

Fall 2023 First-Year Writing Seminars

****MW 10:10-11:00a.m.**

COML 1100 SEM 001 Humanities Core Course

****MW 11:15-12:05p.m.**

COML 1100 SEM 101 Humanities Core Course

COML 1100 SEM 102 CANCELLED - Humanities Core Course

****TR 09:05-09:55a.m.**

COML 1100 SEM 103 Humanities Core Course

****TR 10:10-11:00a.m.**

COML 1100 SEM 104 Humanities Core Course

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

PHIL 1111 SEM 102 Philosophical Problems: Framing—The Ethics and Politics of Art

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

COML 1104 SEM 101 Reading Films

ENGL 1134 SEM 101 True Stories

ENGL 1158 SEM 102 American Voices: Hauntings in Fiction, Personal Narrative, and Film

ENGL 1160 SEM 101 Intersections: Race, Writing, and Power

ENGL 1168 SEM 102 Cultural Studies: The Two Elizabeths—between the Sovereign and the Woman

ENGL 1170 SEM 101 Short Stories

ENGL 1183 SEM 101 Word and Image

ENGL 1183 SEM 112 Word and Image

GDEV 1200 SEM 102 Follow the Science?! The Politics of Knowledge for Progress

MEDVL 1101 SEM 101 Aspects of Medieval Culture: How to Write a Love Letter—Medieval Advice

ROMS 1113 SEM 101 Thinking and Thought: Dante's Examined Life

ROMS 1113 SEM 104 Thinking and Thought: On Love

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

ANTHR 1101 SEM 104 Culture, Society, and Power: Canoe Cultures in America—Commerce, Conquest, Contradictions

COML 1105 SEM 101 Books with Big Ideas

ENGL 1111 SEM 106 Writing Across Cultures: An Intimate Ethics of Translation

ENGL 1160 SEM 102 Intersections: Race, Writing, and Power

ENGL 1167 SEM 101 Reading Now

ENGL 1170 SEM 102	Short Stories
ENGL 1183 SEM 108	Word and Image
GERST 1122 SEM 101	Love and Death in Vienna
LING 1100 SEM 102	Language, Thought, and Reality: Language Myths and Misconceptions
ROMS 1113 SEM 102	Thinking and Thought: Dante's Examined Life
ROMS 1113 SEM 106	Thinking and Thought :The Sick, Sickly and Sickening—Disturbed Bodies in Fiction

Monday, Wednesday, and Friday 01:25–02:15p.m.

CLASS 1531 SEM 102	Greek Myth
ENGL 1134 SEM 103	True Stories
MEDVL 1101 SEM 106	Aspects of Medieval Culture: Conjuring Horror in Medieval Literature
SPAN 1305 SEM 101	Narrating the Spanish Civil War

Monday, Wednesday, and Friday 02:30–03:20p.m.

LING 1100 SEM 105	Language, Thought, and Reality: Realities of Language
MSE 1700 SEM 101	Scientific Breakthroughs: Reality or Hyperbole?
PHIL 1111 SEM 104	Philosophical Problems: Nietzsche's Genealogy on Morality

Monday, Wednesday, and Friday 03:35–04:25p.m.

CLASS 1531 SEM 101	Greek Myth
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Monday, Wednesday, and Friday 11:15–12:05p.m.

COML 1106 SEM 101	Robots
ENGL 1160 SEM 103	Intersections: Race, Writing, and Power
ENGL 1170 SEM 103	Short Stories
ENGL 1183 SEM 102	Word and Image
LING 1100 SEM 103	Language, Thought, and Reality: The First Sentence
MEDVL 1101 SEM 103	Aspects of Medieval Culture: Medieval Crossdressings
ROMS 1109 SEM 101	Image and Imagination: A Thousand Words—Writing Images

Monday, Wednesday, and Friday 12:20–01:10p.m.

ENGL 1134 SEM 102	True Stories
ENGL 1160 SEM 104	Intersections: Race, Writing, and Power
ENGL 1183 SEM 103	Word and Image
HIST 1200 SEM 101	Writing the Environment
HIST 1200 SEM 105	Historical Perspectives on Rape
MEDVL 1101 SEM 105	Aspects of Medieval Culture: Medieval Love Songs
PHIL 1111 SEM 103	Philosophical Problems: Nietzsche's Genealogy on Morality

Monday and Wednesday 08:40–09:55a.m.

ANTHR 1101 SEM 101	Culture, Society, and Power: The Making of Work
ANTHR 1101 SEM 103	Culture, Society, and Power: Mapping Out Blackness
CLASS 1525 SEM 101	Ithaca Bound: The Odyssey on Screen
ENGL 1111 SEM 101	Writing Across Cultures: Narratives of Monstrosity
ENGL 1168 SEM 101	Cultural Studies: Café Reading
ENGL 1170 SEM 109	Short Stories
ENGL 1191 SEM 101	British Literature: Making the Medieval/Early Modern Miscellany
GDEV 1200 SEM 101	Decolonial Feminism and the Future of Food
GOVT 1101 SEM 101	Power and Politics: It's Expensive to be Poor
HD 1125 SEM 103	Science as the Greatest Good
HIST 1200 SEM 102	Gender and Law in Global History
NES 1916 SEM 101	City and Forgetting
PHIL 1112 SEM 105	Philosophical Conversations: Pointing at the Moon—The Forms and Methods of Buddhist Philosophy
PMA 1119 SEM 101	Utopias
PSYCH 1120 SEM 101	Psychology and Law

Monday and Wednesday 10:10–11:25a.m.

BIONB 1220 SEM 102	Stories In Science
ENGL 1111 SEM 102	CANCELLED - 8/16/2023--Writing Across Cultures: Bengali Literature and Cinema
ENGL 1140 SEM 101	Writing Medicine: Stories of Illness and Healing
ENGL 1168 SEM 111	Cultural Studies: Comics and Graphic Medicine
ENGL 1183 SEM 110	Word and Image
HE 1150 SEM 101	Fashion's Afterlife: Exploring the Value of Textile Waste
ROMS 1113 SEM 105	Thinking and Thought: On Love
WRIT 1370 SEM 101	Elements of Academic Writing: Writing about Place
WRIT 1370 SEM 108	Elements of Academic Writing: Data, Environment, and Society

Monday and Wednesday 01:25–02:40p.m.

ENGL 1111 SEM 103	Writing Across Cultures: The Literature of Care and Care Workers
ENGL 1168 SEM 103	Cultural Studies: Communicating Climate Change
FGSS 1100 SEM 101	Can Science be Feminist
HIST 1200 SEM 108	The Early Modern Death Penalty
PHIL 1112 SEM 101	Philosophical Conversations: Borders, Immigration, and Citizenship
ROMS 1102 SEM 105	The Craft of Storytelling: Race, Gender, and Postcolonial Writing
SOC 1120 SEM 101	Educational Inequality and Reform Efforts in the U.S.
WRIT 1370 SEM 104	Elements of Academic Writing: The Long Game—Choices for a Healthy Life
WRIT 1370 SEM 109	Elements of Academic Writing: Data, Environment, and Society

Monday and Wednesday 02:55–04:10p.m.

ASIAN 1111 SEM 101	Embodied Deep Ecological Living
ASRC 1853 SEM 101	Race and Colonialism in Modern Germany
ASRC 1859 SEM 101	How to Write About Africa
BIONB 1220 SEM 101	Evolution on Islands: How Islands Have So Many Unique Species
CLASS 1585 SEM 101	The Fall of the Roman Empire
ENGL 1105 SEM 102	CANCELLED - 8/7/23--Writing and Sexual Politics: Rethinking Intimacy—Ace, Aro, and Poly Perspectives
ENGL 1134 SEM 104	True Stories
ENGL 1160 SEM 105	Intersections: Race, Writing, and Power
ENGL 1168 SEM 104	Cultural Studies: Comics and Graphic Medicine
ENGL 1170 SEM 105	Short Stories
ENGL 1183 SEM 109	Word and Image
HIST 1301 SEM 101	History of the Essay
HIST 1481 SEM 101	Black Caribbean Thought
ITAL 1113 SEM 101	Writing Italy, Writing the Self: Jewish-Italian Literature and the Long Twentieth Century
PHIL 1112 SEM 103	Philosophical Conversations: Philosophy of Artificial Intelligence
WRIT 1420 SEM 101	Research and Rhetoric: A Sustained Research Writing Adventure

Monday and Wednesday 07:30–08:45p.m.

ENGL 1130 SEM 101	Writing the Environment: Here Be Dragons
ENGL 1140 SEM 102	Writing Medicine: Stories of Illness and Healing
ENGL 1170 SEM 106	Short Stories
ENGL 1183 SEM 104	CANCELLED - 8/10/23 -Word and Image
HIST 1217 SEM 101	Meritocracy in America?: From Slavery to Student Debt
ROMS 1102 SEM 101	The Craft of Storytelling: Spiritual Autobiography
ROMS 1108 SEM 101	Cultural Identities/Cultural Differences: The Divided Cities: Rio de Janeiro and Mexico City
STS 1123 SEM 101	Technology and Society: History of Artificial Intelligence

Monday and Wednesday 11:40–12:55p.m.

ARCH 1901 SEM 101	Water and the City
ENGL 1158 SEM 101	American Voices: Race and the American Literary Imagination
HIST 1200 SEM 104	Race and Medicine in United States History
HIST 1200 SEM 106	Revolutionary Americas: The 1750s-1830s in Political Economy
HIST 1200 SEM 107	Emotions in History: The Changing Language of Feeling
MUSIC 1701 SEM 102	Sound, Sense, and Ideas: Animal Music—From Cicadas to Whales
PHIL 1110 SEM 101	Philosophy in Practice: Ethics of Sex and Relationships
PHIL 1112 SEM 104	Philosophical Conversations: Ancient Greek and Roman Skepticism
PMA 1104 SEM 101	Gender and Crime: The Case of the Female Detective
ROMS 1102 SEM 104	The Craft of Storytelling: Race, Gender, and Postcolonial Writing

WRIT 1370 SEM 102	Elements of Academic Writing: Scrolling, Posting, Liking—Studying Social Media’s Grasp
WRIT 1370 SEM 103	Elements of Academic Writing: The Long Game—Choices for a Healthy Life.

Tuesday and Thursday 08:40–09:55a.m.

ANTHR 1101 SEM 102	Culture, Society, and Power: Desiring the “Other”—Politics of Love and Marginality
ARTH 1173 SEM 101	Portraiture
ASIAN 1115 SEM 101	Asian Tea Cultures: Ecology, Exploitation, Elixir
CLASS 1531 SEM 103	Greek Myth
COML 1104 SEM 102	Reading Films
COML 1105 SEM 102	Books with Big Ideas
ENGL 1111 SEM 108	Writing Across Cultures: Hybridity and Otherness
ENGL 1134 SEM 107	True Stories
ENGL 1140 SEM 103	Writing Medicine: Stories of Illness and Healing
ENGL 1170 SEM 107	Short Stories
ENGL 1183 SEM 105	Word and Image
ENGL 1183 SEM 111	Word and Image
GOVT 1101 SEM 103	Power and Politics: Nation and State
GOVT 1101 SEM 105	Power and Politics: Writing Elections Around the World
HIST 1200 SEM 103	Twilight of the Roman Republic: The Gracchi to Cleopatra
HIST 1200 SEM 109	Writing History: Writing Historical Graphic Novels
HIST 1200 SEM 110	Writing History: Writing About National Parks
MEDVL 1101 SEM 107	Aspects of Medieval Culture: The Art of Friendship in the Latin Middle Ages
NES 1945 SEM 101	The Search for the Historical Muhammad
PHIL 1112 SEM 106	Philosophical Conversations: Ethics and Moral Psychology in Technology
PHIL 1112 SEM 107	Philosophical Conversations: Ancient Greek and Asian Philosophy
PMA 1160 SEM 101	Wonderlands and Other Worlds
PMA 1174 SEM 101	Backcountry Onstage: Theatre in and of Rural America
PSYCH 1140 SEM 101	History of Psychology

Tuesday and Thursday 10:10–11:25a.m.

