101	Image and Imagination: French Cinema in the Margins

Monday, Wednesday, and Friday 12:25-01:155 PM

ENGL 1105 SEM 101	Writing and Sexual Politics: The Vampire's Reflection
ENGL 1134 SEM 102	True Stories
ENGL 1160 SEM 103	Intersections: Race, Writing, and Power
ENGL 1167 SEM 103	Reading Now
ENGL 1183 SEM 103	Word and Image
ROMS 1102 SEM 102	The Craft of Storytelling: Race, Gender, and Postcolonial Writing
ROMS 1114 SEM 101	Semiotics

Monday and Wednesday 08:05-09:200 AM

ANTHR 1101 SEM 102	CANCELLED - 1-12-2022: Culture, Society, and Power: Craft Culture—Craft, Art, and Gender in Context
COML 1105 SEM 104	Books with Big Ideas
CRP 1109 SEM 101	Cities and Regions: Epidemics and the City
ENGL 1168 SEM 104	Cultural Studies: Poetic Justice or the Refusal to "Move On"
HIST 1431 SEM 101	Mao, China, and the World

Monday and Wednesday 10:10-11:000 AM

WRIT 1380 SEM 102	Elements of Academic Writing: Food for Thought
-------------------	--

Monday and Wednesday 02:45-04:000 PM

ASRC 1858 SEM 101	African Intellectual History
COML 1105 SEM 102	Books with Big Ideas
ENGL 1105 SEM 102	Writing and Sexual Politics: Queer and Now: Art and Community in Times of Crisis
ENGL 1111 SEM 102	Writing Across Cultures: Home, Unbound
ENGL 1111 SEM 104	Writing Across Cultures: Feeling Race, Sexuality, and Gender
ENGL 1158 SEM 101	American Voices: Asian-American Food Writing
ENGL 1168 SEM 103	Cultural Studies: Writing and Disability
ENGL 1170 SEM 106	Short Stories

GOVT 1101 SEM 101	Power and Politics: Gender, War, and Education—Three Classics of 1930s Britain
GOVT 1101 SEM 104	Power and Politics: Understanding Globalization
GOVT 1101 SEM 105	Power and Politics: No Exit? Choosing Life Amidst Life Sentence
PHIL 1111 SEM 101	Philosophical Problems: Explaining Consciousness
ROMS 1108 SEM 101	Cultural Identities: Latin American Jewish Worlds in Literature and Film
STS 1123 SEM 101	Technology and Society Topics: Living Through an Automated World

Monday and Wednesday 11:20-12:100 PM

WRIT 1380 SEM 103	Elements of Academic Writing: Heroes and Villains
-------------------	---

Monday and Wednesday 11:25-12:400 PM

ASIAN 1111 SEM 103	Disputing the Dao in Premodern China
ASRC 1856 SEM 101	Fighting/Writing for One's Children
COML 1105 SEM 106	Books with Big Ideas
DSOC 1200 SEM 102	Can Business Solve Global Poverty and Inequality?
MEDVL 1101 SEM 106	Aspects of Medieval Culture: There and Back Again—Routes Across the Medieval Globe
PHIL 1110 SEM 105	Philosophy in Practice: Ethics of Sex and Relationships
PMA 1166 SEM 101	Contemporary Feminist Theater

Monday and Wednesday 09:05-09:555 AM

WRIT 1380 SEM 101	Elements of Academic Writing: Heroes and Villains
-------------------	---

Monday and Wednesday 09:40-10:555 AM

ASIAN 1111 SEM 104	Martial Arts Cultures
COML 1134 SEM 101	Reading Poetry
GERST 1118 SEM 101	Let's Play!
HIST 1200 SEM 101	Race and Science in Modern Europe
HIST 1200 SEM 103	The Lure of Leisure: A Global History of Modern Tourism
MUSIC 1701 SEM 102	Sound, Sense, and Ideas: Listening Through Writing
PMA 1164 SEM 101	Page to Stage to Kick-Ball-Change: Adapting Musical Theatre

Monday and Wednesday 01:00-02:155 PM

ANTHR 1101 SEM 103	Culture, Society, and Power: Studying Religiosity
BIOEE 1640 SEM 105	Invasion Biology: Threats, Controversies, and the Right to Knowledge
COML 1137 SEM 101	“Wonderful Things”: Orientalism in Art, Literature, and Culture
MUSIC 1701 SEM 103	Sound, Sense, and Ideas: Queer Popular Music
PHIL 1110 SEM 104	Philosophy in Practice: Issues in Applied Ethics
PHIL 1111 SEM 103	Philosophical Problems: Knowledge, Rationality, and Belief
PMA 1167 SEM 101	Bad
ROMS 1109 SEM 102	Image and Imagination: French Film—1895 to the Present

Monday and Wednesday 07:30-08:45 PM

COML 1104 SEM 101	Reading Films
COML 1106 SEM 101	Robots
ENGL 1140 SEM 103	Writing Medicine: Stories of Illness and Healing
ENGL 1168 SEM 105	Cultural Studies: Gut Feelings
ENGL 1170 SEM 104	Short Stories
ENGL 1183 SEM 105	Word and Image
PHIL 1110 SEM 101	Philosophy in Practice: Education and Inequality

Monday and Wednesday 12:25-01:15 PM

WRIT 1380 SEM 108	Elements of Academic Writing: The Antiracist Workshop—Race and Writing in America and Europe
-------------------	--

Tuesday and Thursday 08:05-09:200 AM

DSOC 1200 SEM 103	Pirated Ecologies: Somalia and International Waste Disposal
ENGL 1160 SEM 104	Intersections: Race, Writing, and Power
ENGL 1167 SEM 104	Reading Now
ENGL 1168 SEM 106	Cultural Studies: Modes of Healing
ENGL 1170 SEM 105	Short Stories
GERST 1109 SEM 101	From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness
PMA 1104 SEM 101	Gender and Crime: The Case of the Female Detective

Tuesday and Thursday 10:10-11:000 AM

WRIT 1380 SEM 104	Elements of Academic Writing: Metaphor in Art, Science, and Culture
-------------------	---

Tuesday and Thursday 01:30-02:200 PM

WRIT 1380 SEM 107	Elements of Academic Writing: Writing Back to the News
-------------------	--

Tuesday and Thursday 02:45-04:000 PM

ASIAN 1111 SEM 101	Introduction to South Korean Cinema
BIOEE 1640 SEM 104	Conservation Dilemmas in the Modern World
COML 1119 SEM 101	A Taste of Russian Literature
ENGL 1105 SEM 105	Writing and Sexual Politics: When Beauty Becomes Beast
ENGL 1111 SEM 105	Writing Across Cultures: Traveling Poetry—Tourism and Exile
ENGL 1120 SEM 101	Writing and Community Engagement: Caribbean Islands and Utopias
ENGL 1168 SEM 110	Cultural Studies: Rude, Lewd, and Fabulous! Millennial Jewish Comediennes
ENGL 1170 SEM 108	Short Stories
FREN 1108 SEM 102	Monstrous Forms: Wild Men and Wicked Women
HIST 1301 SEM 101	History of the Essay
LING 1100 SEM 101	Language, Thought, and Reality: Words and Pictures

MEDVL 1101 SEM 108	Aspects of Medieval Culture: Rome—The Eternal City
PHIL 1110 SEM 102	Philosophy in Practice: Applied Ethics in a Divisive World
WRIT 1440 SEM 101	Writing the Self: Mind, Body, and Soul
WRIT 1968 SEM 101	Public Writing: Navigating the News

Tuesday and Thursday 11:20-12:100 PM

WRIT 1380 SEM 105	Elements of Academic Writing: Connecting Cultures
-------------------	---

Tuesday and Thursday 11:25-12:400 PM

ARCH 1901 SEM 101	Architecture or Revolution? Intersections of Design and Politics
ASIAN 1111 SEM 102	Literature, Culture, and Religion: The Korean Wave—Globalization of S. Korean Pop Culture
BIOEE 1640 SEM 102	The Essential Is Invisible to the Eye: Exploring the World of Host-Microbe Associations
BIOEE 1640 SEM 103	Ecology of Diseases in an Interconnected World
COML 1105 SEM 105	Books with Big Ideas
DSOC 1200 SEM 101	Gender Equality and Global Development
ENGL 1120 SEM 102	Writing and Community Engagement: Literatures of Ithaca
ENGL 1167 SEM 105	Reading Now
ENGL 1168 SEM 107	Cultural Studies: Law and Literature
ENGL 1168 SEM 108	Cultural Studies: On Being Black In and Out of Africa
ENGL 1170 SEM 109	Short Stories
GERST 1170 SEM 101	Marx, Nietzsche, Freud
MEDVL 1101 SEM 105	Aspects of Medieval Culture: Medieval Migrations
MEDVL 1101 SEM 107	Aspects of Medieval Culture: Rome—The Eternal City
MUSIC 1701 SEM 101	Sound, Sense, and Ideas: Why Do We Need Music? Perspectives on Music in Human Culture
PMA 1104 SEM 102	Gender and Crime: The Case of the Female Detective
PMA 1160 SEM 101	Wonderlands and Other Worlds
SPAN 1305 SEM 101	Narrating the Spanish Civil War

Tuesday and Thursday 09:40-10:555 AM

ANTHR 1101 SEM 101	Culture, Society, and Power: Trickster Embodiments
ASRC 1819 SEM 101	Literature and Sport
BIONB 1220 SEM 101	Mental Disorders: Medical Disease or Human Dysfunction?
COML 1136 SEM 101	Rhetorics of Race
DSOC 1200 SEM 104	Pirated Ecologies: Somalia and International Waste Disposal
ENGL 1134 SEM 104	True Stories
ENGL 1183 SEM 106	Word and Image
ENGL 1191 SEM 102	British Literature: Which Shakespeare Character are You?
GOVT 1101 SEM 102	Power and Politics: Peacekeeping and Peacebuilding
GOVT 1101 SEM 103	Power and Politics: Genocide