ASRC 1810 SEM 101	Grievance: In Three Texts
ASRC 1825 SEM 101	Educational Innovations in Africa and the African Diaspora
BIOEE 1640 SEM 101	What’s For Dinner?
COML 1104 SEM 103	Reading Films
COML 1105 SEM 103	Books with Big Ideas
ENGL 1105 SEM 103	Writing and Sexual Politics: Women and the Novel
ENGL 1111 SEM 105	Writing Across Cultures: The Essay, In Sound and Color
ENGL 1160 SEM 106	Intersections: Race, Writing, and Power
ENGL 1167 SEM 103	Reading Now
ENGL 1168 SEM 108	Cultural Studies: Happiness in Short Stories

ENGL 1170 SEM 104	Short Stories
ENGL 1270 SEM 102	Writing About Literature: Writing About Fiction
GERST 1126 SEM 101	Philosophies of Violence: Conceptualizations of Force from Kant to Zizek
GERST 1170 SEM 101	Marx, Nietzsche, Freud
GOVT 1101 SEM 104	Power and Politics: States, Power and Global Governance
HD 1125 SEM 102	Topics in Human Development: The Embodied Mind
HE 1151 SEM 101	Children's Environmental Identity: Awareness to Action
LING 1100 SEM 101	Language, Thought, and Reality: How We're Laughter Crafters
MEDVL 1101 SEM 104	Aspects of Medieval Culture: Details in Dress—Reading Clothing in Medieval Literature
PHIL 1112 SEM 109	Philosophical Conversations: Liberalism and Neoliberalism
PMA 1171 SEM 101	Paraiso Infernal: Caribbean and Diasporic Contemporary Art
ROMS 1120 SEM 101	Animals in Global Cinema: Human and Non-human
WRIT 1370 SEM 105	Elements of Academic Writing: Metaphor in Art, Science, and Culture

Tuesday and Thursday 01:25–02:40p.m.

CLASS 1535 SEM 101	Ancient Underworlds, Fresh Hells: Katabatic Literature and Media
CRP 1109 SEM 101	Are All Votes Equal? Disenfranchisement and Urban Racism in the USA
ENGL 1111 SEM 107	Writing Across Cultures: The Detective Novel and Film
ENGL 1134 SEM 105	True Stories
ENGL 1167 SEM 105	Reading Now
ENGL 1168 SEM 106	Cultural Studies: Comic Books! Graphic Novels! Transmedia!
ENGL 1170 SEM 110	Short Stories
ENGL 1183 SEM 107	Word and Image
GOVT 1101 SEM 106	Power and Politics: Liberalism and Marxism
HIST 1321 SEM 101	Post-World War II America: Crisis and Continuity
JWST 1987 SEM 101	Jews on Film: Visible and Invisible
PHIL 1112 SEM 108	Philosophical Conversations: Asian Philosophy
ROMS 1108 SEM 102	Cultural Identities/Cultural Differences: The Divided Cities: Rio de Janeiro and Mexico City

Tuesday and Thursday 02:55–04:10p.m.

ASIAN 1111 SEM 103	Writing Differences in Asian Empires, 1500-1800
BIOEE 1640 SEM 102	A Great Wilderness? Northeast tribal land management
CLASS 1585 SEM 102	The Fall of the Roman Empire
ENGL 1134 SEM 106	True Stories
ENGL 1140 SEM 104	Writing Medicine: Stories of Illness and Healing
ENGL 1167 SEM 104	Reading Now
ENGL 1167 SEM 106	Reading Now
ENGL 1168 SEM 107	Cultural Studies: Race, Gender and Writing about Hip Hop
ENGL 1168 SEM 110	Cultural Studies: Fairytales, Folktales, Witchcraft
ENGL 1170 SEM 111	Short Stories

ENGL 1191 SEM 103	British Literature: Medieval Obsessions
GOVT 1101 SEM 102	Power and Politics: Politics of Reproduction
GOVT 1101 SEM 107	Power and Politics: Liberalism and Marxism
PHIL 1112 SEM 102	Philosophical Conversations: Philosophy of Fun :)
PMA 1175 SEM 101	Hell is a Teenage Girl: Terror and Turmoil of Girlhood in Horror Films
ROMS 1102 SEM 103	The Craft of Storytelling: Transgressive Bodies in Latin American Writing and Film
ROMS 1113 SEM 103	Thinking and Thought: Collaboration/Resistance—France 1940-44
WRIT 1370 SEM 107	Elements of Academic Writing: Writing Back to the News
WRIT 1450 SEM 101	Communicating Big Ideas: Climate Change Rhetoric

Tuesday and Thursday 11:40–12:55p.m.

AMST 1139 SEM 101	Queer Girlhood in American Pop Culture
BIOEE 1640 SEM 103	Sustainability and the Human-Nature Relationship: An Exploration through Science, History, and Personal Experience
BIOEE 1640 SEM 104	The Essential Is Invisible to the Eye: Exploring the Field of Microbiome Research
CLASS 1521 SEM 101	CANCELLED 8/28/2023 - The Ancient Art of Subversive Writing
COML 1109 SEM 101	The Rhetoric of Post-Racial America
ENGL 1120 SEM 102	Writing and Community Engagement: Literatures of Ithaca
ENGL 1160 SEM 107	Intersections: Race, Writing, and Power
ENGL 1168 SEM 109	Cultural Studies: Fairytales, Folktales, Witchcraft
ENGL 1170 SEM 108	Short Stories
ENGL 1183 SEM 106	Word and Image
FGSS 1100 SEM 102	Sensation-al Feminisms
GERST 1109 SEM 101	From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness
LING 1100 SEM 104	Language, Thought, and Reality: Words and Pictures
MEDVL 1101 SEM 102	Aspects of Medieval Culture: Medieval Allegories and Fables
MUSIC 1701 SEM 101	Sounds Sense and Ideas: Who Run the World? Girls—Pop Music, Gender and Media
PHIL 1110 SEM 102	Philosophy in Practice: Feminism for All Genders
PHIL 1111 SEM 101	Philosophical Problems: Moral Relativism and Moral Skepticism
PMA 1161 SEM 101	Food and the Media
WRIT 1370 SEM 106	Elements of Academic Writing: Food for Thought

AMERICAN STUDIES 1139

Queer Girlhood in American Pop Culture

In the mid-twentieth Century, *Archie* Comics, Barbies, model horses, and girls' organizations like the Camp Fire Girls were used to teach girls how to perform certain idealized forms of girlhood which centered heterosexuality, femininity, and whiteness. This writing seminar will start with these historical examples and will investigate how these traditions and standards were created, maintained, and in some cases, destroyed, as seen in contemporary American pop culture depictions of queer girlhood. Pop culture texts will include movies (*Mean Girls*; *Fear Street*), TV (*The Wilds*; *Powerpuff Girls*), and YA literature (*Twilight*; *The Hunger Games*). We will be exploring themes of queer girlhood through various writing assignments: from creating time capsules and exploring digital archives to writing fanfiction and engaging in original scholarly research.

SEM 101 TR 11:40–12:55 p.m. Victoria Serafini 20054 Beth Milles

ANTHROPOLOGY 1101

Culture, Society, and Power: The Making of Work

What is work and how does it organize our lives? This course introduces students to key scholarly debates around work in anthropology and other fields. While reflecting on how “labor” is constituted, disciplined, and mobilized under global capitalism, we will rethink narratives of development from farm to factory work; we will examine how gender and race shape labor migration today; engage debates on domestic and care work; and imagine forms of politics through and beyond work. In addition to ethnographies and other academic texts, students will draw on fiction, film, pamphlets, and photography to produce critical responses, short essays, and a final research paper.

SEM 101 MW 08:40–09:55 a.m. Sampreety Gurung 20056 Lucinda Ramberg

ANTHROPOLOGY 1101

Culture, Society, and Power: Desiring the “Other”—Politics of Love and Marginality

Throughout the ages, scholars, poets, artists, political leaders have deliberated on what love is, what it should be or what it isn't. In this course rather than defining love per se, we will focus on conditions that itself render love viable. The intricate interplay of caste, race, class, ethnicity, and disability in the context of love raises profound inquiries about the complexities of power dynamics and desirability within relationships. Is love really all you need? What are the emotional and political consequences of inter-racial, inter-caste and inter-ethnic coupling? Where is the marginalized lover in these couplings? By drawing insights from disciplines such as critical caste studies, race studies, gender and queer studies, and employing a queer of color critique, this course will explore the political dimensions of love. Engaging with a diverse range of mixed genre literary works and visual media, students will gain the necessary skills to write film analyses, review essays, and reflective responses.

SEM 102 TR 08:40–09:55 a.m. Akhil Kang 20057 Lucinda Ramberg

ANTHROPOLOGY 1101

Culture, Society, and Power: Mapping Out Blackness

Have you ever wondered how a place came to be? Why do certain people live where they do? Or how race and place are intertwined? This course will draw from the theoretical framing of Black Geographies to help us understand how race, space, and place are central to Black agency, experience, and practices. This growing body of scholarship stretches the concept of geography beyond its most basic meaning as physical land terrain to interrogate its aesthetic, embodied, and interpersonal dimensions. Relatedly, the texts we will read in this course are authored by scholars in a wide range of disciplines; therefore, exposing students to several different styles of writing. Assignments will include literary analyses, ethnographic accounts, and arguments about geographic developments.

SEM 103 MW 08:40–09:55 a.m. Karina Beras 20058 Lucinda Ramberg

ANTHROPOLOGY 1101

Culture, Society, and Power: Canoe Cultures in America—Commerce, Conquest, Contradictions

The canoe has played key roles in the lives of both indigenous and immigrant peoples in North America. Native peoples relied on canoes for traversing the endless waterways of the northern interior, and colonists recognized their indispensability for settlement, trade, and war. Supplying canoes for the fur trade provided employment for native builders, while the development of wood-and-canvas designs led to mass production and the adoption of the canoe as a leisure craft by non-natives. Although associated today with wilderness appreciation, canoe trekking was instrumental historically in opening up lands for resource extraction and development. Drawing on written and oral history, ethnography, nature travelogues, and canoe design texts, students will explore a variety of writing styles through assignments ranging from cultural analysis to technical description.

SEM 104 MWF 10:10–11:00 a.m. Adam Arcadi 20059

ARCHITECTURE 1901

Water and the City

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

SEM 101 MW 11:40–12:55 p.m. Labib Hossain 20060 Kelly King-O'Brien

ART HISTORY 1173

Portraiture

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

SEM 101 TR 08:40–09:55 a.m. Benjamin Anderson 20065

ASIAN STUDIES 1111

Embodied Deep Ecological Living

How to negotiate the flood of news of environmental disasters? What is required of being a human responsibly in the biosphere? This seminar is designed for students who have genuine interests in practicing deep ecological living. Together, we will think through the questions above and many more. Throughout the semester, you will be guided to develop your "auto-theory" of eco-criticism, and apply your auto-theory to creative projects relevant to your interests and expertise (art, community or business project, etc.). Potential writing assignments include curatorial statement, manifesto of deep ecology, etc. Potential readings and viewing materials include *Dao De Jing*, George Bataille, Anna Tsing, poems by Gu Cheng, Timothy Morton, Chinese artists Xu Bing and Guo Fengyi, *Princess Mononoke*, etc.

SEM 101 MW 02:55–04:10 p.m. Yanting Li 20066 Jessica Sands

ASIAN STUDIES 1111

Writing Differences in Asian Empires, 1500-1800

This is not the normal history course about world empires that you learned in high school, which usually focuses on the wars, treaties, and commerce initiated by the European empires. Instead, we will approach empires from a literary and de-Eurocentric perspective—to explore how the writing of (ethnic, ecological, and religious) differences relates to the governance of the land and people that the empire subjugated in the early modern Asian empires. While the primary focus of the readings is the Chinese empire, it will be supplemented with comparative cases from other empires within and beyond Asia. As such, “empire” will be interrogated, deconstructed, expanded, and reconfigured. Students will gain the skills of comparative reading and writing, which culminate in a research paper on a related topic.

SEM 103 TR 02:55–04:10 p.m. Yuanyuan Duan 20068 Jessica Sands

ASIAN STUDIES 1115

Asian Tea Cultures: Ecology, Exploitation, Elixir

We explore the proliferation of the cultivation of the tea plant (*Camelia Sinensis*) in South and East Asia as a lens for understanding ecological degradation through monoculture, labor exploitation in the tea plantations, and the rise of tea as both a deeply cultural and religious beverage and a commodity in capitalist expansion. We write about botanical specimens, tea objects, non-literary historical artifacts, primary sources on tea, arguments in critical humanities, and experience of tea in different preparations and ritual or social contexts. Classes always include informal writing and a chance to experience different tea preparation. We attend a Japanese tea ceremony and also learn the history and methods of different tea recipes such as chai. Students will emerge as confident writers and educated tea connoisseurs.

SEM 101 TR 08:40–09:55 a.m. Jane Marie Law 20069

AFRICANA STUDIES AND RESEARCH CENTER 1810

Grievance: In Three Texts

This course will consider three texts: Arthur Miller’s *The Crucible*, the US Declaration of Independence and the event of January 6th, 2021, as all belonging to the same phenomenon: the on-going history of grievance in American politics. Miller’s drama about the Salem witch trials concatenates to the founding document of American grievance: the US Declaration of Independence. January 6th, as such, shows itself to be, in the history of US politics, not the exception or the aberration. It is the constitutive norm.

SEM 101 TR 10:10–11:25 a.m. Grant Farred 20070

AFRICANA STUDIES AND RESEARCH CENTER 1825

Educational Innovations in Africa and the African Diaspora

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

SEM 101 TR 10:10–11:25 a.m. N'Dri Assie-Lumumba 20071

AFRICANA STUDIES AND RESEARCH CENTER 1853

Race and Colonialism in Modern Germany

This course traces conceptions of race in modern Germany through an Africana Studies canon. The course deploys a cultural history approach to consider three main topics/eras. The first concerns questions of mapping. We examine this by reading the 1884 Berlin Conference and emergent “Scramble for Africa” in the context of rising German ethnic expositions (Völkerschauen) as a central mechanism of racialization of newly colonized peoples. Second, we consider the re-appropriation of Germany’s formal colonial past for Nazi propaganda purposes and the advancement of its own race ideologies. Finally, we examine neo-colonial elements in contemporary German humanitarian politics as exemplified in recruitment advertisement produced by the German army, in juxtaposition with Post-Development arguments. Considering these topics through various cultural “texts” will introduce you to different writing styles and prepare you for your own writing assignments, ranging from autobiographical pieces to analytical reflections and a final research project.

SEM 101 MW 02:55–04:10 p.m. Sarah Then Bergh 20072 Grant Farred

AFRICANA STUDIES AND RESEARCH CENTER 1859

How to Write About Africa

How can a linguistically and ethnically diverse Africa be treated as a single unit of analysis without reinforcing “the dangers of a single story”? How does one write about a continent where much of its knowledge, history, and tradition has been passed down orally? Do African authors have an ethical obligation to publish in their indigenous languages? This course examines some of the main controversies and debates surrounding approaches to the study of African continent. It exposes students to a range of novels, essays, and academic texts that highlight different representations of Africa across space and time. By the end of the course students will be equipped with the intellectual sensitivities needed to study Africa and critically engage with debates arising among Africanists.

SEM 101 MW 02:55–04:10 p.m. Radwa Saad 20073 Grant Farred

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

What’s For Dinner?

What are we Eating? How has our relationship with the food we eat changed over the last one hundred years? In this course we will discuss the relationship between food, the environment, and human society. We will explore not only how our relationship with the food we eat has changed, but jointly discuss the best ways to present this information in a persuasive manner. This course will teach students how to communicate complex and (potentially) contentious research to a variety of audiences. Using a charismatic and easily accessible topic (Food!) we will discuss how the exchange of scientific ideas and the rhetorical criticism of science informs policy decisions and public opinion.

SEM 101 TR 10:10–11:25 a.m. Daniel Petticord 20061 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

A Great Wilderness? Northeast tribal land management

In many history classrooms today, students are taught that North America was a sparsely populated untamed wilderness before colonial settlement in 1492. However, this is a damaging myth. Native Americans have shaped and tended North American ecosystems for millennia to support large stable communities throughout the continent. However, widespread genocide of Native Americans left these ecosystems untended until European descendants began to alter land use management. This seminar will give students the opportunity to go beyond the land acknowledgement and learn to write about the dynamic ecological processes that support human existence using local ecosystems as a natural classroom. Over the course of the semester, students have opportunities to hone their writing and scientific skills by integrating data into narrative voice.

SEM 102 TR 02:55–04:10 p.m. Liam Zarri 20062 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

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

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

SEM 103 TR 11:40–12:55 p.m. Catalina Mejia 20063 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

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

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

SEM 104 TR 11:40–12:55 p.m. Madalena Vaz Ferreira Real 20064 Knight Staff

NEUROBIOLOGY & BEHAVIOR 1220

Evolution on Islands: How Islands Have So Many Unique Species

Did you know that Hawaii has more cricket species than mainland USA? or that lemurs are only found in Madagascar? In this course we will learn about how evolution shapes the formation of so many unique species on islands, both in terms of number and variety. Topics will range from island ecology and biology to how evolutionary forces act differently on islands. We will read several famous authors on this topic, from Darwin to Attenborough, and learn to write about evolution in a persuasive and powerful way that is accessible to a wide range of audience. Students will get a good flavor of writing in the sciences. No prior background in biology is needed but curiosity to learn about this topic will be helpful.

SEM 101 MW 02:55–04:10 p.m. Raunak Sen 20077 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Stories In Science

Stories are at the heart of humanity, and have helped transmit ideas and information across generations. However, there's often a negative reaction towards the idea of scientific stories, which might imply lies, exaggerated findings, and misinformation. Even in science, though, stories are essential. Whether in a grant proposal or giving a talk, scientists consciously craft narratives in order to explain their research in an engaging, persuasive manner. In this course we will read and deconstruct excellent examples of scientific storytelling, focusing primarily on animal behavior and evolutionary biology, but with room to expand into scientific topics of your own interest. Then, we will write and refine our own scientific narratives, writing for all manner of audiences, in a way that is accessible and interesting, yet captures the nuances of these complex concepts.

SEM 102 MW 10:10–11:25 a.m. Bhaavya Srivastava 20078 Elliot Shapiro

CLASSICS 1521

CANCELLED 8/28/2023 - The Ancient Art of Subversive Writing

CANCELLED 8/28/2023-Covertly “veiled” speech is often more persuasive and less dangerous than open expression. If you speak your mind freely, you risk the consequences. Speakers and writers over the millennia, have treated sensitive topics involving political and moral censorship with calculated obliquity, and scholars have spelled out how they did it. We will examine their various techniques, through excerpts drawn from ancient writers (Plato and Virgil) to those of modern Europe and the Americans (including Kurt Vonnegut, Jorge Luis Borges, Shakespeare, Voltaire, W.S. Gilbert, Josef Goebbels, and George Orwell). The fun will come as we try to master their skills ourselves, beginning with elementary puns and anagrams, in a series of graduated writing assignments each of which will be revised and refined.

SEM 101 TR 11:40–12:55 p.m. Frederick Ahl 20493

CLASSICS 1525

Ithaca Bound: The Odyssey on Screen

Over 2500 years ago, Homer composed the *Odyssey*, the story of Odysseus’ 10-year long journey home to Ithaca. A tale of war and love, loss and hope featuring powerful gods, menacing sorceresses, and invincible monsters, the *Odyssey* has all the makings of a great movie. In the beginning of the course we will read Homer’s *Odyssey*. Later we will watch films and TV episodes inspired by Odysseus’ journey, from Méliès’ *Ulysses* (1905) to 2018 BBC series *Troy*. Readings and movies will provide the framework for class exercises and written assignments that will help you embark on your journey as academic writers. For your final project, you will pitch to the class your adaptation of the *Odyssey* and write a mockup screenplay.

SEM 101 MW 08:40–09:55 a.m. Matthieu Réal 20497

CLASSICS 1531

Greek Myth

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

SEM 101 MWF 03:35–04:25 p.m. Olivia Graves 20079 Courtney Roby

SEM 102 MWF 01:25–02:15 p.m. Belisarius Welgan 20080 Courtney Roby

SEM 103 TR 08:40–09:55 a.m. Matthieu Réal 20296

CLASSICS 1535

Ancient Underworlds, Fresh Hells: Katabatic Literature and Media

Whether it be a fascination towards death or a refusal to grieve your loved ones, literary traditions have produced these katabaseis (descent narratives) despite geographical, chronological, and cultural boundaries. It is for this reason that we must ask the questions: Why do we return to hell? And what does journeying there signify? And what can we learn about these cultures and societies that produced these narratives via their attitudes towards mortality? From the strong intertextual Greco-Roman tradition of these narratives to the omnipresence of this plot device across origins, to increased modern and transmedial ones, underworlds old and new serve as the perfect background for a students’ intellectual curiosities and aptitude for varied styles of writing.

SEM 101 TR 01:25–02:40 p.m. Stephen Fodroczi 20494 Courtney Roby

CLASSICS 1585

The Fall of the Roman Empire

The Fall of Rome is a turning point in popular historical understanding which is commonly used to discuss contemporary religious challenges, refugee crises, and the fall of states. In this course we will begin our narrative at Constantine's conversion to Christianity and end at the establishment of the barbarian kingdoms in Western Europe. We will examine how the Roman Empire reacted to military threats, internal strife, and the demands of cultural change. Students will write essays exploring the role religion plays in society and the causes of political instability through the close reading of a myriad of primary texts such as historical narratives, polemical poetry, and letter collections. Together we will ask: did Rome really “fall” at all?

SEM 101 MW 02:55–04:10 p.m. Colin Behrens 20565

SEM 102 TR 02:55–04:10 p.m. Colin Behrens 20566

COMPARATIVE LITERATURE 1100

Humanities Core Course

Where Do We Come From? What and Where Are We? Where Are We Going? Posing these and other fundamental questions, the Humanities Core course engages first year students in the pleasure and challenge of humanistic inquiry across a range of disciplines. Through the study of literature, film, history, philosophy, popular culture, and visual art, and music students will probe how meaning is made and learn various forms of analysis to gain a greater understanding of human creativity and social relations. The course is not a survey, but a series of careful readings of keystone works around a different theme each year and an exploration of methods for analyzing the creation and contestation of meaning. Theme for 2023-24: Inheritance

SEM 001 **MW 10:10-11:00 a.m. Natalie Melas 20044

SEM 101 **MW 11:15-12:05 p.m. Song Han 20043 Gavin Walker

Please note: This is a two-part class. Enrolling in a section of ComL 1100.101, 102, 103, or 104 will automatically enroll you in this class. This cannot be taken separately. Total credits = 4.

COMPARATIVE LITERATURE 1100

CANCELLED - Humanities Core Course

CANCELLED - Where Do We Come From? What and Where Are We? Where Are We Going? Posing these and other fundamental questions, the Humanities Core course engages first year students in the pleasure and challenge of humanistic inquiry across a range of disciplines. Through the study of literature, film, history, philosophy, popular culture, and visual art, and music students will probe how meaning is made and learn various forms of analysis to gain a greater understanding of human creativity and social relations. The course is not a survey, but a series of careful readings of keystone works around a different theme each year and an exploration of methods for analyzing the creation and contestation of meaning. Theme for 2023-24: Inheritance

SEM 102 **MW 11:15-12:05 p.m. Song Han 20045 Gavin Walker

Please Note: This is a two-part class. Enrollment in ComL 1100.101, 1100.102, 1100.103, or 1100.104 automatically also enrolls you in ComL 1100.001 Lecture (MW 10:10-11:00am). Total credits = 4.

COMPARATIVE LITERATURE 1100

Humanities Core Course

Where Do We Come From? What and Where Are We? Where Are We Going? Posing these and other fundamental questions, the Humanities Core course engages first year students in the pleasure and challenge of humanistic inquiry across a range of disciplines. Through the study of literature, film, history, philosophy, popular culture, and visual art, and music students will probe how meaning is made and learn various forms of analysis to gain a greater understanding of human creativity and social relations. The course is not a survey, but a series of careful readings of keystone works around a different theme each year and an exploration of methods for analyzing the creation and contestation of meaning. Theme for 2023-24: Inheritance

SEM 103 **TR 09:05-09:55 a.m. Noah Valdez 20046 Gavin Walker

SEM 104 **TR 10:10-11:00 a.m. Elias Beltran 20047 Gavin Walker

Please Note: This is a two-part class. Enrollment in ComL 1100.101, 1100.102, 1100.103, or 1100.104 automatically also enrolls you in ComL 1100.001 Lecture (MW 10:10-11:00am). Total credits = 4.