HIST 1200 SEM 102	Pearls, Oil, and Cornell-Qatar: Globalization in the Persian Gulf
HIST 1200 SEM 105	Asian Labor Migrations
MEDVL 1101 SEM 104	Aspects of Medieval Culture: Medieval British Archaeology
PHIL 1112 SEM 101	Philosophical Conversations: Liberalism and Neoliberalism
PHIL 1112 SEM 103	Philosophical Conversations: Understanding Moral Emotions—Anger and Compassion
PSYCH 1130 SEM 101	Animals, Social Learning, and Behavior
PSYCH 1140 SEM 101	Event Cognition: How the Mind Remembers Experience
ROMS 1120 SEM 101	Animals in Global Cinema: Human and Non-human
SPAN 1305 SEM 102	Narrating the Spanish Civil War

Tuesday and Thursday 01:00-02:155 PM

AIIS 1123 SEM 101	The Rights of Indigenous Peoples in International Law
ANTHR 1101 SEM 107	Culture, Society, and Power: Anthrop Perspectives of Technological Worlds
ASRC 1857 SEM 101	Race, Sex, and Anxiety in the American Novel
BIOEE 1640 SEM 101	Sand, Sharks, and Surf: Beach Biology and Conservation
CLASS 1531 SEM 101	Greek Myth
ENGL 1105 SEM 103	Writing and Sexual Politics: Female Desire in the Digital Age
ENGL 1105 SEM 104	Writing and Sexual Politics: Women and the Novel
ENGL 1111 SEM 103	Writing Across Cultures: Childhood and Youth
ENGL 1168 SEM 109	Cultural Studies: Comic Books! Graphic Novels! Transmedia!
ENGL 1170 SEM 102	Short Stories
ENGL 1170 SEM 107	Short Stories
ENGL 1183 SEM 107	Word and Image
MEDVL 1101 SEM 101	Aspects of Medieval Culture: Writing about Dreams in the Middle Ages
PHIL 1110 SEM 103	Philosophy in Practice: Feminism, Gender, and Education
PSYCH 1140 SEM 102	The Human Mind and Beautiful Things
ROMS 1109 SEM 103	Image and Imagination: The Third World and #TravelPorn?

Tuesday and Thursday 12:25-01:155 PM

WRIT 1380 SEM 106	Elements of Academic Writing: Mind, Body, Self
-------------------	--

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

ASRC 1832 SEM 101	CANCELLED 1-27-2022--Thinking Heidegger: Reading <i>Was Heisst Denken?</i>
-------------------	--

AMERICAN INDIAN AND INDIGENOUS STUDIES 1123

The Rights of Indigenous Peoples in International Law

Indigenous nations, in what is now the United States, have maintained their sovereign rights and conducted themselves as nations since contact. In the face of the ongoing efforts at dispossession and marginalization, Indigenous resilience and activism have led to an international coalition building that culminated in the ratification of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) in 2007. What does it mean to possess rights, and how do Indigenous nations define those rights? By looking into indigenous cultural, colonial, political, and legal histories, we will discuss the formation of the Indigenous rights movement and Indigenous perspectives on such key themes as land rights; self-determination; free passage; or “free, prior, and informed consent.” We will also pay close attention to the significant impact of the local Indigenous peoples, the Haudenosaunee, on the world stage. Writing assignments such as analytical essays, position papers and petitions will respond to culturally and historically situated readings and visual material.

SEM 101 TR 01:00-02:15 PM Ursula Piasta-Mansfield 19778

ANTHROPOLOGY 1101

Culture, Society, and Power: Trickster Embodiments

Tricksters embody ambiguity. They inhabit the world in ways that work through and across dominant categories of being, sensing, and thinking. Reveling in paradoxes, they invert categories of knowledge. Their disruptions, jokes, and thievery, however, can make visible alternative ways of assembling life and organizing relations. In this class we take up the trickster as a clever, if mischievous, provocateur for imagining ways of living through the double-binds of the Anthropocene—a time when human activity is threatening human life. Students will both explore (and experiment) with the trickster embodiments in writing, art, installations, and ceremony. Assignments will play with new possibilities of voice, cultivate complex positionality, discover buried senses, attune to arts of noticing, and invite surprising human and nonhuman politics.

SEM 101 TR 09:40-10:55 AM Stacey Langwick 19456

ANTHROPOLOGY 1101

CANCELLED - 1-12-2022: Culture, Society, and Power: Craft Culture—Craft, Art, and Gender in Context

CANCELLED - 1-12-2022: What makes a craft a craft? How do we understand “craft” as different from “art?” What are the effects of this division, and what happens when we use tools from anthropology to challenge and expand the contours of the concept of “craft?” This course explores these questions and foregrounds themes of gender, consumption, and display in relation to historical and contemporary ideas about craft—as both a noun and a verb—from around the world. Students will engage in the craft of writing to practice thick descriptive and ethnographic approaches to expressing ideas, and they will put these ideas into further action by making craft objects and digital exhibits to illustrate the potentials of crafting.

SEM 102 MW 08:05-09:20 AM Alexandra Dalferro 19457 Stacey Langwick

ANTHROPOLOGY 1101

Culture, Society, and Power: Studying Religiosity

Beginning with the axiom that “writing is thinking”, students in “Studying Religion” will mobilize social scientific approaches to the study of religion in order to hone expository writing skills and to produce a thoughtful portfolio of analytic essays. Reading, discussion, and written course work will decenter “faith” and “belief” and shift written analytic engagement toward observable and performative social activities and “doings”, what students will theorize in their written work as “religiosity”. Course writing assignments will be organized around key conversations within the social sciences, and course readings will draw primarily from perspectives in anthropology and religious studies. In this interdisciplinary course students will cultivate a repertoire of close reading and expository writing skills that will be essential for success at the university and beyond.

SEM 103 MW 01:00-02:15 PM Karlie Fox-Knudtsen 19458 Stacey Langwick

ANTHROPOLOGY 1101

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

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

SEM 106 MWF 09:05-09:55 AM Amir Mohamed 19751 Stacey Langwick

ANTHROPOLOGY 1101

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

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

SEM 107 TR 01:00-02:15 PM Simon Posner 19752 Stacey Langwick

ARCHITECTURE 1901

Architecture or Revolution? Intersections of Design and Politics

Regarding the social unrest of his time, the famous modernist architect Le Corbusier once stated that it’s either “architecture or revolution.” But what about architecture *in* revolution and as revolution? How has architecture been put in service of radical politics? And how have architects translated their ideologies into design? In this course we will look at the intersection of architecture and radical politics by reading, among other, leftist European architects and Soviet avant-gardists who used architecture to restructure society along socialist and social-democratic principles; about architectures of fascism and crony capitalism; and about designers from both the radical left and right who theorized total destruction as the precondition for their utopias (or dystopias). We will write manifestoes, visual analyses, critical essays, and more.

SEM 101 TR 11:25-12:40 PM Ecem Saricayir 19461

ASIAN STUDIES 1107

Writing on the Wrong Side of History

Most of us tend to think of ourselves as good people who want to contribute to the world in positive ways. But it is also clear that throughout history well intentioned people have been involved in heinous acts of atrocity. In this class we will address the ways in which writers from Japan, the UK, and the U.S. have turned to writing to reflect on moments of national shame that are also part and parcel of how they understand their relationship to the world today. We will consider how writing mediates our own relationship to the objects we study, and the ways in which this self-reflexivity can add nuance and rigor to our own written work.

SEM 101 MWF 11:20-12:10 PM Andrew Harding 19462

ASIAN STUDIES 1111

Introduction to South Korean Cinema

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

SEM 101 TR 02:45-04:00 PM Jahyon Park 19463

ASIAN STUDIES 1111

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

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

SEM 102 TR 11:25-12:40 PM Jahyon Park 19464

ASIAN STUDIES 1111

Disputing the Dao in Premodern China

How should we describe humankind's relationship with Nature? How do we understand death, dreams, and magic? Can we make sense of the vicissitudes of society against the crests and troughs of time? Can we know the future? In this writing course we explore such questions in Chinese thought from the earliest dynasties to the seventeenth century with special attention to rhetorical techniques employed by former worthies—the pithy sayings of Confucius, Buddhist riddles, Daoist parables—to develop our own voice through writing and produce a series of essays that capture our own interpretations and conclusions about ideas from China's past.

SEM 103 MW 11:25-12:40 PM Hoai Tran 19465

ASIAN STUDIES 1111

Martial Arts Cultures

What does it mean to be a martial artist? What might we associate with them that distinguishes them from the soldier, brawler, or sportsperson? Do we imagine that the martial artist engages in combat, performance, or spirituality? In this course we explore various ways of being a martial artist in traditions around the world and investigate both practitioners' and academics' perspectives about finding meaning, identity, and purpose in the martial arts. Students will assess these arguments and articulate their own conclusions about the martial arts in a series of essays throughout the course.

SEM 104 MW 09:40-10:55 AM Hoai Tran 19466

AFRICANA STUDIES AND RESEARCH CENTER 1819

Literature and Sport

In this course we will explore the "literariness" of sports writing. By reading about a number of texts, "autobiographies," novels, historical memoirs, and short stories, we will consider how difficult it is to categorize sports writing. We will read about sports codes, such as cricket, that, by themselves introduce new modes of thinking and writing about sport. We will also read about two texts about football (improperly called "soccer" in the US) that will challenge us to think about sport and literature, sport and politics, and the very form of sports writing.

SEM 101 TR 09:40-10:55 AM Grant Farred 20913

AFRICANA STUDIES AND RESEARCH CENTER 1832

CANCELLED 1-27-2022--Thinking Heidegger: Reading *Was Heisst Denken?*

CANCELLED 1-27-2022--We have a range of expressions that deal with thinking. For example: She is very good at "thinking on her feet" or he "thinks fast" both denote speed of thought—or, the ability to command the response the moment the encounter demands. However, in these expressions, we hardly ever raise the question of what thinking is. This course seeks to address precisely this issue, What is thinking?, through a reading of Martin Heidegger's work *Was Heisst Denken?* ("What is Called Thinking?") Heidegger is relentless in his pursuit of this question and as thorough as he can be. Still, it could be argued that the question remains incompletely answered, presenting itself as a challenge to us in our engagement with it. *Was Heisst Denken?* Is the primary text for this course, with an excursion or two through the work of WEB DuBois and Michel Foucault in those moments that these figures turn their attention fully to thinking.