COMPARATIVE LITERATURE 1104

Reading Films

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

SEM 101 MWF 09:05–09:55 a.m. Rafael Rodriguez 20084 Gavin Walker

SEM 102 TR 08:40–09:55 a.m. John Un 20085

SEM 103 TR 10:10–11:25 a.m. John Un 20086

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 a.m. Connie Perez-Cruz 20087 Gavin Walker

SEM 102 TR 08:40–09:55 a.m. Xinyu Zhang 20088 Gavin Walker

SEM 103 TR 10:10–11:25 a.m. Gavin Walker 20322

COMPARATIVE LITERATURE 1106

Robots

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

SEM 101 MWF 11:15–12:05 p.m. Dror Birger 20089 Gavin Walker

COMPARATIVE LITERATURE 1109

The Rhetoric of Post-Racial America

Race is a ubiquitous yet under-discussed subject in America. Typically debates on “race” and skin color flare up around incidents such as the latest police killings of black folks or the profiling of South Asian, Arab, or Latino-looking people at security checkpoints. This course offers opportunities to write about race and skin color outside of intimidating accusations of racism. Writing is not just a classroom subject but a tool to create realities and worlds. While improving your writing skills and participating in civic debates, you will have the opportunity to scrutinize your own assumptions on physicality. We will read fiction, blogs, journal and newspaper articles, and watch feature films and documentaries. Writing assignments will include reading reflections, responses, summaries, critiques, and analytical and argumentative essays.

SEM 101 TR 11:40–12:55 p.m. Naminata Diabate 20090

CITY AND REGIONAL PLANNING 1109

Are All Votes Equal? Disenfranchisement and Urban Racism in the USA

Is your vote more powerful than someone else’s? It might be. This course explores how and why voting power and representation vary across different cities and spaces. Cities are at the heart of U.S. democracy because 83% of all people live in them. Cities shape who represents us – who gets the presidency, who wins in the Senate, and who determines federal policies. Urban voter disenfranchisement is weaponized by both political parties to gain advantages, and threaten the principles of democracy. Students learn about the mechanisms and ideologies behind voter disenfranchisement, including who’s doing it, why it matters and the outcomes. The assignments include storytelling using maps, film reflection papers, literature reviews, social media posts, and drafting letters to politicians with the goal of social change.

SEM 101 TR 01:25–02:40 p.m. John Ponstingel 20106

ENGLISH 1105

CANCELLED - 8/7/23--Writing and Sexual Politics: Rethinking Intimacy—Ace, Aro, and Poly Perspectives

CANCELLED - 8/7/23--Do you find romantic relationships overrated or frustrating? Are you bored by monogamy? Would you rather date yourself than anyone else? Do you long for more intimate forms of friendship—or think poetry, cooking, and basketball are better than sex? Then this class is for you! This class explores these questions (and more!) through various asexual, aromantic, and polyamorous perspectives. Together we’ll explore poems, songs, comics, movies, short novels, and essays from people such as Audre Lorde, Angela Chen, Yumi Sakugawa, Kim TallBear, Kobe Bryant, Kate Bornstein, Lukas Dhont and Sasha Cagen. Writing projects consist of experiments with language that are fun, analytical, creative, and personal. This course is for ALL students, regardless of identity.

SEM 102 MW 02:55–04:10 p.m. Peter Shipman 20075 Kate McCullough

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 103 TR 10:10–11:25 a.m. Laura Brown 20076

ENGLISH 1111

Writing Across Cultures: Narratives of Monstrosity

What do vampires, witches, and werewolves have in common? What makes a monster, and what do our monster narratives reveal about us—what we fear, abhor, or find repugnant? How do monsters function as scapegoats, and how might they challenge prevailing notions of normativity and/or “goodness”? This course takes the figure of the monster and the concept of monstrosity as analytical vehicles that convey cultural anxieties around race, gender, sexuality, and ability. We will trace the ways in which narratives of monstrosity intersect with the exclusionary politics that structure systems of power. Potential authors and texts include Helen Oyeyemi, Angela Carter, Lil Nas X, *Jennifer’s Body* and AMC’s *Interview with a Vampire*. Writing assignments will consist of close-readings, creative pieces, and research essays.

SEM 101 MW 08:40–09:55 a.m. Asey Koh 20099 Brad Zukovic

ENGLISH 1111

CANCELLED - 8/16/2023--Writing Across Cultures: Bengali Literature and Cinema

CANCELLED - 8/16/2023--Bengal occupies a distinctly cultural place in South Asia. The Bengal Renaissance of nineteenth century and exchanges with different countries during the next century led to an evolution of a culture that is plural and innovative. The course traverses Bengal (before partition of India and Pakistan, and later West Bengal, after India’s independence) as a universe. We will be studying works of Rabindranath Tagore, Tarashankar Bandopadhyay, Sunil Gangopadhyay, Mahasweta Devi, and Joy Goswami among others. We will also watch films of Satyajit Ray, Aparna Sen, Rituparno Ghosh. Old and popular songs will also help us to track the modernism of Bengal. With both creative and critical writing, the course allows students to delve deeper into understanding of the cosmos of Bengal.

SEM 102 MW 10:10–11:25 a.m. Arpita Chakrabarty 20100 Greg Londe

ENGLISH 1111

Writing Across Cultures: The Literature of Care and Care Workers

Humans come into the world helpless and needing care; we generally leave the world that same way. In between, we care for others—we love, help, and try to heal. This course examines some of the literature on care, including writings about motherhood, about doctoring and nursing, and about life after grievous injury requiring the caretaking of others. What can we do in paying attention to the stories of those who care and are cared for? Texts might include the novel and film *Never Let Me Go*; the memoirs *The Body Undone* and *The Argonauts* and work on the racial politics of who does the caretaking in our culture today.

SEM 103 MW 01:25–02:40 p.m. Masha Raskolnikov 20101

ENGLISH 1111

Writing Across Cultures: The Essay, In Sound and Color

How has following the “standards” for college essay-writing harmed writing voices? How can we practice listening to our unique sounds to invent new modes and methods of interpretive prose? In this class we’ll question what “traditional” essay structures and categories are, where they came from, and what their lasting effects are. We’ll follow works by writers of color such as Marisa Parham’s “.*break.dance: a choreo-essay* and JJJJerome Ellis’ *The Clearing* as guides for how to re-imagine essay writing and help us write our own. We will also consider what platforms and audiences our essays can exist in and for.

SEM 105 TR 10:10–11:25 a.m. India Sada Hackle 20103 Greg Londe

ENGLISH 1111

Writing Across Cultures: An Intimate Ethics of Translation

This course will explore the idea that translation is the “most intimate act of reading.” What exactly is different about reading with multiple cultures and gendered perspectives in mind? How might we take better care when writing in a multilingual world? Can translation help us disrupt harmful traditions, or are there times when an act of restraint, of not translating, can help us avoid violence? By discussing movies like *Lost in Translation* and *Arrival*, philosophers like Édouard Glissant and Gayatri Chakravorty Spivak, and experimental translators like Ann Carson and Theresa Hak Kyung Cha, we will take deep dives into the dreams and problems of multicultural solidarity. Along the way, we will use our own writing to create meaningful connections while reckoning with historical divisions.

SEM 106 MWF 10:10–11:00 a.m. Laura Francis 20376

ENGLISH 1111

Writing Across Cultures: The Detective Novel and Film

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

SEM 107 TR 01:25–02:40 p.m. Mukoma Wa Ngugi 20105

ENGLISH 1111

Writing Across Cultures: Hybridity and Otherness

We live in an increasingly hybridized time and place in history. When worlds collide, what happens in the in-between spaces they create? How are concepts like “other” coded within our intergenerational memories and mythologies? Drawing from a variety of media—from poetry, to anime, to science fiction, and beyond—this course will consider contexts of race, trauma, (post-)colonialism, and ecology—challenging us to engage in radical empathy for “Others” of all kinds. Possible texts include works by Cathy Park Hong, Octavia Butler, Gabriel Garcia Marquez, and Hayao Miyazaki. Students will craft critical essays, poems, and other creative works in efforts to explore the intrinsic human desires to seek belonging and foster reciprocation within—and in spite of—the fraught marginality of our world.

SEM 108 TR 08:40–09:55 a.m. Lily Codera 20467

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 11:40–12:55 p.m. Martin Cain 20465

ENGLISH 1130

Writing the Environment: Here Be Dragons

Drawing its title from fifteenth-century globes which labeled unknown spaces with the Latin phrase “hic sunt dracones,” this seminar explores the relationship between legends of sea monsters and the scientific advances that enabled humans to set sail. We’ll encounter some of the most unforgettable creatures produced by the human imagination—from *The Odyssey*’s whirlpool to *Moby-Dick* to the great white shark in *Jaws*—analyzing how these stories give magic and mystery physical form. The novels, movies, video games, and poems we read will also allow us to explore how humanity’s relationship with the sea has changed as climate catastrophe becomes upsettingly real. Assignments will consist of analytical, creative, and personal essays that encourage an interdisciplinary approach to the oceanic unknowns of our lives today.

SEM 101 MW 07:30–08:45 p.m. Susannah Sharpless 20111 Charlie Green

ENGLISH 1134

True Stories

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

SEM 101	MWF 09:05–09:55 a.m.	Amandla Thomas-Johnson	20125	Charlie Green
SEM 102	MWF 12:20–01:10 p.m.	Juan Harmon	20126	Charlie Green
SEM 103	MWF 01:25–02:15 p.m.	Laura Francis	20127	
SEM 104	MW 02:55–04:10 p.m.	Jane Glaubman	20128	
SEM 105	TR 01:25–02:40 p.m.	Winniebell Xinyu Zong	20129	Charlie Green
SEM 106	TR 02:55–04:10 p.m.	Jane Glaubman	20459	
SEM 107	TR 08:40–09:55 a.m.	Martin Cain	20460	

ENGLISH 1140

Writing Medicine: Stories of Illness and Healing

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

SEM 101	MW 10:10–11:25 a.m.	Miranda Castro	20130	Greg Londe
SEM 102	MW 07:30–08:45 p.m.	Sarah Iqbal	20131	Greg Londe
SEM 103	TR 08:40–09:55 a.m.	Hunter Phillips	20132	Greg Londe
SEM 104	TR 02:55–04:10 p.m.	Virdi Culbreath	20133	Greg Londe

ENGLISH 1158

American Voices: Race and the American Literary Imagination

In her book *Playing in the Dark* Toni Morrison writes of the need to interrogate “what racial ideology does to the mind, imagination, and behavior of masters”. Notions of Whiteness were forged against negative, invented ideas about Blackness and Indigeneity. How are these notions not only reflected in much of the American literary canon but produced by it? How have Black women written against and outside of these notions? With the

assistance of scholars and historians of race such as Morrison, Saidiya Hartman, and Cheryl Harris, we will examine novels by American writers such as Twain, Stowe, Hurston, and Butler. Through textual analysis and our own writing, we will illuminate the effect some of America's most celebrated novels have had on our national psyche.

SEM 101 MW 11:40–12:55 p.m. Michael Lee 20137 Charlie Green

ENGLISH 1158

American Voices: Hauntings in Fiction, Personal Narrative, and Film

What makes a place haunted? How are hauntings used to explore psychological realities? What connections exist between haunting and memory, both personal and historical? These are some of the questions we will explore through examining various genres including fiction, memoir, and film. We will read, discuss, and write about the work of various 20th century and contemporary American authors including Shirley Jackson (*We Have Always Lived in the Castle*) and Carmen Maria Machado (*In the Dream House*). Film will also be incorporated into this course including *Women Talking* and episodes from *The Haunting of Hill House*. In addition to weekly content reflections to prepare for class discussion, writing assignments may include a book review, a film critique, a personal essay, and a short story.