SEM 101 TR 09:40-10:55 a.m. Grant Farred 20757

AFRICANA STUDIES AND RESEARCH CENTER 1856

Fighting/Writing for One's Children

What dreams and aspirations would you have for your children? What motives inspire adults to write to and for their children? Love, anxiety, confidence, fear, joy? Who is meant to bear witness to that writing? Beginning with a creative writing exercise in which you will write to your own children about the world in which you would like them to live, this seminar will then examine the writings of African American authors who have written similarly to their children and young family members. This seminar concentrates on empowering your voice through writing. Readings include James Baldwin, *The Fire Next Time*, Maya Angelou, *I Know Why the Caged Bird Sings*, Ta-Nehisi Coates, *Between the World and Me*, and Imani Perry, *Breathe: A Letter to My Sons*.

SEM 101 MW 11:25-12:40 PM Gerard Aching 19467

AFRICANA STUDIES AND RESEARCH CENTER 1857

Race, Sex, and Anxiety in the American Novel

Grounding our study in works such as Toni Morrison's *Jazz* (1993), Kiese Laymon's *Heavy* (2018), and Marci Blackman's *Po Man's Child* (1999), this seminar will think through the ways contemporary cultural producers animate the anxious experience as a political, physical, and expressive formation in response to experiences of migration, class mobility, non-normative sexual practice, and national identity. We will read anxiety as a generalized disorder, as a process of coming into language, as creative self-invention, and as social critique. We will ask, how does writing the anxious experience explode genre and literary form? We will consider protocols of writing and reading: with the nervous system, against social taboo, and through personal address.

SEM 101 TR 01:00-02:15 PM Amaris Brown 19794 Kate Navickas

AFRICANA STUDIES AND RESEARCH CENTER 1858

African Intellectual History

This course dispenses with Eurocentric approaches to the study of Africa. Instead, it centers Africans as knowledge producers. We will ask such questions as: Did philosophy begin in Africa? Are there unique “African world views” that can be contrasted with “European world views”? Students will develop the ability to write clearly and succinctly through writing assignments that focus on critical engagement with texts from ancient Egypt, including *The Teachings of Ptah-Hotep*, and *The Story of Sinuhe*, as well as texts by African theologians such as *Augustine*. Students will also be studying the work of philosophers such as Ahmed Baba from Timbuktu, and Zar'a Ya'aqob from Ethiopia, as well as more contemporary figures such as Kwame Nkrumah, Amílcar Cabral, Julius Nyerere, and Cheikh Anta Diop.

SEM 101 MW 02:45-04:00 PM Zeyad el Nabolsy 19468 Kate Navickas

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Sand, Sharks, and Surf: Beach Biology and Conservation

Did you know that beaches make up 70% of the world's coastlines? Probably not, as beaches are one of the most poorly understood coastal habitats. This course aims to teach you about their biology, geography and conservation as these popular vacation spots face increasing threats including sea-level rise and urban development. We will focus on developing a range of written pieces including blogs, reports, and articles to educate scientific and non-scientific audiences on these overlooked habitats. We will learn about reading scientific literature plus educate ourselves with popular magazine articles, podcasts, and videos. This is the perfect course to transport you mentally out of the icy Ithaca spring semester, while improving your writing and helping to raise public awareness of these unique and threatened habitats.

SEM 101 TR 01:00-02:15 PM Heath Cook 19469 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

The Essential Is Invisible to the Eye: Exploring the World of Host-Microbe Associations

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. From popular science pieces to a choose-your-own-adventure excursion through the scientific literature, students will not only exercise their curiosity but also hone their ability to apprehend complex information and evaluate it critically. And through a mix of personal essays, paper synthesis, comparative analyses, and newspaper articles, they will also develop the skill of communicating effectively with diverse audiences. All through the multidisciplinary and exciting lens of host-microbe associations.

SEM 102 TR 11:25-12:40 PM Madalena Vaz Ferreira Real 19470 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Ecology of Diseases in an Interconnected World

COVID-19 has revealed how we, as a society, understand the science of disease. In this seminar we will explore the origin and evolution of infectious diseases in human and non-human systems, the place of diseases in ecosystems, and how we approach disease as a society. We will investigate the world of diseases through scientific research articles and popular science book *Parasite Rex* by Carl Zimmer (among others) with a critical eye to understand how we relate to our ecosystems and the parasites that inhabit them. Using a combination of comparative essays, research assignments, and argumentative essays we will explore the lessons we can learn from diseases in humans and other species that can help us approach epidemics in the future.

SEM 103 TR 11:25-12:40 PM David Chang van Oordt 19471 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Conservation Dilemmas in the Modern World

When an American dentist shot Cecil the lion for a trophy, an outraged public ravaged his yelp page. But what if research shows that responsible trophy hunting can help save species? Alternatively, what if our efforts to save a species result in its demise? Ultimately, how can we make the right conservation decisions? Throughout this course you will be evaluating multiple global conservation issues, which are often complex and lack clear solutions. You will learn different facets of conservation topics by reading scientific articles and popular articles to gain a comprehensive understanding of the topic. Weekly writing exercises will allow you to practice how to think and write like a scientist and how to articulate arguments based on empirical data.

SEM 104 TR 02:45-04:00 PM Young Ha Suh 19472 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Invasion Biology: Threats, Controversies, and the Right to Knowledge

Invasive species persist—or not—based on how we interpret and communicate scientific evidence. In this course we will consider our ethical and social responsibilities as interpreters and/or producers of scientific knowledge, grounding this conversation in the “problem” of invasive species. We will read primary scientific literature on biological impacts of invasive species (e.g., debates over invasion biology’s goals) and critiques that examine political and national ramifications of invasion rhetoric (e.g., Banu Subramaniam on nativism). For example, government officials manage invasive populations in order to preserve native biodiversity, but what are the consequences of pitting native against invasive? Writing assignments will include interpreting and reviewing primary scientific literature, as well as argumentative essays that engage contemporary debates over what to do about invasive species.

SEM 105 MW 01:00-02:15 PM Natalie Hofmeister 19473 Natalie Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Mental Disorders: Medical Disease or Human Dysfunction?

This course will combine neuroscience, physiology, medicine, and the book *Nine Dimensions of Madness: Redefining Mental Health* written by Robert Gallon to describe mental disorders as types of human dysfunction rather than medical diseases. Gallon's book uses a “human ecology” view to describe mental and behavioral problems by explaining how each person is unique in their genetics, thoughts, emotions, and experiences. The brain is complex and therefore human brain dysfunctions are not discrete, but rather can be placed into nine dimensions that are defined using biological, physiological, and social factors. Through writing informational and opinion pieces on topics like these, students will improve their ability to convey interesting multifaceted ideas and develop cogent and convincing opinions in their writing.

SEM 101 TR 09:40-10:55 AM Andrea Roeser 19474 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 TR 01:00-02:15 PM Emmy Shanahan 19475 Courtney Roby

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 MW 07:30-08:45 PM Junting Huang 19476

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 10:10-11:00 AM Amrita Chakraborty 19421 Debra Castillo

SEM 102 MW 02:45-04:00 PM Nitzan Tal 19422 Debra Castillo

SEM 103 MWF 11:20-12:10 PM Jessica Ness 19423 Debra Castillo

SEM 104 MW 08:05-09:20 AM Elias Beltran 19424 Debra Castillo

SEM 105 TR 11:25-12:40 PM Tianyi Shou 19425 Debra Castillo

SEM 106 MW 11:25-12:40 PM Kholoud Hussein 19426

COMPARATIVE LITERATURE 1106

Robots

In 2015 Japan's SoftBank Robotics Corporation announced the world's first robot with feelings. Many people were excited, many more disturbed. If robots are simply, as the dictionary suggests, machines "designed to function in the place of a living agent," then what is so disturbing about them? Since robots are designed to replace human labor (first economic, and now also emotional), do they represent a threat as much as they do an aid? What happens when robots exceed their purpose, and become more humanlike? How do robots read, write, and feel? How do the activities of coding and writing, or decoding and reading differ? Students will be equipped with the vocabulary and writing strategies to rigorously analyze, compare, and debate the meaning of robots in the human imagination from different epochs, countries, languages, and media. In doing so they will write in a variety of registers about works such as the play *R.U.R.* by Karel Čapek, who invented the term "robot". Other materials may include philosophical texts, fiction, videogames, films, graphic novels, and hip-hop concept albums.

SEM 101 MW 07:30-08:45 PM Marc Kohlbry 19483 Deba Castillo

COMPARATIVE LITERATURE 1119

A Taste of Russian Literature

Explore important aspects of the Russian culture in broad historical, geopolitical and socioeconomic context through the lens of Russian folklore, poetry, short stories of Gogol, Chekhov, and Bulgakov, works of contemporary Russian-American writers, visual art, and international film, in which, among other things, food and Russian culinary and hospitality tradition figure prominently. The literary journey will take you from the lavish tables of the eighteenth-century aristocracy, to the hardship and austerity of GULAG prison, to the colorful and savory regional fare of the former Russian Empire and Soviet Union, to the fridge and pantry staples in the

everyday life of Russian family. Your writing assignments will help you develop critical thinking and argumentative skills, precision and clarity of expression, ability to write with discipline, creativity, and sense of style.

SEM 101 TR 02:45-04:00 PM Raissa Krivitsky 19484

COMPARATIVE LITERATURE 1134

Reading Poetry

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

SEM 101 MW 09:40-10:55 AM Didi Park 19485 Debra Castillo

COMPARATIVE LITERATURE 1136

Rhetorics of Race

The racial violence and the national responses it provoked in the summer of 2020 broke a popular narrative that we are living in a post-racial age. We often look to spectacular events like police brutality in order to confirm what we already know: that the effects of racism are ongoing. But racial violence is not merely specular, that is, limited to what we can see. In this course, we examine how race penetrates language use through analyzing racial rhetoric in various genres, including news reportage, film, literature, media, and political discourse. By the end of the course, students will learn how to identify, navigate, analyze, and produce writing in diverse genres and rhetorical forms.