SEM 102 MWF 09:05–09:55 a.m. Sol Wooten 20297 Charlie Green

ENGLISH 1160

Intersections: Race, Writing, and Power

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

SEM 101 MWF 09:05–09:55 a.m. Colin Stragar-Rice 20139 Kate McCullough

SEM 102 MWF 10:10–11:00 a.m. Joelle Simeu Juegouo 20140 Kate McCullough

SEM 103 MWF 11:15–12:05 p.m. Aditi Shenoy 20141 Kate McCullough

SEM 104 MWF 12:20–01:10 p.m. Derek Chan 20142 Kate McCullough

SEM 105 MW 02:55–04:10 p.m. Alyiah Gonzales 20143 Kate McCullough

SEM 106 TR 10:10–11:25 a.m. Shacoya Kidwell 20144 Kate McCullough

SEM 107 TR 11:40–12:55 p.m. Banseok Heo 20145 Kate McCullough

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 10:10–11:00 a.m. Chanté Morris 20081 Greg Londe

SEM 103 TR 10:10–11:25 a.m. Courtney Raisin 20083 Greg Londe

SEM 104 TR 02:55–04:10 p.m. Elisávet Makridis 20648 Roger Gilbert

SEM 105 TR 01:25–02:40 p.m. Lily Codera 20469
SEM 106 TR 02:55–04:10 p.m. Lily Codera 20470

ENGLISH 1168

Cultural Studies: Café Reading

What makes a good café other than coffee and free Wi-Fi? In this class we'll look at how cafés become spaces for complex and sometimes contradictory social, political, and economic relationships. We will consider the historical significance of cafés in finance, cultural movements, and communal solidarity, how cafés may challenge or support particular modes of oppression, and how different orientations of cafés allow them to become different sorts of spaces. We will discuss authors who write extensively on cafés such as Ernest Hemingway, Toshikazu Kawaguchi, and Naguib Mahfouz, as well, of course, as the various coffee shops of Ithaca. Students will consider how public spaces such as cafés become invested with particular cultural meaning, and conversely, how cafés themselves enable certain kinds of relationships.

SEM 101 MW 08:40–09:55 a.m. Kyhl Stephen 20091 Charlie Green

ENGLISH 1168

Cultural Studies: The Two Elizabeths—between the Sovereign and the Woman

The recent death of Queen Elizabeth II continues to reverberate globally. She was probably the last female monarch that England will see for a very long time. But what about the first Queen Elizabeth? For one thing, she shook up England by ruling without a husband. Although these two queens reigned centuries apart, how similar or different was it for them to exercise their power in a man's world? By considering both Elizabethan periods, this seminar will explore some of the issues that arise when we examine the relationship between gender and power. We will also interrogate tensions articulated in theories of sovereignty both in the Early Modern period and today, and how these are reflected in the media and literary representations.

SEM 102 MWF 09:05–09:55 a.m. Rocío Corral García 20092 Charlie Green

ENGLISH 1168

Cultural Studies: Communicating Climate Change

Many of us like stories of personal experience. But this preference for stories on the individual human scale may be one reason that contemporary societies have struggled to develop effective responses to climate change: ordinary storytelling modes aren't adequate to the long time spans and vast reaches of environmental change. This course will ask you to read, write, and design many different forms and genres in order to experiment with the problem of communicating climate change, from pie-charts to science fiction and from poetry to documentary film. What can each form tell us about climate change that the others cannot?

SEM 103 MW 01:25–02:40 p.m. Caroline Levine 20093

ENGLISH 1168

Cultural Studies: Comics and Graphic Medicine

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

SEM 104 MW 02:55–04:10 p.m. Greg Londe 20094

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 106 TR 01:25–02:40 p.m. Jon McKenzie 20096

ENGLISH 1168

Cultural Studies: Race, Gender and Writing about Hip Hop

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

SEM 107 TR 02:55–04:10 p.m. Chelsea Frazier 20097

ENGLISH 1168

Cultural Studies: Happiness in Short Stories

Short stories encapsulate several, easily missed, emotions. One such complex emotion is happiness, which holds significant weight in short stories. However, what constitutes happiness? What's the history of this abstract concept, and how can we reflect upon and write stories about happiness from multiple perspectives, including feminist, racial justice, immigration, and coming-of-age perspectives? This course addresses these and related inquiries by exploring selected texts where happiness is portrayed in its contradictory forms. In addition you'll engage in writing assignments that analyze the parameters of happiness in our complex world. By the end of the course you'll develop a sophisticated understanding of happiness in short stories, along with the ability to critically evaluate and reflect on the complexity of emotions within literature and your own writing.

SEM 108 TR 10:10–11:25 a.m. Chioma Iwunze 20098 Charlie Green

ENGLISH 1168

Cultural Studies: Fairytales, Folktales, Witchcraft

Snow White watched the wicked stepmother dance to death in red-hot iron slippers. Is this what we mean by "happily ever after"? In this course we will look at fairytale and folktale traditions and their lasting impact on cultures around the world, including Germany, Japan, and the African diaspora. Special attention will be given to the ways the figures from these stories, in particular the witch, form an important part of our immediate present. Materials include fairytales from the Brothers Grimm, writing from Angela Carter, Helen Oyeyemi, and Anne Sexton, and films such as *The Song of the Sea* and *The Witch*. Assignments will cover genres such as personal essay, textual and film analysis, and creative non-fiction writing.

SEM 109 TR 11:40–12:55 p.m. Paul McQuade 20620

SEM 110 TR 02:55–04:10 p.m. Paul McQuade 20621

ENGLISH 1168

Cultural Studies: Comics and Graphic Medicine

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

SEM 111 MW 10:10–11:25 a.m. Gregory Londe 20670

ENGLISH 1170

Short Stories

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

SEM 101 MWF 09:05–09:55 a.m. Asher Courtemanche 20148 David Faulkner

SEM 102 MWF 10:10–11:00 a.m. Bethstyline Chery 20149 David Faulkner

SEM 103 MWF 11:15–12:05 p.m. Lauryn Jones 20150 David Faulkner

SEM 104 TR 10:10–11:25 a.m. Natasha Ayaz 20151 David Faulkner

SEM 105 MW 02:55–04:10 p.m. Jiachen Wang 20152 David Faulkner

SEM 106 MW 07:30–08:45 p.m. Charity Young 20153 David Faulkner

SEM 107 TR 08:40–09:55 a.m. Samantha O'Brien 20154 David Faulkner

SEM 108 TR 11:40–12:55 p.m. Corbin Jones 20155 David Faulkner

SEM 109 MW 08:40–09:55 a.m. Christopher Hewitt 20377

SEM 110 TR 01:25–02:40 p.m. Nicholas Huelster 20618

SEM 111 TR 02:55–04:10 p.m. Nicholas Huelster 20619

ENGLISH 1183

Word and Image

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

SEM 101 MWF 09:05–09:55 a.m. Meredith Cottle 20181 Brad Zukovic

SEM 102 MWF 11:15–12:05 p.m. Maria Al-Raes 20182 Brad Zukovic

SEM 103 MWF 12:20–01:10 p.m. Imogen Osborne 20183 Brad Zukovic

ENGLISH 1183

CANCELLED - 8/10/23 -Word and Image

CANCELLED - 8/10/23 -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 104 MW 07:30–08:45 p.m. Aishvarya Arora 20184 Brad Zukovic

ENGLISH 1183

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SEM 105	TR 08:40–09:55 a.m.	Dominique Joe	20185	Brad Zukovic
SEM 106	TR 11:40–12:55 p.m.	Angelina Campos	20186	Brad Zukovic
SEM 107	TR 01:25–02:40 p.m.	Brad Zukovic	20187	
SEM 108	MWF 10:10–11:00 a.m.	Robert Romero	20378	
SEM 109	MW 02:55–04:10 p.m.	Christopher Hewitt	20379	
SEM 110	MW 10:10–11:25 a.m.	Grace Catherine Greiner	20380	
SEM 111	TR 08:40–09:55 a.m.	Grace Catherine Greiner	20466	
SEM 112	MWF 09:05–09:55 a.m.	Rober Romero	20726	

ENGLISH 1191

British Literature: Making the Medieval/Early Modern Miscellany

Like assembling a playlist of your favorite songs, making a medieval miscellany—a book-length compilation of various literary works—was a painstaking process, but one which contributed to modern ways of thinking about the book. In this course we will explore the origins and early evolution of the book as we consider questions of compilation, editing, and textual production in relation to medieval manuscripts, early printed books, and the literary texts they contain. We will also draw on the works of modern authors as we ask what the book as material object can tell us about its makers and readers, how compilation and anthologization can be interpreted as editorial acts, and what, finally, goes into the making of a book.

SEM 101 MW 08:40–09:55 a.m. Grace Catherine Greiner 20381

ENGLISH 1191

British Literature: Medieval Obsessions

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

ENGLISH 1270

Writing About Literature: Writing About Fiction

This course examines modern fiction, with an emphasis on the short story and novella. Students will write critical essays on twentieth and twenty-first century authors such as Atwood, Baldwin, Bambara, Faulkner, Kafka, Mukherjee, Nabokov, and Saunders. We will focus on short fiction, with the seminar culminating in the study of a novel, which will be supported by an introduction to library research methods and a range of critical approaches to the book. Close, attentive, imaginative reading and writing will be central throughout.

SEM 102 TR 10:10–11:25 a.m. Jeremy Braddock 20214

FEMINIST, GENDER & SEXUALITY STUDIES 1100

Can Science be Feminist

One of the greatest achievements of the feminist movement has been a greater representation of women in science. With the numbers of women scientists increasing today, has feminism reached its objective? In this course we will address how feminism in science is a movement that encompasses much more than equality of representation women in science professions. We are going to collectively reflect how science can be, in many aspects, a patriarchal endeavor and how men can also be feminist. We will tackle these topics while learning how to write academically. We will learn about the structure, organization, and expectations of academic undergraduate assignments, helping students develop their writing skills, and prepare for more advanced classes they will take at Cornell.

SEM 101 MW 01:25–02:40 p.m. Amanda Domingues 20217 Lucinda Ramberg

FEMINIST, GENDER & SEXUALITY STUDIES 1100

Sensation-al Feminisms

The body is always politicized. But how does the body feel when politicized? How does the body respond? In Sensation-al Feminisms, we will consider the impact society has on the marginalized body, through the perspective of touch, sight, smell, sound, and taste. From studying avant-garde dancers and filmmakers of the 1960s, to transgender animal studies, to contemporary feminist investigations of the digestive system, this class will write reviews, close textual analyses, research essays, manifestos, and personal reflections on a wide range of topics in the arts and sciences that will push us to consider the place of our bodies in both society and nature, and the stories they tell.

SEM 102 TR 11:40–12:55 p.m. Lexi Turner 20218 Lucinda Ramberg

GLOBAL DEVELOPMENT 1200

Decolonial Feminism and the Future of Food

The complex crises impacting our food systems call for new ways of thinking and being. Decolonial feminism and writing are both forms of praxis that open up possibilities for personal and collective transformation. This course centers work from BIPOC scholars and activists, including bell hooks, Raj Patel, María Lugones, and Linda Tuhiwai Smith. We will also look at non-academic writing that demonstrates how our readings connect with current events and thinking. Through a variety of writing exercises, including policy briefs, essays, and blog posts for food advocacy organizations, we will build competence and confidence in successful, evidence-based reading and writing that transfers across disciplines.

SEM 101 MW 08:40–09:55 a.m. Emily Baker 20219 Elliot Shapiro

GLOBAL DEVELOPMENT 1200

Follow the Science?! The Politics of Knowledge for Progress

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

SEM 102 MWF 09:05–09:55 a.m. Sidney Madsen 20220 Elliot Shapiro

GERMAN STUDIES 1109

From Fairy Tales to the Uncanny: Exploring the Romantic Consciousness

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

SEM 101 TR 11:40–12:55 p.m. Spencer Hadley 20222 Douglas McBride

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 write better by reading closely and critically.

SEM 101 MWF 10:10–11:00 a.m. Douglas McBride 20223

GERMAN STUDIES 1126

Philosophies of Violence: Conceptualizations of Force from Kant to Zizek

Violence is a complex concept with a nuanced history. Beginning with Kant and progressing through philosophers such as Friedrich Engels, Walter Benjamin and Hannah Arendt, this seminar will employ close readings of philosophical texts to explore how various conceptualizations of violence have shaped the political, religious, and scientific landscapes of modern life. In addition to learning this discrete body of knowledge, you will use weekly writing activities and assigned essays to develop your own critical voice. By semester's end you will have gained a critical eye towards the institutional dilemmas of contemporary life, and through those eyes you will be empowered with the voice to change it.