SEM 101 TR 09:40-10:55 AM Parisa Vaziri 19489

COMPARATIVE LITERATURE 1137

"Wonderful Things": Orientalism in Art, Literature, and Culture

On the eve of his discovery of the treasures of Pharaoh Tutankhamen in the Egyptian desert, archaeologist Howard Carter famously described his findings as "wonderful things". This idea of wonder, amazement—and fantasy—defines moments of encounter between travelers from Europe and America, on the one hand, and the cultures of Asia, Africa, and the Middle East, on the other. In this course we will study examples of "wonderful" artistic production emerging from such moments of cross-cultural contact, across literature, art, architecture, fashion, and opera. Through the practice of composing conceptually and structurally compelling essays, this course invites us to explore case studies of cross-cultural artistic production, while gaining a background in global history, postcolonial theory, and politics.

SEM 101 MW 01:00-02:15 PM Kholoud Hussein 20365

CITY AND REGIONAL PLANNING 1109

Cities and Regions: Epidemics and the City

As focal points of civilization, cities bear the brunt of epidemics. Density and overcrowding have long been agents of contagion, and drove the park and infrastructure improvements of the nineteenth century. In America, fear of density is framed by a deep cultural antipathy toward urbanism and "the mobs of great cities"; The Covid-19 pandemic has battered the metropolis, fundamentally changing how we live, work, and play in them. This seminar will explore how cities have historically responded to epidemics. What is the nexus between urban form and contagion? How have cities been improved to reduce hazards? How has the threat of disease fueled

innovation? Readings, class discussions, and writing assignments will focus on these and related topics, drawing upon case studies both historical and current.

SEM 101 MW 08:05-09:20 AM Thomas J. Campanella 19491

DEVELOPMENT SOCIOLOGY 1200

Gender Equality and Global Development

Around the world men typically hold positions of power. Can we expect that with socioeconomic development, women will have the same level of power and rights as men? And why does this gender equality matter for development? In this course we will examine how gender equality is shaped by institutions of power, scholarly research, feminist praxis and global development discourse. We will learn how to communicate academic concepts like the gender revolution, empowerment, intersectionality, social norms and masculinities to a wide variety of audiences such as policymakers, academics, and the public. Writing assignments include a country-specific progress report, film analyses, analytical essays, and a feminist critique. Course materials include audiovisual media, academic papers, and reports by multinational organizations from different parts of the world.

SEM 101 TR 11:25-12:40 PM Isha Bhatnagar 19496 Kate Navickas

DEVELOPMENT SOCIOLOGY 1200

Can Business Solve 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 real communities respond to business initiatives claiming to improve their lives, and what happens when plans go awry? By building research skills and writing in different genres, students will engage debates about the social purpose of markets and enterprise, interrogate how policies work in practice, and learn to investigate the prospects and limits of businesses for the development of diverse communities.

SEM 102 MW 11:25-12:40 PM Ewan Robinson 19497 Kate Navickas

DEVELOPMENT SOCIOLOGY 1200

Pirated Ecologies: Somalia and International Waste Disposal

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

SEM 103 TR 08:05-09:20 AM George Spisak 19498

SEM 104 TR 09:40-10:55 AM George Spisak 19499

ENGLISH 1105

Writing and Sexual Politics: The Vampire's Reflection

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

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

SEM 101 MWF 12:25-01:15 PM Kathryn Diaz 19500 Masha Raskolnikov

ENGLISH 1105

Writing and Sexual Politics: Queer and Now: Art and Community in Times of Crisis

How do queer artists of color navigate a hostile public realm, especially in violent times, such as pandemics, white supremacy, state failure, and economic neglect? How does their work imagine possibilities for intimacy, desire, mutual aid, party, and protest? Through an attention to TV, films, books, and podcasts from the 90s to the present, we will ask how artists build new forms of queer life across difference. Works up for discussion may include *Moonlight*, *Pose*, and a novel by Ocean Vuong. Drawing inspiration from these texts, students will collaborate on podcasts, write analytical essays, and complete other critical and creative projects.

SEM 102 MW 02:45-04:00 PM Joseph Miranda 19501 Masha Raskolnikov

ENGLISH 1105

Writing and Sexual Politics: Female Desire in the Digital Age

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

SEM 103 TR 01:00-02:15 PM Philippa Chun 19502 Masha Raskolnikov

ENGLISH 1105

Writing and Sexual Politics: Women and the Novel

How have women writers helped create the modern novel? And how has women's writing changed the way we read? In this course we will explore novels by and about women, from the rise of the novel in the eighteenth century to our own time. We will discuss these works' stories of independence, equality, liberty, hierarchy, and slavery. And in approaching each novel, we will also read and evaluate a critical essay to help us create our own approach to larger questions about the "female imagination," the social status of women, the role of independence in female creativity, and the relation between gender and race. The readings will include novels by Charlotte Brontë, Virginia Woolf, and Toni Morrison.

SEM 104 TR 01:00-02:15 PM Laura Brown 19503

ENGLISH 1105

Writing and Sexual Politics: When Beauty Becomes Beast

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

SEM 105 TR 02:45-04:00 PM Anastasia McCray 19504 Masha Raskolnikov

ENGLISH 1111

Writing Across Cultures: Monster Hunter Narratives

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

SEM 101 MWF 11:20-12:10 PM Lisa Camp 19520 Brad Zukovic

ENGLISH 1111

Writing Across Cultures: Home, Unbound

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

SEM 102 MW 02:45-04:00 PM Elisávet Makridis 19521 Brad Zukovic

ENGLISH 1111

Writing Across Cultures: Childhood and Youth

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

SEM 103 TR 01:00-02:15 PM Chi Le 19522 Brad Zukovic

ENGLISH 1111

Writing Across Cultures: Feeling Race, Sexuality, and Gender

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

SEM 104 MW 02:45-04:00 PM Jasmine Reid 19523 Roger Gilbert

ENGLISH 1111

Writing Across Cultures: Traveling Poetry—Tourism and Exile

From tales of meandering conquest in Homer to Dante's underworld, poetry ferries readers across time and space. Part Two of this two-part course (each can be taken separately) explores the themes of tourism and exile. Considering poetry about tourism from the nineteenth-century Grand Tour (Wordsworth, Byron) to the modern vacation (Elizabeth Bishop, Derek Walcott), we will ask: Is tourism always voyeuristic? Is reading a kind of

tourism? How is a poem like a postcard? The second half of the semester will consider poetry about political exile, the Middle Passage, and contemporary immigration and migration. We will approach our own writing as a mode of travel: How do we move through ideas and across drafts? How is writing a vehicle for thought rather than a destination?

SEM 105 TR 02:45-04:00 PM Olivia Milroy Evans 19524 Brad Zukovic

ENGLISH 1120

Writing and Community Engagement: Caribbean Islands and Utopias

What are your associations with the Caribbean islands? Do those islands exist in reality, or are they dreams—fantasies? Moving from the Age of Exploration to the Haitian Revolution and into our own time, we will explore the Caribbean as a historic site of colonial conquest, utopian experimentation and anti-colonial resistance. What can the Caribbean teach us not just about that which only ever existed in the colonial imagination, but also about the borderless and relational possibilities that have always been unique to the archipelago? Assignments may include podcasts, interviews, web development, and zines.

SEM 101 TR 02:45-04:00 PM Jessica Rodriguez 19525 Laura Brown

ENGLISH 1120

Writing and Community Engagement: Literatures of Ithaca

Ithaca is the shared geography where we live, study, and work. But outside of Cornell, it has also historically been a site of countercultural activism and generative creative activity. In this course we'll explore literary works set in Ithaca—possibly including, for example, Matt Ruff's *Fool on the Hill* and A.R. Ammons' *Tape for the Turn of the Year*—but also texts published in Ithaca, by contemporary and historic small presses, book artists, and zinemakers. Together we'll explore how Ithaca's historic contradictions—between Ivy League education, anarchist punk collectives, vegetarian restaurants, and feminist bookstores—have fueled creative activity. Writing assignments will involve historical research, unconventional documentary approaches, and literary analysis. (And we'll all learn to sew our own handmade chapbooks!)

SEM 102 TR 11:25-12:40 PM Martin Cain 19526 Laura Brown

ENGLISH 1130

Writing the Environment: The American Imagination at Sea

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

SEM 101 MWF 11:20-12:10 PM Susannah Sharpless 19477 Roger Gilbert

ENGLISH 1130

Writing the Environment: Learning from Plants and Animals

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

ENGLISH 1134

True Stories

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

SEM 101	MWF 10:10-11:00 AM	Bonnie Chung	19479	Charlie Green
SEM 102	MWF 12:25-01:15 PM	Mackenzie Donnelly	19480	Charlie Green
SEM 103	MWF 11:20-12:10 PM	India Sada Hackle	19481	Charlie Green
SEM 104	TR 09:40-10:55 AM	Adam Szetela	19482	Charlie Green

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 102	MWF 11:20-12:10 PM	Mackenzie Berry	19487	Laura Brown
SEM 103	MW 07:30-08:45 PM	Margaux Delaney	19488	Laura Brown

ENGLISH 1158

American Voices: Asian-American Food Writing

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

SEM 101	MW 02:45-04:00 PM	Alice Rhee	19490	Roger Gilbert
---------	-------------------	------------	-------	---------------

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	19492	Mary Pat Brady
SEM 103	MWF 12:25-01:15 PM	Shacoya Kidwell	19494	Mary Pat Brady

ENGLISH 1167**Reading Now**

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

SEM 101	MWF 09:05-09:55 AM	Farah Bakaari	19505	Kevin Attell
SEM 102	MWF 10:10-11:00 AM	Lars Johnson	19506	Kevin Attell
SEM 103	MWF 12:25-01:15 PM	Lily Codera	19507	Kevin Attell
SEM 104	TR 08:05-09:20 AM	Ashley Hand	19508	Kevin Attell
SEM 105	TR 11:25-12:40 PM	Vivian Ludford	19509	Kevin Attell
SEM 106	MWF 10:10-11:00 AM	Abram Coetsee	20381	Kevin Attell

ENGLISH 1168**Cultural Studies: Travel, Real and Imagined**

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

SEM 101	MWF 11:20-12:10 PM	Rocío Corral García	19510	Masha Raskolnikov
---------	--------------------	---------------------	-------	-------------------

ENGLISH 1168**Cultural Studies: Action Movies and the Licenses to Kill**

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

SEM 102	MWF 01:30-02:20 PM	Charline Jao	19511	Masha Raskolnikov
---------	--------------------	--------------	-------	-------------------

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

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 103 MW 02:45-04:00 PM Charlie Green 19512

ENGLISH 1168

Cultural Studies: Poetic Justice or the Refusal to “Move On”

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

SEM 104 MW 08:05-09:20 am Yessica Martinez 19513 Masha Raskolnikov

ENGLISH 1168

Cultural Studies: Gut Feelings

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

SEM 105 MW 07:30-08:45 PM Maggie O'Leary 19514 Masha Raskolnikov

ENGLISH 1168

Cultural Studies: Modes of Healing

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

SEM 106 TR 08:05-09:20 AM Christina Fogarasi 19515 Masha Raskolnikov

ENGLISH 1168

Cultural Studies: Law and Literature

This course will look to fictional and nonfictional literary and cinematic texts to examine a series of issues related to social justice within the American context and internationally. Our topics will include economic equality, human rights, the death penalty and prison system, the international pharmaceutical industry, and gender oppression.

SEM 107 TR 11:25-12:40 PM Elizabeth Anker 19516

ENGLISH 1168

Cultural Studies: On Being Black In and Out of Africa

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

SEM 108 TR 11:25-12:40 PM Bwesigye Bwa Mwesigire 19517 Kevin Attell

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 109 TR 01:00-02:15 PM Jon McKenzie 19518

ENGLISH 1168

Cultural Studies: Rude, Lewd, and Fabulous! Millennial Jewish Comediennes

Love Tiffany Haddish, Amy Schumer, and Ilana Glazer? In this first-year writing seminar we will analyze how millennial Jewish women comedians depict Jewishness in terms of race, gender, and sexuality. For instance, how does Tiffany Haddish's Netflix comedy special, *Black Mitzvah*, challenge assumptions about what Jewish women look like? And why do Abbi Jacobson and Ilana Glazer embrace the outdated racial term "Jewess?" To answer these questions, we will trace racial, gendered, and sexual tropes about Jews from nineteenth-century theater to the newest YouTube sketches. We'll cluster these media around themes like women's pleasure, Jewish identity, cultural appropriation, anti-Semitism, and millennial financial struggles. We'll laugh hard, learn a lot, and see today's media through new eyes.

SEM 110 TR 02:45-04:00 PM Jonathan Branfman 19519

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 Rogelio Juarez 19527 David Faulkner

SEM 102 TR 01:00-02:15 PM Michael Lee 19528 David Faulkner

SEM 103 MWF 11:20-12:10 PM Courtney Raisin 19529 David Faulkner

SEM 104	MW 07:30-08:45 PM	Viridi Culbreath	19530	Brad Zukovic
SEM 105	TR 08:05-09:20 AM	Carlos Gomez	19531	David Faulkner
SEM 106	MW 02:45-04:00 PM	John Anspach	19532	David Faulkner
SEM 107	TR 01:00-02:15 PM	Elie Piha	19533	David Faulkner
SEM 108	TR 02:45-04:00 PM	Kevin Attell	19534	
SEM 109	TR 11:25-12:40 PM	Stephanie Vaughn	19535	

ENGLISH 1183

Word and Image

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

SEM 101	MWF 09:05-09:55 AM	Oona Cullen	19536	Rayna Kalas
SEM 102	MWF 11:20-12:10 PM	Robert Romero	19537	Rayna Kalas
SEM 103	MWF 12:25-01:15 PM	Victoria Corwin	19538	Rayna Kalas
SEM 104	MWF 02:40-03:30 PM	Ariel Estrella	19539	Charlie Green
SEM 105	MW 07:30-08:45 PM	Angelina Campos	19540	Rayna Kalas
SEM 106	TR 09:40-10:55 AM	Briel Felton	19541	Rayna Kalas
SEM 107	TR 01:00-02:15 PM	Jehan Roberson	19542	Rayna Kalas

ENGLISH 1191

British Literature: Here Be Dragons

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

SEM 101	MWF 09:05-09:55 AM	Seth Koproski	19543	Roger Gilbert
---------	--------------------	---------------	-------	---------------

ENGLISH 1191

British Literature: Which Shakespeare Character are You?

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

SEM 102	TR 09:40-10:55 AM	Nathaniel Likert	19544	Roger Gilbert
---------	-------------------	------------------	-------	---------------

FRENCH 1108

Monstrous Forms: Wild Men and Wicked Women

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

SEM 101 MWF 11:20-12:10 PM Julia Karczewski 19545

SEM 102 TR 02:45-04:00 PM Kathleen Long 20364

GERMAN STUDIES 1109

From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness

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

SEM 101 TR 08:05-09:20 AM Tamar Gutfeld 19546 Douglas McBride

GERMAN STUDIES 1118

Let's Play!

Why do we play games and why do we have fun with them? What makes us winners and losers? This course will explore various approaches to games and humans at play. We will try to understand why people play and why they prefer some games to others. Interdisciplinary in nature, the class will offer readings from areas of sociology, psychology, history, mathematics, and cultural studies (just to name a few). By reading and analyzing and playing with Nabokov, Hesse, Zweig, Berne, Huizinga, and Schenkel we will make connections between games, national identity, gender, class, and intelligence, and will construct arguments about various scholarly and fictional written and cinematic texts.

SEM 101 MW 09:40-10:55 AM Ekaterina Pirozhenko 19664

GERMAN STUDIES 1122

Love and Death in Vienna

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

SEM 101 MWF 10:10-11:00 AM Brent McBride 19665

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 19666 Douglas McBride

GOVERNMENT 1101

Power and Politics: Gender, War, and Education—Three Classics of 1930s Britain

The 1930s, not unlike today, were a time of turmoil and danger in Britain and throughout the world. Women agitated for equal rights in education and the economy while the threat of war seemed to argue for putting such concerns aside in the interest of national defense. Fascists clashed with pacifists and socialists, while Idealists put their faith in international law and Realists stressed power. This seminar covers these themes through close readings of three classics: E. H. Carr's political study, *The Twenty Years' Crisis*, Virginia Woolf's feminist anti-war essay, *The Three Guineas*, and Dorothy Sayers' mystery novel, set in a women's college of Oxford University, *Gaudy Night*. Writing assignments range from biographical sketches and short fiction to political analysis and opinion pieces.

SEM 101 MW 02:45-04:00 PM Matthew Evangelista 19667

GOVERNMENT 1101

Power and Politics: Peacekeeping and Peacebuilding

What are the ways in which the international community seek to bring an end to violent conflict? This course explores the development of peacekeeping/peacebuilding as a way to address conflict and (hopefully) contribute to peace. Topics will range from conceptual understandings of peace and conflict to modern-day issues in peacekeeping and peacebuilding. These will be addressed through a diverse set of academic as well as non-academic readings, including policy memos and reports from international organizations, such as the UN, Amnesty International, and the Red Cross. Through the combination of close, critical reading of these works with related writing assignments, including mission analyses, peer reviews, and UN Security Council memos, this course will give students the opportunity to write about substantive issues in international politics.

SEM 102 TR 09:40-10:55 AM Michael Kriner 19668 Sabrina Karim

GOVERNMENT 1101

Power and Politics: Genocide

Genocide is an experience. To victims directly targeted by genocidaires, it is a horror. To disconnected observers, it challenges understandings of reality. To those who survive, it haunts. This course critically examines genocide by asking: How do humans directly experience genocide? How do uninvolved humans react to genocide? How do humans remember genocide? Students will read memoirs (*My Stolen Rwanda*), contemporary political messages (Pol Pot's *Little Red Book*), and articles; watch news clips; and immerse themselves in movies (*Hotel Rwanda*; *Sometimes in April*) and documentaries (*Enemies of the People*). Resources from Cornell's Visual History Archive and studies of post-conflict societies will inform understandings of the legacies of genocide today. Students will engage with different writing styles, from drafting museum content to developing a research proposal.

SEM 103 TR 09:40-10:55 AM Joseph Lasky 19669 Matthew Evangelista

GOVERNMENT 1101

Power and Politics: Understanding Globalization

What is globalization? How do we talk and write about it? How has its meaning in politics changed over time? In this course we will explore the politics of globalization from different perspectives, critically engaging with the way politicians, journalists, and academics write and talk about globalization. We will discuss the way in which different aspects of globalization—international trade, outsourcing, global financial markets, and immigration—are emphasized or framed in different political contexts, as well as the role globalization has played in the domestic politics of the U.S. and other countries. Class materials will include writings by political scientists, economists, and journalists, as well as documentaries and podcasts. Writing assignments will include traditional essays as well as opinion pieces, podcast scripts, and interviews students will conduct with one another.

SEM 104 MW 02:45-04:00 PM Nina Obermeier 19670 Thomas Pepinsky

GOVERNMENT 1101

Power and Politics: No Exit? Choosing Life Amidst Life Sentence

Sentenced to life in prison, what would you do? In this course we explore different paths chosen by individuals punished to incarceration for life, deciphering the tension between the temptation to live and to die and tapping into the politics of imprisonment. What brings inmates to opt not to “exit”? What does it mean to choose life amidst life sentence? We will read court records, biographies, correspondences, and diary notes to understand the nature of life on the edge. We will also draw on the writings of Camus, Sartre, and Kafka. Throughout, we shall write our own sentences of life and death. Doing so, we might discover that the experience of life sentence is also our own, going beyond the confines of a prison cell.