SEM 101 TR 10:10–11:25 a.m. Seth Thomas 20224 Douglas McBride

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 10:10–11:25 a.m. Nicolau Spadoni 20226 Douglas McBride

GOVERNMENT 1101

Power and Politics: It's Expensive to be Poor

Imagine a single mother of two who pays more for housing per month renting a hotel room rather than an apartment, because she cannot afford the security deposit and most leasing companies reject her for a low credit score. This course asks how (and why) it is expensive to be poor in the United States. Those who can least afford additional costs are often saddled with fees, fines, and other intangible expenses. We will focus on subjects like housing, prisons, credit/loans, and groceries, looking at the hidden costs the poor experience. Reading a variety of scholarly, journalistic and fictional texts, students will practice writing assignments ranging from newspaper op-eds to research papers with multiple rounds of peer and instructor feedback.

SEM 101 MW 08:40–09:55 a.m. Grace Beals 20227 Jamila Michener

GOVERNMENT 1101

Power and Politics: Politics of Reproduction

Though reproduction was long relegated to the so-called “private sphere,” it is impossible to ignore debates over birth, sex, and bodies in modern politics. Reproduction features in major political debates in our time—but what is “reproductive politics”? (Why) does the state have an interest in reproduction? (How) can individuals set the terms of their reproductive rights and responsibilities? This course will give students the tools to answer these questions by analyzing the relationship between reproduction and politics in the United States and in comparative perspective. Students will hone their analytical and writing skills with short-form journal entries, argumentative essays, a research paper, and opportunities to exchange feedback with peers.

SEM 102 TR 02:55–04:10 p.m. Emily Jackson 20228 Kenneth Roberts

GOVERNMENT 1101

Power and Politics: Nation and State

The state and nation shape everything from our daily lives to global politics. Both historically and presently, notions of citizenship, economic interactions, conflict management, justice, and the use of violence are structured by states and nations. In this course we will investigate a set of interrelated themes including nationalism, identity, and state-building as we make our way through a multi-disciplinary array of texts. Independent essays will ask students to consider how narratives in films and human relationships with geography produce, reflect, and challenge ideas discussed in class. A research proposal sequence will provide space for students to explore course themes in a context that they find compelling, while workshops and draft revisions along the way will contribute to a dynamic writing experience.

SEM 103 TR 08:40–09:55 a.m. Joseph Lasky 20229 Matthew Evangelista

GOVERNMENT 1101

Power and Politics: States, Power and Global Governance

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

SEM 104 TR 10:10–11:25 a.m. Ricky Clark 20230

GOVERNMENT 1101

Power and Politics: Writing Elections Around the World

Elections are the cornerstone of power in the 96 democracies of the world—and vital to many non-democratic countries, offering both moments of uncertainty for rulers as well as being a tool used by them to retain power. But what do elections do? The course will examine elections across the world in real time. Want to know how to understand these pivotal moments? Want to learn concepts that you can apply to unfolding events, while going further to see implications for how the world works? Want to describe something that no one could know in advance, becoming an expert in real world events, in real time? This FWS will address these issues, and develop writing through essays, pre-election briefs, post-election analyses, and opinion pieces.

SEM 105 TR 08:40–09:55 a.m. Harry Dienes 20298 Tom Pepinsky

GOVERNMENT 1101

Power and Politics: Liberalism and Marxism

The Marxist critique of liberalism has taken on renewed relevance in recent years, as prevailing liberal democratic institutions seem incapable of addressing our most pressing contemporary crises, from income inequality to climate change. In this course we engage the debate between liberalism and Marxism such fundamental questions as: Is the free market a good model for freedom in general? Does capitalism contribute to or undermine democracy? Is liberal pluralism an adequate response to the intersections of race, gender, and class oppression? We will read a range of historical and contemporary thinkers, from Karl Marx and Benjamin Constant to Nancy Fraser and Cedric Robinson. Students will learn how to read complex theoretical texts, and how to formulate and defend interpretive arguments about them.

SEM 106 TR 01:25–02:40 p.m. William Cameron 20320

SEM 107 TR 02:55–04:10 p.m. William Cameron 20321

HUMAN DEVELOPMENT 1125

Topics in Human Development: The Embodied Mind

Have you ever wondered if you see the world the same way that other people do? How do other animals with different bodies than us experience their worlds? What would it be like to be an A.I. without a body at all? In this class we will explore how having a body shapes our experiences and even the way we think. We will make use of different media to examine themes such as embodiment across species, the impact of disability and politicized bodies, puberty and development, and what an embodied A.I. might look like. Students will also be expected to share their perspectives through active discourse, debate, reflection essays, creative projects, and by practicing testing outstanding questions with analytical and empirical methods.

SEM 102 TR 10:10–11:25 a.m. Emma Murrugarra 20235 Kelly King-O'Brien

HUMAN DEVELOPMENT 1125

Science as the Greatest Good

The highest potential of science, from physics to physiology, is serving the public good. Yet, at a national level, the trending science writing is fear about the pace of automation, debates about how long humans have before climate change causes irrevocable environmental damage, and grim projections about the pandemic extending for years to come. In this course we will restore public confidence in science through writing about translational science serving humanity. Students will enter the class with their creativity and passion for translating knowledge into action and leave with polished writings centered on impacting the public. The translational science students explore will center on solving public problems so students can quickly digest the science and focus on the writing.

SEM 103 MW 08:40–09:55 a.m. Senegal Mabry 20299 Kelly King-O'Brien

HUMAN ECOLOGY NONDEPARTMENTAL 1150

Fashion's Afterlife: Exploring the Value of Textile Waste

What happens to your clothes when you get rid of them? In exploring this question, this course will examine historical and contemporary issues of pre- and post-consumer textile waste. As overconsumption and rapid disposal became normalized by contemporary fast fashion models, the global damage caused by the fashion industry has exponentially increased. Using a variety of popular media and peer reviewed articles, videos, art, and observation, students will be asked to investigate how technical innovations and cultural shifts have altered our perceptions of used garments. Over the course of the semester, students will gain confidence in their writing practice through a combination of short, informal assignments, building towards formalized essays.

SEM 101 MW 10:10–11:25 a.m. Kat Roberts 20147 Jessica Sands

HUMAN ECOLOGY NONDEPARTMENTAL 1151

Children's Environmental Identity: Awareness to Action

How did your childhood experiences shape your connection with nature? What stories do we tell children about environmental issues? How can we design children's learning to support pro-environmental behaviors? This seminar will leverage formal and informal writing as a vehicle for understanding and supporting environmental identity development (EID) from childhood and throughout life, particularly in the face of environmental crises. Students will journey from self-reflection through academic exploration of EID to the analysis and comparison of media like children's books and TV shows. Students will ultimately develop their own children's media to enhance EID and environmental action. To inform these exercises, students will engage with their own experiences, children themselves, and with a range of materials including scientific literature, news articles, and children's books.

SEM 101 TR 10:10–11:25 a.m. Abigail Brown 20158 Jessica Sands

HISTORY 1200

Writing the Environment

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

SEM 101 MWF 12:20–01:10 p.m. Matthew Dallos 20169 TBD TBD

HISTORY 1200

Gender and Law in Global History

How does law affect people's gender identities? How do ideas of gender and sexuality shape the rule of law? These questions are becoming increasingly pressing as we witness a number of historic legal cases in recent years such as the US Supreme Court's ruling on abortion. This course will take this discussion into historical and transnational perspectives. We will examine how gender performances, the body, and law interacted in the context of growing global connections since the early modern period. Readings will cover topics ranging from slavery in the Atlantic world to sexuality in Qajar Iran and to transnational feminism. Students will complete a series of short assignments culminating in a larger project of investigative writing.

SEM 102 MW 08:40–09:55 a.m. Du Fei 20170 TBD TBD

HISTORY 1200

Twilight of the Roman Republic: The Gracchi to Cleopatra

How did a system founded on anti-monarchical principles devolve into ceaseless civil war and eventual empire? This course will track the last hundred years of the Roman Republic and invite you to answer this question. We will engage with the political, military, social, and economic issues of the last century BCE and read contemporary accounts from a diverse set of genres. Readings will include the war commentaries of Julius Caesar, the personal letters of Cicero, and the histories of Sallust, as well as the works of other, less known, ancient authors. Through the course writing assignments, students will learn how to engage critically with primary and secondary sources, develop a scholarly argument, and conduct research into an inquiry of their own choosing.

SEM 103 TR 08:40–09:55 a.m. Matthew Guillot 20171 TBD TBD

HISTORY 1200

Race and Medicine in United States History

What role did race play in the emergence of modern medicine in the United States? In this course we will read a combination of primary and secondary sources to trace how nineteenth- and twentieth-century U.S. theorizations of racial science were foundational to the professionalization of medical practice. We will examine how medical theories converged with racial beliefs regarding slavery, mental illness, poverty, and immigration. Students will write source-based analytical and argumentative essays exploring the ways historical beliefs about race shaped medical practice in the United States.

SEM 104 MW 11:40–12:55 p.m. Jeremy Peschard 20172 TBD TBD

HISTORY 1200

Historical Perspectives on Rape

This seminar presents a cross-cultural examination of rape and sexual violence, from ancient times to the present. We will read famous stories and myths centering rape as a plot point; track the changing ideas of consent and non-consent in legal, moral, and popular discourse; unpack the use of sexual violence in systems of oppression such as slavery, colonialism, and warfare; investigate the historical inability of conceiving of men as rape victims; and examine the development of sexualized murder. Throughout, the course will draw attention to the ways in which rape has been disguised, excused, or erased from history, and how survivors break through those silencing impulses to tell their stories. Student writing includes response papers, book reviews of classic literature, and a final research essay.

SEM 105 MWF 12:20–01:10 p.m. Austin Raetz 20173 TBD TBD

HISTORY 1200

Revolutionary Americas: The 1750s-1830s in Political Economy

The Age of Revolutions was a time of heightened polemics and radical political experimentation. It also overwhelmingly happened in the Americas. Yet, why are the American Revolution, the Latin American Wars of Independence, and the Haitian Revolution, seldom thought of as intertwined processes? This course examines the ideas and projects set into motion during the Age of Revolutions from the perspective of the Americas (not just the United States) as the first age of “anti-colonial” independence movements. This course will examine the various political factions and debates within the Anglophone, Francophone, and Hispanophone spheres through close readings of primary sources. Students will also be introduced to scholars such as Michel-Rolph Trouillot, Ann Stoler, Marcela Echeverri, and Gordon Wood. Students will complete a research essay.

SEM 106 MW 11:40–12:55 p.m. Marcos Pérez Cañizares 20174 TBD TBD

HISTORY 1200

Emotions in History: The Changing Language of Feeling

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

SEM 107 MW 11:40–12:55 p.m. Kaitlin Pontzer 20300

HISTORY 1200

The Early Modern Death Penalty

It is clear that the death penalty is a source of controversy in our time, but how did pre-modern societies view executions? In this course we will look at early modern descriptions of executions and the controversies surrounding them. We will consider the rituals around executions, the final words of the condemned, and printed reactions to executions in the early modern public sphere. Specific cases of interest will range from royal executions, including Charles I of England and Marie Antoinette, to treasonous conspirators, such as Guy Fawkes. We will look at the social importance of executions from religious dissidents to thieves and highwaymen. Writing assignments will require thoughtful reflections on historical attitudes to the legal, social, political, and emotional aspects of executions.

SEM 108 MW 01:25–02:40 p.m. Kaitlin Pontzer 20301

HISTORY 1200

Writing History: Writing Historical Graphic Novels

In this course we will learn how to create our own short historical graphic novel based on a primary source from the Cornell Archives. The goal of this course is to learn how to find primary sources, to transform them into a historical narrative, and to communicate this narrative in an engaging manner—the primary work of historians. The first half of the semester will be dedicated to reading graphic novels, such as *Wake* or *The Best We Could Do*, and meeting with their authors to talk about the creative process. In the second part of the semester, we will be working closely with the staff at the Olin Library’s Rare and Manuscript Collections to identify a primary source, craft a narrative, and give it an artistic form.

SEM 109 TR 08:40–09:55 a.m. Paraska Tolan-Szkilnik 20302

HISTORY 1200

Writing History: Writing About National Parks

In this course students will explore how people have written about the place currently known as Yosemite National Park. We will explore the Native history, conservationist efforts, and the present efforts to combat climate change and reckon with settler colonialism in Yosemite. To understand the history of Yosemite, we will read historical monographs, fiction, long-form journalism, and primary sources. Writing assignments will include park brochures, op-ed pieces, and research-based essays.