SEM 105 MW 02:45-04:00 PM Shirley Le Penne 19671 Jamila Michener

HISTORY 1200

Race and Science in Modern Europe

This course focuses on the development of race as a biological concept in Europe from the end of the eighteenth century through the period immediately following the Second World War. Drawing on debates in the history of biology, anthropology, and medicine, we will ask how the scientific study of race both shaped and was shaped by the broader social, political, and cultural contexts of out of which it emerged. How did the meaning of race change over time, and how did these changes ramify in the everyday lives of Europeans and those they encountered? To answer these questions, we will read primary sources from thinkers like Immanuel Kant, Charles Darwin, and Frantz Fanon, as well as secondary materials from historians and philosophers of science and medicine. Writing assignments will be designed to build toward the final essay, a research paper on an approved topic.

SEM 101 MW 09:40-10:55 AM Nathaniel Boling 19673 TJ Hinrichs

HISTORY 1200

Pearls, Oil, and Cornell-Qatar: Globalization in the Persian Gulf

From the nineteenth-century pearl trade, to the discovery of oil and the establishment of international branch campuses of universities like Cornell, the Persian Gulf has a long history of global connections. In this writing seminar we will explore some of the economic, demographic, and sociocultural implications of this history in order to think and write about “globalization.” We will be reading primary and secondary sources, as well as listening to podcasts and using interactive maps to engage with key themes like trade, migration, and identity construction. Written assignments will be directed towards exploring how these themes can help us visualize how “globalization” looks like from a particular geographic vantage point.

SEM 102 TR 09:40-10:55 AM Emilio Ocampo 19674 TJ Hinrichs

HISTORY 1200

The Lure of Leisure: A Global History of Modern Tourism

Tourism is one of the largest industries in the world, but how did modern tourism as we know it today develop? What is the difference between a tourist and a traveler? In this seminar we will explore the rise of modern tourism during the late nineteenth and twentieth century. We will study tourism as a cultural and political phenomenon, by looking at guidebooks, photography, postcards, film, and travel writing, and discussing tourism's links with imperialism, capitalism, and diplomacy. Students will develop skills in close reading and visual analysis of a wide array of sources through different forms of writing. Readings discuss concepts such as the tourist gaze and authenticity, and explore topics including tourism architecture, air travel, urban, and dark tourism.

SEM 103 MW 09:40-10:55 AM Aimée Plukker 19675 TJ Hinrichs

HISTORY 1200

History of the Great Migration(s)

The Great Migration, occurring in two waves, concerns the mass departure of African American people out of the South over the course of many decades in the 20th century. This course offers a historical overview of the Great Migration, along with earlier, smaller migrations of Black people departing the South. We will focus on the significance of migration and movement in Black history through historical texts, literature, film, and music. In addition to learning about the history of the Great Migration, students will be asked to commit to a rigorous writing schedule.

SEM 104 MWF 11:20-12:10 PM Kelsey Roggensack 19676 TJ Hinrichs

HISTORY 1200

Asian Labor Migrations

How might our understanding of global history change if we examined it through the eyes of Asian migrant laborers? Although we often associate Asian labor with Chinese railroad workers in the U.S., Asian workers have travelled to nearly every corner of the globe. We will begin by exploring colonial labor regimes emerging in the nineteenth century that facilitated Indian and Chinese labor migrations to the Caribbean and Southeast Asia, before tracing more recent routes of Filipino, Malay, and Vietnamese workers. Through historical and ethnographic texts, fiction, and films, we will interrogate concepts like imperialism, borders, capitalism, and globalization. In so doing, we will ask how what we know about the past changes when marginalized migrant workers and their global mobilities take center stage.

SEM 105 TR 09:40-10:55 AM Darren Wan 19677 TJ Hinrichs

HISTORY 1200

The Antiracist Workshop: Race and Writing in America and Europe

The May 2020 murder of George Floyd led to massive protests against police brutality and racism, in Europe as well as in America. Where do the origins of racism lie and how do we teach ourselves to be antiracist? Starting from Ibram X. Kendi's celebrated *How to Be an Antiracist*, this course will explore antiracist theory and practice in a range of historical periods and contexts on both sides of the Atlantic. Students will develop their close reading and critical writing by analyzing a wide array of sources, including primary historical sources, journalism, prose narratives, podcasts, and movies. The course will culminate in a final research project and public exhibition about the history of the Underground Railroad in the Ithaca region.

SEM 107 MWF 11:20-12:10 PM Benedetta Carnaghi 19679

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 108 MWF 02:40-03:30 PM Jennifer Begakis 20084 TJ Hinrichs

HISTORY 1301

History of the Essay

The analytical essay seems to be the basic form of nonfiction writing—but why? And how did it come to be seen this way? Why don’t you learn to write prose poems in college, or memos, or just elaborate lists? Or are those also essays? How has the essay varied across time and cultures? How has its form been influenced by historical forces, and how did essayists become shapers of their historical moments? The word “essay” just means an attempt, so this course will be experimental and exploratory, analyzing many different essays in their historical context, and pausing occasionally to dwell on key writers like Montaigne, Thoreau, Woolf, Sontag, and Baldwin. And of course you will be expected to make several attempts at creative essay-writing.

SEM 101 TR 02:45-04:00 PM Aaron Sachs 19682

HISTORY 1431

Mao, China, and the World

Mao Zedong’s famous portrait hangs over the entrance to the Forbidden City in Beijing, a fitting symbol of his dominating presence in the history of modern China. But who exactly was Mao and how has he been perceived by others? A courageous revolutionary seeking the liberation of the oppressed masses? A bloodthirsty tyrant bent on self-exaltation and personal power? A savvy politician promoting the modernization of an ancient land? In this course we will probe the figure of Mao through a variety of readings, some by Mao, but most by others, ranging from Mao’s physician to former Red Guards to Secretary of State Henry Kissinger. And we will add our own perceptions to them by writing about Mao, the man, and the myth.

SEM 101 MW 08:05-09:20 AM John Barwick 19683

LINGUISTICS 1100

Language, Thought, and Reality: Words and Pictures

This class explores the collaboration of language and image in creating meanings at multiple levels. We will discuss and write about popular culture—caricatures, comics, graphic novels, and advertising—along with high culture artifacts such as paintings and illuminated manuscripts, examining the interplay and analogies between understanding language and interpreting images. We will discuss phenomena that cut across words and pictures: both may represent reality. A sentence may be true or false—can the same be said of a picture? Both language and visual representation are governed by conventions, and would be impossible without them. Information may be foregrounded or self-referential and backgrounded in both channels, and can be ambiguous, contradictory, nonsensical, or self-referential.

SEM 101 TR 02:45-04:00 PM Dorit Abusch 19684

MEDIEVAL STUDIES 1101

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

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

SEM 101 TR 01:00-02:15 PM Savannah Caldwell 19689 Marilyn Migiel

MEDIEVAL STUDIES 1101

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

Among the mythical villains of antiquity, Medea stands in a league of her own. Is it her divine ancestry, her foreign origins, her magical abilities, or her ruthlessness that makes the rest pale in comparison? Were ancient and medieval authors able to find redeemable qualities within such a divisive character? This course explores Western literary representations of Medea from 500 B.C.E. to 1500 C.E. Primary sources include Euripides’ *Medea*, Apollonius of Rhodes’ *Argonautica*, Chaucer’s *Legend of Good Women*, and Christine de Pizan’s *Book of the City of Ladies*. Through class discussions, informal writing responses, composition exercises, and a self-directed research paper, students will develop the fundamental skills of textual analysis.

SEM 102 MWF 10:10-11:00 AM Ryan Randle 19690 Marilyn Migiel

MEDIEVAL STUDIES 1101

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

This course will study how friendship was imagined and cultivated in the Latin Middle Ages, exploring what pre-modern friendship has to offer an increasingly global and rootless world. Medieval Europe was rich in forms of friendship and communal life: monasteries and confraternities, universities and trade guilds, literature and letter-writing provided context for intimate personal and long-distance relationships, even as urbanization, expanding horizons, and a deluge of new ideas created a challenging sociological space analogous to our own. The course surveys ancient writers such as Aristotle and Cicero, and traces 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 103 MWF 09:05-09:55 AM Zachary Thomas 19691 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Medieval British Archaeology

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

SEM 104 TR 09:40-10:55 AM Alice Wolff 19692 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Medieval Migrations

From philosophers to poets, relics to manuscripts, and Arabian folktales to French songs: people, objects, and stories were on the move in the Middle Ages. But what happens when people, objects, and stories move through the world? How are they received within, how do they adapt to, and how are they changed by the new environments they encounter? This course will explore these different but interconnected kinds of migration by considering themes of global history, nationhood, and identity from an intersectional perspective. By reading medieval literature as well as modern theory on the theme of migration, we will delve into what drives these moves around the globe. Through formal essays and assignments on this topic, students will learn the fundamentals of writing and research.

SEM 105 TR 11:25-12:40 PM Thari Zweers 19693 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: There and Back Again—Routes Across the Medieval Globe

From the trade routes that stretched across the “Silk Road,” the Sahara, and the Indian Ocean to pilgrim routes to holy cities like Jerusalem and Mecca, many avenues of material and cultural exchange brought people into contact across national, linguistic, and religious boundaries during the “Middle Ages” (ca. 500–1500 CE). In this course we will follow different routes through medieval culture across Africa, Asia, and Europe, looking at historical examples of travel and trade as well as legendary accounts of fantastical people and places at the edges of earth (and beyond). Through a series of formal essays, we will practice the fundamentals of writing and independent research while learning how medieval authors and artists imbued the spaces around them with memory and meaning.

SEM 106 MW 11:25-12:40 PM Patrick Naeve 19694 Marilyn Migiel

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Rome—The Eternal City

Few cities in the Western world possess as rich a heritage as Rome. As befitting the capital of the greatest power of the ancient Mediterranean, Rome’s streets were lined with magnificent buildings, superb statues, and even a strikingly modern-seeming public infrastructure. But how did Rome change after the Western Roman Empire’s so-called ‘fall’? How was it reinvented from a city of emperors to the City of the Church? What was daily life like for an average Roman? In this course we will explore the history, art, and archaeology of Rome from Antiquity to the Middle Ages. Writing assignments will help you develop skills in using historical sources to advance an argument, building from short response pieces towards a final research project.