SEM 110 TR 08:40–09:55 a.m. Camille Suarez 20303

HISTORY 1217

Meritocracy in America?: From Slavery to Student Debt

How did you get to Cornell? Is the college admissions process racist, sexist, classist, or otherwise based on prejudice? What about the education system writ large? What does a letter of admission mean? Can a GPA, a test score, an application essay, capture and convey who you are? Are you an impostor or the real thing? Can anyone earn, deserve, merit the kind of opportunities on offer in the Ivy League? Or the careers that can follow? Through history, memoir, fiction, and film—*The Big Test* and *My Bondage and My Freedom*, *The Dispossessed* and *Legally Blonde*—this course will guide students to critically reflect on the meaning of merit in their own lives and our larger society.

SEM 101 MW 07:30–08:45 p.m. Charles Petersen 20108

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 MW 02:55–04:10 p.m. Aaron Sachs 20323

HISTORY 1321

Post-World War II America: Crisis and Continuity

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

SEM 101 TR 01:25–02:40 p.m. Kelly King-O'Brien 20654

HISTORY 1481

Black Caribbean Thought

How did black radical Caribbean intellectuals grapple with the global crises of racial capitalism in the twentieth century? This first-year writing seminar will examine the writings of C.L.R. James, Walter Rodney, Andaiye, and other Afro-Caribbean activist-intellectuals. We will discuss and analyze the work of these influential figures in five brief essays.

SEM 101 MW 02:55–04:10 p.m. Russell Rickford 20109

ITALIAN 1113

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

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

SEM 101 MW 02:55–04:10 p.m. Kora von Wittelsbach 20110

JEWISH STUDIES 1987

Jews on Film: Visible and Invisible

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

SEM 101 TR 01:25–02:40 p.m. Elliott Shapiro 20112

LINGUISTICS 1100

Language, Thought, and Reality: How We're Laughter Crafters

Why do "Dad jokes" make us groan, but rom-coms make us smile? How does wordplay integrate with culture to become more than some antics? In this seminar, we will explore how humor, language, and culture interact by approaching a variety of humorous mediums—such as stand-up comedy, satirical essays, cartoons, puns, etc.—with a critical lens. Students will compose personal reflections, reviews of humorous texts, linguistic analyses, and other investigative essays that will contextualize the course material into a larger cultural picture. Particular emphasis will be placed on writing with a target audience in mind.

SEM 101 TR 10:10–11:25 a.m. John Starr 20113 Jessica Sands

LINGUISTICS 1100

Language, Thought, and Reality: Language Myths and Misconceptions

Human beings are exceptionally good at using language to create and propagate narratives ABOUT language. Some language myths may seem benign, while others are overly malicious, deriding speakers of a particular language/dialect. In this class we will use a variety of texts to examine common misconceptions about language (e.g., that certain languages are more/less complex than others, that particular constructs such as double negation are "wrong", etc.) and the reasons why these misconceptions are held. Writing assignments will include a number of formal essays, reading responses, the keeping of a journal, and a final creative project in which students will

design their own language myth.

SEM 102 MWF 10:10–11:00 a.m. Evelyn Fettes 20114 Jessica Sands

LINGUISTICS 1100

Language, Thought, and Reality: The First Sentence

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

SEM 103 MWF 11:15–12:05 p.m. Michael Weiss 20115

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-referent and backgrounded in both channels, and can be ambiguous, contradictory, nonsensical, or self-referential.

SEM 104 TR 11:40–12:55 p.m. Dorit Abusch 20116

LINGUISTICS 1100

Language, Thought, and Reality: Realities of Language

Language is fascinating: It is a uniquely human experience and a foundational aspect of human life. Almost everybody has their own ideas about what language is like, and many of those ideas are, upon close inspection, false or inaccurate. In this course we will explore select topics that aim to reveal aspects of the realities of language drawn from a range of subfields of linguistics. Students will develop a basic understanding of how language changes over time, how language is acquired, and how language is represented. Students will learn how to plan, construct, and execute a well-formed academic essay through a series of essay assignments and in-class writing exercises.

SEM 105 MWF 02:30–03:20 p.m. Jing Gao 20337 Jessica Sands

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: How to Write a Love Letter—Medieval Advice

What does a medieval love letter look like? How did medieval authors express their affection? And how can we learn from them to improve our own writing? In this class love is defined broadly to include romantic, familial, spiritual, friendly, and other types of love. We will read examples of medieval love letters, such as those by the famous lovers Heloise and Abelard, and explore how love letters can be both emotionally raw and rigorously literary. We will learn what makes an effective argument, how to evaluate evidence, and how to organize our thoughts. Written assignments will span creative and academic styles of writing, including composing your own medieval love letter, preparing statements for in-class debates, and writing a final research paper.

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Medieval Allegories and Fables

Allegories (think *Aesop's fables* or Orwell's *Animal Farm*) use entertaining stories about, say, wily foxes or talking pigs to address complex and often controversial matters such as social mores or political critique. Allegories were especially popular in the pre-modern world, and we will examine why and how writers used this mode of writing to comment upon pressing religious, ethical, and political issues. What rhetorical opportunities does allegory provide for addressing hot topics? We will explore this central question by reading allegories about theological debates, unjust imprisonment, the meaning of life, the nature of the human mind, and women's issues. Students will develop their reading and writing skills by completing four formal essays, engaging in regular informal writing, and crafting their own allegory.

SEM 102 TR 11:40–12:55 p.m. Savannah Caldwell 20118 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Medieval Crossdressings

The word “habit” can refer to both what we wear and what we do—so what does it mean to take up or put on a new habit? To what extent does what we wear correlate with what we do and who we are? This course will explore the symbolic and transformative power of dress through various medieval cross-dressings and their afterlives. By reading texts such as saints' lives, the poetry of Marie de France, and the *Roman de Silence*, we will examine medieval conceptions of gender, sexuality, class, and humanity. Students will develop their writing and research skills through short essays that culminate in a research project in which students will engage with medieval literature and modern scholarly criticism.

SEM 103 MWF 11:15–12:05 p.m. Jordan Chauncy 20119 Andrew Hicks

MEDIEVAL STUDIES 1101

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

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

SEM 104 TR 10:10–11:25 a.m. Alexa Gall 20120 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Medieval Love Songs

Modern pop songs reveal how passionately, and how strangely, people act when they're in love. A glance at the past suggests that maybe humans have always been fools in love. But what were medieval love songs about? Would we even recognize them as love songs? What kind of love do they express? Are they comparable to modern love songs? And can you write a better love song than a twelfth-century bard? This course will explore these questions through five essays and creative writing assignments that will develop skills in thinking critically about short texts through close reading and comparative analysis.

SEM 105 MWF 12:20–01:10 p.m. Marijke Perry 20121 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Conjuring Horror in Medieval Literature

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

SEM 106 MWF 01:25–02:15 p.m. Ryan Randle 20122 Andrew Hicks

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, universities, trade guilds, and letter writing provided context for intimate personal and long-distance relationships, even as urbanization, expanding horizons, and a deluge of new ideas created a challenging sociological space analogous to our own. The course surveys ancient writers like Aristotle and Cicero, before tracing the ways the pagan inheritance took root in a Christian milieu. Analytic and creative writing exercises will teach students to engage poetry, art, architecture, and epistolary correspondence as a means of finding their own voice in the polyphony of history.

SEM 107 TR 08:40–09:55 a.m. Zachary Thomas 20123 Andrew Hicks

MATERIALS SCIENCE & ENGINEERING 1700

Scientific Breakthroughs: Reality or Hyperbole?

Scientists excitedly announce their latest result—"it's a breakthrough!"—and science journalists and others proclaim that the breakthrough will revolutionize our lives. But is it so? Or are they speculating, exaggerating, or complicit in fraud? Some scientific breakthroughs do change our lives (CRISPR-Cas9) while others fade away ignominiously (Theranos). Case studies will help us develop a critical eye: we will read red-hot announcements along with dispassionate retrospectives, identifying the signs that distinguish flimsy or inflated claims from solid and credible statements. To detect hype we need only common sense and logical reasoning, not specific or deep scientific expertise. Using carefully constructed and richly argued essays, along with dialogues and speeches, we will interpret and assess the claims of some prominent examples of trumpeted breakthroughs.

SEM 101 MWF 02:30–03:20 p.m. R. Bruce van Dover 20134

MUSIC 1701

Sounds Sense and Ideas: Who Run the World? Girls—Pop Music, Gender and Media

Is Cardi B and Megan Thee Stallion's "WAP" video an empowering anthem or an objectifying spectacle? Can artists like Harry Styles and Bad Bunny truly "redefine" masculinity? This course asks how feminist or queer resistance might be possible within the mainstream pop music world. During our course, we will apply theoretical concepts from media studies and feminist, gender, and sexuality studies to critically analyze works by Madonna, Miley Cyrus, Beyoncé, Kim Petras, Lil Nas X, Britney Spears, and Missy Elliott (to name a few) with particular attention given to their use of mass media. Some theoretical topics to be discussed include appropriation, queer-baiting, post-feminism, and intersectionality. Students will develop skills in writing music journalism, cultural criticism, digital ethnography, and historical research.

SEM 101 TR 11:40–12:55 p.m. Clara Valenzuela 20135 Annie Lewandowski

MUSIC 1701

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

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

SEM 102 MW 11:40–12:55 p.m. Annie Lewandowski 20136

NEAR EASTERN STUDIES 1916

City and Forgetting

This seminar will explore the global phenomenon of urbanism across different historical and geographical contexts. Students will collaboratively develop creative and critical insights regarding cityscapes through writing assignments and classroom discussions, considering cities as multilayered spaces of forgetting and erasure, with complex relationships to the historical past. Students will explore how cities—and sounds that reverberate throughout urban spaces—also make other perceptions of time and space possible. These urban sounds and other media sometimes make those forgotten layers of the past discernible, further revealing alternative forms of social interactions and relations.

SEM 101 MW 08:40–09:55 a.m. Re'ee Hagay 20559 Jessica Sands

NEAR EASTERN STUDIES 1945

The Search for the Historical Muhammad

As the founder of Islam, Muhammad is one of the most influential figures in history. An important source for his life is the *Sira* of Ibn Ishaq (d. 761) as redacted by Ibn Hisham (d. 833), a biography that opens with Muhammad's birth in 570 and ends with his death in 632. In this seminar we will read and discuss selected episodes in the *Sira* from a literary-historical perspective, with special attention to biblical and post-biblical themes and motifs that contributed to shaping the image of Muhammad as a holy man and prophet. Students will write short essays on specific episodes in Muhammad's life—e.g., his birth, Night Journey to Jerusalem, hijra to Medina, and death.

SEM 101 TR 08:40–09:55 a.m. David Powers 20146

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. The presence of consent merely tells us that the sex in question is legal, not whether it was ethical. We'll discuss the ethics and politics of sex and desire. What makes sex good or bad? How is sex connected to love and romance? What are appropriate expectations for romantic relationships? What kinds of relationship models work best? Can short-term relationships be successful? Should romantic love lead to marriage? We'll study these issues through the discipline of philosophy, which emphasizes the importance of clear and concise writing, which will in turn will make you a stronger, clearer thinker.

SEM 101 MW 11:40–12:55 p.m. Adriene Takaoka 20156

PHILOSOPHY 1110

Philosophy in Practice: Feminism for All Genders

It's commonly thought that feminism is the domain of women, but gender equality will only be possible through concerted collective action among people of all genders. In this course you'll come to understand what feminism is and why it's important for people of all genders. Strong patriarchal norms devalue female-coded practices, such as work and fashion. This oppresses women and gender non-conforming people, and it also harms men by prescribing restrictive masculinity norms. We'll explore topics such as biological essentialism, misogyny, masculinity, transgender issues, gender identity, gendered norms, gendered fashion, gendered work, and pornography. We'll study these issues through the discipline of philosophy, which emphasizes the importance of clear and concise writing, which will in turn will make you a stronger, clearer thinker.