SEM 107 TR 11:25-12:40 PM Samuel Barber 19695

SEM 108 TR 02:45-04:00 PM Samuel Barber 19696

MUSIC 1701

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

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

SEM 101 TR 11:25-12:40 PM Thomas Cressy 19697 Annie Lewandowski

MUSIC 1701

Sound, Sense, and Ideas: Listening Through Writing

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

SEM 102 MW 09:40-10:55 AM Lee Tyson 19698

MUSIC 1701

Sound, Sense, and Ideas: Queer Popular Music

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

SEM 103 MW 01:00-02:15 PM Lee Tyson 19699

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

NEAR EASTERN STUDIES 1960

Seeing the Past in the Future: The Ancient Near East in Modern Science Fiction

Though science fiction is a genre of literature traditionally far removed from the study of the Ancient Near East, they are both united in their efforts to describe cultures (be they real or imaginary), science, technology, and the natural world around them. The literature of the Near East has provided the seeds to many modern works of fiction and through a selection of texts from the eyes of the Hebrew Bible, the Epics of Gilgamesh and Atrahasis, and other ancient peoples, this class will explore how these ancient traditions appear in our modern world through the medium of science fiction. Students will craft analytical essays exploring these relationships and an original final research paper that will help develop key writing, research, and analytical skills.

SEM 101 MWF 09:05-09:55 AM Cale Staley 19547 Lauren Monroe

PHILOSOPHY 1110

Philosophy in Practice: Education and Inequality

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

SEM 101 MW 07:30-08:45 PM Amy Ramirez 19548 Karolina Hubner

PHILOSOPHY 1110

Philosophy in Practice: Applied Ethics in a Divisive World

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

SEM 102 TR 02:45-04:00 PM Alex Esposito 19549 Karolina Hubner

PHILOSOPHY 1110

Philosophy in Practice: Feminism, Gender, and Education

This course will explore many different issues involving gender in the lives of university students and recent graduates. Issues will be examined through the lens of critical feminist theory. What are the unique problems that women experience while in college? What does masculinity mean in the twenty-first century? In what ways is gender relevant in the classroom? Is there a “boys crisis” in public education? We will consider the various ways that conceptions of gender limit and frustrate social interactions and the sense of self. Subject matter will include Title IX, social constructionism, fraternities and sororities, sexual relations, sexual assault, masculinity, men’s rights, and others. Writing assignments will include thoughtful responses to challenging reading, argumentative papers on policy related to gender, expository writing explaining historical social change, and a comprehensive final paper that will demonstrate synthetic understanding of course material.

SEM 103 TR 01:00-02:15 PM Daniel Manne 19550

PHILOSOPHY 1110

Philosophy in Practice: Issues in Applied Ethics

Is genetic engineering morally permissible? How about abortion, or euthanasia? What obligations do we have to non-human animals and why should we care about the environment? Should corporations be treated like people? Questions like these concern how ethical principles apply to real-world problems. In this seminar we’ll tackle these questions, and many more, while also developing valuable writing skills. Topics will be explored through readings in Western philosophy, both classic and contemporary. With reading responses and a series of essays, students will hone the skills of expressing complex ideas clearly and concisely while constructing plausible and persuasive arguments.

SEM 104 MW 01:00-02:15 PM Matthew Paskell 20660 Karolina Hubner

PHILOSOPHY 1110

Philosophy in Practice: Ethics of Sex and Relationships

Academic discussions of sex tend to focus on issues of consent. While consent is important, it offers limited guidance on how to navigate sex and romantic relationships. In this course, we will discuss questions such as the following: What are appropriate expectations for romantic relationships? What kinds of relationship models work best? (monogamy, polyamory, etc.) What is good/bad sex? How does pornography affect sexual expression? The aim of this class is to teach you how write and think clearly. By engaging these topics through writing, you’ll develop greater command of your intellectual processes and strengths. You’ll submit weekly reading reflections and five to six essays with multiple drafts.

SEM 105 MW 11:25-12:40 PM Adriene Takaoka 20672 Karolina Hubner

PHILOSOPHY 1111

Philosophical Problems: Explaining Consciousness

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

SEM 101 MW 02:45-04:00 PM Eve Dietl 19551 Karolina Hubner

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 102 MWF 01:30-02:20 PM Theodore Korzukhin 19552

PHILOSOPHY 1111

Philosophical Problems: Knowledge, Rationality, and Belief

Can we know anything about the world at all? For example, how do we know that we aren't living in an advanced computer simulation? And what is required to have knowledge in the first place? Does knowledge require certainty? Can we only know things through our senses, or can we know things other ways? When, if ever, is it reasonable to believe something on the basis of someone else's testimony? In this introductory course to epistemology (i.e., the theory of knowledge and related concepts), we will examine these and similar questions from a philosophical perspective. Through class discussion and a series of argumentative essays, students will learn to develop their own positions and defend those positions with persuasive arguments in clear and concise writing.

SEM 103 MW 01:00-02:15 PM Dean Da Vee 19553

PHILOSOPHY 1112

Philosophical Conversations: Liberalism and Neoliberalism

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

SEM 101 TR 09:40-10:55 AM Erin Gerber 19554 Karolina Hubner

PHILOSOPHY 1112

Philosophical Conversations: Ancient Greek and Asian Philosophy

What does one's best life consist in? What are minds and souls, good and evil, the implications of piety for governmental rule? This class explores Grecian, Buddhist, and Confucian responses to these questions and more. Engaging the works of Greek thinkers like Plato and Aristotle, along with sayings of the Buddha and Confucius themselves to later Buddhist and Confucian thinkers in Japan, you will improve your ability to analyze and think critically about philosophical texts. You will learn to clearly and concisely express your thoughts and

understanding in analytical, comparative, and argumentative writing. You will also break down intellectual barriers by participating in both eastern and western ways of thinking, which enables you to communicate about age-old questions in new and insightful ways.

SEM 102 MWF 10:10-11:00 AM Brianna Zgurich 19555 Karolina Hubner

PHILOSOPHY 1112

Philosophical Conversations: Understanding Moral Emotions—Anger and Compassion

Can it be wrong to feel resentment or to take pleasure in the suffering of others? Should we be blamed or praised for the anger we feel about social injustice? Philosophers call things like this “moral” emotions. Drawing from sources in philosophy, psychology, and Buddhism, we will investigate the role and the value of moral emotions, especially anger and compassion. First we will focus on developing a clear sense in writing of what they amount to. This is harder than you might think. Some questions include: What is the difference between compassion and empathy? Can we have positive feelings towards everyone? What role do these emotions play in our social lives or in creating social change? Can we cultivate or avoid them? And should we?

SEM 103 TR 09:40-10:55 AM Timothy Kwiatek 19556 Karolina Hubner

PHILOSOPHY 1112

Philosophical Conversations: The Limits of Evil—True Crime and Philosophy

With the podcast “My Favorite Murder” boasting of nineteen million downloads a month, and “Serial” ten million downloads in seven weeks, true crime is an immensely popular genre. Beyond the human penchant for gore, these stories are captivating because they raise issues of deep human and ethical significance: What is evil? How do we become who we are? If the most violent offenders suffer from brain anomalies outside their control or there is no free will, can we still hold people responsible for their crimes? What is the function of blame and punishment? We will strive not to fall into sensationalism. However, be advised that we will consider real cases. You will hone your writing and argumentative skills through essays and activities like mock trials.

SEM 104 MWF 11:20-12:10 PM Quitterie Gounot 20811 Rachana Kamtekar

PERFORMING & MEDIA ARTS 1104

Gender and Crime: The Case of the Female Detective

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

SEM 101 TR 08:05-09:20 AM Aoise Stratford 19557

SEM 102 TR 11:25-12:40 PM Aoise Stratford 19558

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 11:25-12:40 PM Joshua Cole 19559 Austin Bunn

PERFORMING & MEDIA ARTS 1164

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

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

SEM 101 MW 09:40-10:55 AM Andrew Colpitts 19560 Austin Bunn

PERFORMING & MEDIA ARTS 1166

Contemporary Feminist Theater

Feminist playwrights are speaking up! From Aleshea Harris' participatory response to anti-Black violence, *What to Send Up When It Goes Down*, to Lily Padilla's exploration of collective care and trauma, *How to Defend Yourself*, to Madeleine George's queerly comedic climate change play, *Hurricane Diane*, feminist playwrights are tackling today's most pressing issues. In this class we will analyze feminist plays and theater scholarship to explore: 1) how these artists are working to make the theater more equitable and accessible, 2) how industry norms are impeding their efforts, and 3) how you might be empowered to make change in your own profession. With an emphasis on in-class discussions, scaffolded writing assignments, and collaborative writing workshops, this class will foster students' ability to produce coherent, concise, persuasive prose.

SEM 101 MW 11:25-12:40 PM Caitlin Kane 19561 Austin Bunn

PERFORMING & MEDIA ARTS 1167

Bad

How often do we categorize experiences, ideas, art, even people as “bad”? What do we mean when we do? In this course we will be discussing badness—from films like *Cats* and *Things*, albums like *Philosophy of the World*, to intentionally terrible ideas such as *A Modest Proposal*—from a variety of angles including aesthetics, ethics, and linguistics. Through a series of critical, analytical, and creative writing assignments, we'll consider what it means for something to be called “bad,” what else can be said about it, and if we can love it anyway.

SEM 101 MW 01:00-02:15 PM Lexi Turner 19742 Austin Bunn

PSYCHOLOGY 1130

Animals, Social Learning, and Behavior

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

SEM 101 TR 09:40-10:55 AM Mary Elson 19562 Tracy Carrick

PSYCHOLOGY 1140

Event Cognition: How the Mind Remembers Experience

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

SEM 101 TR 09:40-10:55 AM Karen Sasmita 19563 Tracy Carrick

PSYCHOLOGY 1140

The Human Mind and Beautiful Things

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

SEM 102 TR 01:00-02:15 PM Elif Celikors 19564 Tracy Carrick

ROMANCE STUDIES 1102

The Craft of Storytelling: The *Book of the Courtier*

In this course we will read one of the most famous and influential of Renaissance dialogues, Castiglione's *Book of the Courtier* (1528). We will reflect on key life questions that the members of the court of Urbino discuss in this book and that prove relevant today: What are the roles available for men and women? What does it mean to excel in one's role? What sorts of dress and activities are appropriate in certain settings? How should people with less status interact with those who have higher status? What is love? We will also discuss how seeking to define the "ideal human being" sets up a normative effect that excludes variations from this ideal. Students will write analytic and personal essays.

SEM 101 MWF 10:10-11:00 AM Giulia Andreoni 19565

ROMANCE STUDIES 1102

The Craft of Storytelling: Race, Gender, and Postcolonial Writing

This seminar will focus on autobiographical and life writing stories by contemporary women writers from different areas of the Francophone world, from the French Caribbean to North and West Africa. More specifically, we will look at the innovative ways in which female authors have used literary and cultural representations as well as first-person narratives in order to raise questions of history, resistance, and agency in postcolonial contexts. By discussing intersections of race, class, gender, and power, we will address issues of diasporic experience, identity formation, and creativity. We will read a variety of translated texts of different genres, such as short story, fiction, auto biography, poetry, and film, along with theoretical texts. Students will develop their writing skills as they engage, analyze, and think critically about these works.

SEM 102 MWF 12:25-01:15 PM Elise Finielz 19566

SEM 103 MWF 01:30-02:20 PM Elise Finielz 19567

ROMANCE STUDIES 1108

Cultural Identities: Latin American Jewish Worlds in Literature and Film

The recent rise of interest in Latin American Jewish studies represents yet another challenge to the notion that the mainstream cultures of Latin America are chiefly Iberian and Catholic. In this course we will discuss the representations of Jewishness in the work of those Latin American Jewish writers and film-makers whose work engages with the question of community, overlapping identities, and cosmopolitanism. These writers and directors come from every country of Latin America, but also from the Latin American Jewish diaspora in the United States. Students will have the opportunity to write in a variety of genres (including analytical essays, summaries, and pastiches), with a total of five writing assignments, and meet (in a videoconference) at least one of the authors discussed in the course.

SEM 101 MW 02:45-04:00 PM Kora von Wittelsbach 19568

ROMANCE STUDIES 1109

Image and Imagination: French Cinema in the Margins

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

SEM 101 MWF 09:05-09:55 AM Romain Pasquer 19569 Cary Howie

ROMANCE STUDIES 1109

Image and Imagination: French Film—1895 to the Present

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

SEM 102 MW 01:00-02:15 PM Nick Huelster 20291 Cary Howie

ROMANCE STUDIES 1109

Image and Imagination: The Third World and #TravelPorn?

What is the Third World and how are bikini-clad blond girls on the beaches of Thailand related to it? Since the 1990s, global economic shifts have changed how we understand the world map as well as how this understanding affects foreign policy and political identity, in ways that have forced a rearticulation of such outdated models as those of the "First" and "Third" worlds. This course considers the question of the "Third World," and concepts like #wanderlust, through class discussions on history, culture, and global politics. Through a variety of reading and writing practices, students will learn how to craft persuasive arguments while gaining insight on how to approach and critically analyze a range of cultural objects such as films, literature, and popular music.

SEM 103 TR 01:00-02:15 PM Vinh Pham 20379 Cary Howie

ROMANCE STUDIES 1113

Thinking and Thought: Female Friendship vs. Patriarchy

Friendships between women are often dismissed, ignored, or scorned. Instead, women are expected to love men, particularly via the institution of marriage. But why should romantic relationships be prioritized over platonic ones? What can female friendship offer women, and what kind of political potential can it hold? By examining various friendships between women in twentieth- and twenty-first-century literature and film from Francophone Africa, we will study how female friendship unsettles patriarchy, heteronormativity, and Western feminism. Students will strengthen their critical thinking skills while learning to craft and support arguments by writing analytical and creative pieces.

SEM 101 MWF 10:10-11:00 AM Sarena Tien 19570 Cary Howie

ROMANCE STUDIES 1114

Semiotics

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

SEM 101 MWF 12:25-01:15 PM Ti Alkire 19571

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 09:40-10:55 AM Ewa Bachminska 19572

SPANISH 1305

Narrating the Spanish Civil War

The Spanish Civil War of 1936-1939 started as a domestic conflict that soon became an international event as the first confrontation between democracy and fascism. The support of the right-wing military uprising by Nazi Germany and Fascist Italy, and support of the left-wing Republican Government by the Soviet Union and international volunteers, turned the struggle into a rehearsal and prologue to the Second World War. In this class we will explore the literary, photographic, and cinematic representations of the war from its outbreak to the present, paying particular attention to its rich international intellectual legacy. Authors may include Langston Hughes, Pablo Neruda and del Guillermo Toro, among others. Students will develop their critical thinking and analytical writing skills through oral presentations, reading responses, and essays.

SEM 101 TR 11:25-12:40 PM Itziar Rodriguez de Rivera 19573

SEM 102 TR 09:40-10:55 AM Itziar Rodriguez de Rivera 19574

SCIENCE & TECHNOLOGY STUDIES 1123

Technology and Society Topics: Living Through an Automated World

With the development of technologies, automation is being increasingly prevalent in the modern world. From the automatic doors of hotels to the robots in the car factories, and from Google map navigation to Tesla self-driving cars, automation has taken a variety of forms, mundane or marvelous, in our everyday lives or at the production sites. But why are we tirelessly pursuing automation in the first place? How does it shape our lives and society? Does it really make our world better? And what does the concept of “automation” even mean? In this course we will reflect on the social, cultural, ethical, and political dynamics of automation technologies, and write about our experience of living in an automated world with assignments that range from journalistic stories and autobiographical notes to book reviews and academic essays.

SEM 101 MW 02:45-04:00 PM Wanheng Hu 19575 Tracy Carrick

WRITING 1380

Elements of Academic Writing: Heroes and Villains

How do tales of warriors and foes reflect the values and anxieties of various cultures? How are representations of these characters inflected by their perceived gender, sexual, racial, and socio-economic identities? How do historical narratives of rivalry, particularly those about medieval knights and their enemies, inform contemporary film and fiction about superheroes and villains? The Writing 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 101 MW 09:05-09:55 AM Abigail Sprenkle 19734

WRIT 1380 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 1380

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 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 102 MW 10:10-11:00 AM Tracy Carrick 19576

WRIT 1380 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 1380

Elements of Academic Writing: Heroes and Villains

How do tales of warriors and foes reflect the values and anxieties of various cultures? How are representations of these characters inflected by their perceived gender, sexual, racial, and socio-economic identities? How do historical narratives of rivalry, particularly those about medieval knights and their enemies, inform contemporary film and fiction about superheroes and villains? The Writing 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 Abigail Sprenkle 19733

WRIT 1380 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 1380

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 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 104 TR 10:10-11:00 AM Brad Zukovic 19577

WRIT 1380 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 1380

Elements of Academic Writing: Connecting Cultures

What is culture? How does culture set standards for our behavior? How do we negotiate the intersections between cultures? How do the processes of culture determine the politics of assimilation, the power of language, and the spaces we inhabit? Particularly in writing, how does culture help us determine strategies appropriate for convincing a variety of distinct audiences and purposes? The Writing 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 105 TR 11:20-12:10 PM Darlene Evans 19578

WRIT 1380 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 1380

Elements of Academic Writing: Mind, Body, Self

The purpose of this course is to develop our skills as writers. We will do this by looking at relationships between minds and bodies, and what that means for having a sense of self. In short, we examine being-in-the-world. For example, How does the mind relate to the body; How does the body relate to the environment; How do I feel connected to myself and others? The Writing 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 106 TR 12:25-01:15 PM Jessica Sands 19579

This course is particularly appropriate for multilingual writers. WRIT 1380 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 1380

Elements of Academic Writing: Writing Back to the News

Students will ensconce themselves in debates raging within the contemporary news media—such as politics, conflicts within higher education, gender equality, international crises, American popular culture—and will write about contemporary controversies to different audiences in a variety of mediums, such as argumentative essays, investigative pieces, and blog posts. The Writing 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 107 TR 01:30-02:20 PM Kelly King-O'Brien 19580

WRIT 1380 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 1380

Elements of Academic Writing: The Antiracist Workshop—Race and Writing in America and Europe

The May 2020 murder of George Floyd led to massive protests against police brutality and racism, in Europe as well as in America. Where do the origins of racism lie and how do we teach ourselves to be antiracist? Starting from Ibram X. Kendi's celebrated *How to Be an Antiracist*, this course will explore antiracist theory and practice in a range of historical periods and contexts on both sides of the Atlantic. Students will develop their close reading and critical writing by analyzing a wide array of sources, including primary historical sources, journalism, prose narratives, podcasts, and movies. The course will culminate in a final research project and public exhibition about the history of the Underground Railroad in the Ithaca region. 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 108 MW 12:25-01:15 PM Benedetta Carnaghi 20380

WRITING 1440

Writing the Self: Mind, Body, and Soul

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

SEM 101 TR 02:45-04:00 PM Jessica Sands 19581

WRITING 1968

Public Writing: Navigating the News

We now live in a 24-hour news cycle that bombards college students with “news” every day--in multiple forms such as news apps, social media, and online news sources. Who has time to read all these articles and which news can we trust? How do we ever find news that isn’t “biased?” This first-year seminar offers students an opportunity to read the news on topics they wish to read about and learn more about how to find reputable articles and discern when they aren’t. As we analyze how journalists write to big, broad audiences, students will write to different members of the public about contemporary controversies in the news—in the form of investigative essays, blog posts, and short news digests.

SEM 101 TR 02:45-04:00 PM Kelly King-O’Brien 19582