SEM 102 TR 11:40–12:55 p.m. Adriene Takaoka 20157

PHILOSOPHY 1111

Philosophical Problems: Moral Relativism and Moral Skepticism

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

SEM 101 TR 11:40–12:55 p.m. Theo Korzukhin 20159

PHILOSOPHY 1111

Philosophical Problems: Framing—The Ethics and Politics of Art

Artworks frequently shock, repel, disgust, move, or invite us, but these reactions are rarely granted more than a few moments of reflection. Rarer still do students write about these reactions at length, as the reactions might be contained in a comment or a tweet about a new song or a controversial video game. But by writing about these reactions at length, contextualizing the ethical and political questions which might arise, and exploring the thoughts and questions which arise, students can reflect and revise at length on a number of pressing ethical questions. Writing, therefore, becomes integral to the study of this subject as a measure through which students can reflect on complicated ethical and political questions underlying artworks.

SEM 102 MWF 08:00–08:50 a.m. Bianca Waked 20160 Scott MacDonald

PHILOSOPHY 1111

Philosophical Problems: Nietzsche's Genealogy on Morality

In this course we will read Nietzsche's *Genealogy of Morality* and discuss some of his most influential ideas such as the slave revolt, *ressentiment*, morality as a form of asceticism, and the will to nothingness. We will try to understand these ideas in their historical context as well as in term of their philosophical merit. The writing work will include five papers, expository as well as argumentative.

SEM 103 MWF 12:20–01:10 p.m. Sofi Jovanovska 20304

SEM 104 MWF 02:30–03:20 p.m. Sofi Jovanovska 20305

PHILOSOPHY 1112

Philosophical Conversations: Borders, Immigration, and Citizenship

We become citizens by being born to citizens or by being born within the relevant territory. But in other cases our rights do not depend on where, and to whom, we are born. Why is citizenship different? And what justifies national borders in the first place? Citizens are often thought to have the right to keep people out of their country. Why do they have this right, if they do? And may they use force to enforce it? Your writing on these issues will

aim at good argumentative practices. Accordingly, you will work on careful, charitable analysis of textual arguments, considering and responding to counterarguments, and explaining your reasoning. A clear, concise, and inviting prose style will be emphasized.

SEM 101 MW 01:25–02:40 p.m. Benjamin Yost 20161

PHILOSOPHY 1112

Philosophical Conversations: Philosophy of Fun :)

What is fun? How does one have fun? These aren't just questions posed by an overworked student; they're rich philosophical questions to explore. In this class we'll engage with moral theories like hedonism, epicureanism, and utilitarianism, and learn why Plato supports getting drunk as a way to have fun when done well, and why he thinks it's dangerous when done poorly. We'll study contemporary philosophy of games and sports, and learn why games and sports are fun, partly by playing games ourselves. We'll learn how writing is like a game, and how it can be fun, too. Readings will consist mainly of contemporary philosophical articles, and students can expect to engage with in-class worksheets, peer-review sessions, short writing assignments for homework, and five essays.

SEM 102 TR 02:55–04:10 p.m. Barbara "Bobbi" Cohn 20162 Scott MacDonald

PHILOSOPHY 1112

Philosophical Conversations: Philosophy of Artificial Intelligence

Artificial Intelligence (AI) is a topic that has reached surprising levels of popularity. It is a topic with pronounced effects on the lives of academic researchers and laypersons, alike. With this newfound popularity, we are only beginning to recognize the challenges that it presents, such as autonomous vehicles driving on the wrong sides of streets, machines that naturally converse while having no apparent form of consciousness, and machines that seem to "think" in a way that outstretches our own computational capacities. We will think about the philosophical commitments that have given rise to these challenges, and how we might address them. We will become familiar with cognitive science, the history of philosophy, linguistics, and logic.

SEM 103 MW 02:55–04:10 p.m. Lavaris McCellion 20163 Scott MacDonald

PHILOSOPHY 1112

Philosophical Conversations: Ancient Greek and Roman Skepticism

What is knowledge and is it possible? Can we live without knowledge or even belief? From the Third Century BCE to the Fifth Century CE, the Greco-Roman world was riven by a debate over skepticism, the thesis that nothing can be known or perhaps even believed. We will explore the two principal varieties of ancient skepticism: Academic Skepticism, developed by Arcesilaus and Carneades, and Pyrrhonian Skepticism, best represented by the works of Sextus Empiricus. We will also examine the early work of Augustine of Hippo, a philosopher writing at the twilight of the Roman Empire, who famously argued against the skeptics. In this course we will reconstruct, evaluate, and closely scrutinize various arguments both for and against skepticism.

SEM 104 MW 11:40–12:55 p.m. Vikram Kumar 20164 Scott MacDonald

PHILOSOPHY 1112

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

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

SEM 105 MW 08:40–09:55 a.m. Timothy Kwiatek 20165

PHILOSOPHY 1112

Philosophical Conversations: Ethics and Moral Psychology in Technology

Why do people fear artificial intelligence (AI)? Could AI develop the kind of agency we might praise or blame? Could it be morally responsible? Or are any consequences just the responsibility of programmers? Can AI be taught moral principles? Can we outsource emotional labor to AI? What is it about communication on the internet that makes it spiral out of control so quickly? When you “like” a post, does that constitute praise? When you leave a mean comment, can that constitute blame? This course will focus on questions such as these that emerge at the intersection of ethics, moral psychology, and modern technology. We will read interdisciplinary sources on this subject and will focus on learning to think, communicate, and especially write clearly about it.

SEM 106 TR 08:40–09:55 a.m. Timothy Kwiatek 20166

PHILOSOPHY 1112

Philosophical Conversations: Ancient Greek and Asian Philosophy

From ancient Indian Buddhist Temples, to the Greek Agoras, and Confucian temples of China, this class explores ancient Grecian, Buddhist and Confucian responses to questions about how to live, the mind and soul, piety, good and evil and more. Engaging the works of thinkers like Plato and Aristotle, along with sayings of the Buddha and Kongzi themselves, and the writings of their dedicated students, students will improve their ability to analyze and think critically about historical texts. Students will also learn to clearly and concisely express their thoughts and understanding in analytical, comparative, and argumentative writing. Ultimately, students will break down intellectual barriers by participating in both eastern and western ways of thinking to communicate about age-old questions in new and insightful ways.

SEM 107 TR 08:40–09:55 a.m. Brianna Zgurich 20167

PHILOSOPHY 1112

Philosophical Conversations: Asian Philosophy

The Buddha and Kongzi were philosophizing before the renowned Socrates was even born! How best to live one’s life, conceive of life, death, humanity, and obligation formed the basis of a rich intellectual tradition of religion and philosophy in Asia. This class appreciates and engages with Indian, Chinese, and Japanese philosophy from Sayings of the Buddha to Confucian Analects and even the father of manga himself: Tezuka Osamu’s graphic novels. Through engagement with different philosophical traditions, students will improve their ability to think critically, learn to clearly and concisely express themselves analytical, comparative, and argumentative writing, and derive contemporary significance from these views. Ultimately, students will break out of traditionally western intellectual ways of thinking and communicate about age-old questions in new and insightful ways.

SEM 108 TR 01:25–02:40 p.m. Brianna Zgurich 20168

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 109 TR 10:10–11:25 a.m. Erin Gerber 20306

PERFORMING & MEDIA ARTS 1104

Gender and Crime: The Case of the Female Detective

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

SEM 101 MW 11:40–12:55 p.m. Aoise Stratford 20685

PERFORMING & MEDIA ARTS 1119

Utopias

Imagine a world with no war, violence, or injustice. For centuries, storytellers have envisioned such utopias. This course examines the powerful allure perfected tomorrowlands exert, especially over trans, queer, feminist, disabled, and BIPOC imaginaries. Considering race and ethnicity, the environment, class divides, forms of gender and sexuality, disability, and the role of technology, we will transport to various utopias appearing in speculative fiction texts, including: *Brave New World*; *I, Robot*; *The Giver*; *Never Let Me Go*; *Black Mirror*; *Buffy the Vampire Slayer*; and *Utopia Falls*. As we explore, we will develop a utopian critical vocabulary. Supplemented by theoretical texts, students will engage in critical and creative writing formats including research essays, stylistic imitations, and a project imaginatively representing a utopia of their own design.

SEM 101 MW 08:40–09:55 a.m. Joshua Cole 20499

Due to the overlap in material, you will not receive credit for this class if you have previously taken FGSS 1119 (Fa21)

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 08:40–09:55 a.m. Joshua Cole 20496

PERFORMING & MEDIA ARTS 1161

Food and the Media

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

SEM 101 TR 11:40–12:55 p.m. Ellen Gainor 20179

PERFORMING & MEDIA ARTS 1171

Paraiso Infernal: Caribbean and Diasporic Contemporary Art

What is paradise? Is it a cruise through the Bahamas? Or an all-inclusive stay in Punta Cana? Is paradise the same for those who must live where you vacation? Artists have been tackling these questions for years and its time for us to think and write with them. In this writing seminar we will look at contemporary art produced by artists from the Caribbean and its diasporas, alongside theories on blackness, aesthetics, decolonization, and queerness. You will learn to use words to capture art and place it in dialogue with the theory, novels, and movies seen in class. By the end of the semester, be it by reading Jamaica Kincaid or experiencing Joiri Minaya's pieces, you will understand "What is paradise?."

SEM 101 TR 10:10–11:25 a.m. Gina Goico 20180 Beth Milles

PERFORMING & MEDIA ARTS 1174

Backcountry Onstage: Theatre in and of Rural America

The 1920s saw the transition in the United States from being a majority rural nation to a majority urban one. A century later, though rural populations have shrunk, their symbolic space on the American stage has continued to loom large. From Thornton Wilder's *Our Town* to Samm-Art William's *Home* to John Cariani's *Almost, Maine*, bucolic valleys, forests, fields, and small towns have proved fertile ground for American dramatists of the last century to investigate questions of politics, identity and belonging. Students will read, watch, and even perform plays and engage in dramatic and historic analysis of rural life in the United States. Through writing analytic essays, personal reflections, research papers, and creative dramatic texts, students will hone their skills in rhetoric, research, and revision.

SEM 101 TR 08:40–09:55 a.m. Andrew Colpitts 20201 Beth Milles

PERFORMING & MEDIA ARTS 1175

Hell is a Teenage Girl: Terror and Turmoil of Girlhood in Horror Films

"Hell is a teenage girl" are the first words uttered by Anita Lesnicki in the 2009 comedy-horror *Jennifer's Body*. In this course we will analyze how various themes and experiences of girlhood are explored in horror films. In conjunction with watching films, we will read introductory texts in feminist studies to contextualize how sexuality (and all its expressions), negative emotions (such as anger or disgust), and living in a gendered body can help us elucidate other textual or aesthetic meanings in the films we will watch.

SEM 101 TR 02:55–04:10 p.m. Syeda Hira Mahmood 20202 Beth Milles

PSYCHOLOGY 1120

Psychology and Law

How can psychology research inform legal decisions and the way the legal system operates? In this course we will answer this question by exploring how social and cognitive psychology intersect with the law. Students will consider both what psychology research can tell us about the law and how it can be implemented into legal decisions. We will read both classic and recent psychological research pertaining to issues in the law and legal documents that rely upon psychological research. Through various writing assignments students will learn to examine scientific research, use empirical evidence to support arguments, and critically analyze research. Topics may include jury decision-making, eyewitness testimony, race and the law, gender and the law, competency to stand trial, and plea bargaining.

SEM 101 MW 08:40–09:55 a.m. Daniel Bialer 20204 Kelly King-O'Brien

PSYCHOLOGY 1140

History of Psychology

The pursuit of psychological understanding is as old as humankind. From the speculations of the ancient Greeks to The Scientific Revolution in the sixteenth century, and to the empirical research of Psychology today, theories of the human mind and behavior have gone through many developments. How have cultural, religious, economic, and political factors influenced the development of psychological knowledge? What psychological theories in the past still shape our assumptions about people today? In this seminar we will discuss the history of psychology, by reading from both scientific as well as fictional texts. Students will summarize, compare, evaluate, and apply different psychological theories in their writing assignments.

SEM 101 TR 08:40–09:55 a.m. Vivian Zhang 20205 Kelly King-O'Brien

ROMANCE STUDIES 1102

The Craft of Storytelling: Spiritual Autobiography

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

SEM 101 MW 07:30–08:45 p.m. Cary Howie 20175

ROMANCE STUDIES 1102

The Craft of Storytelling: Transgressive Bodies in Latin American Writing and Film

Despite being historically invisibilized, women's literary and artistic production in Latin America has gained tremendous strength and relevance in the past decades. This seminar proposes an imaginative and critical approach to a selection of poems, short stories, graphic novels, and some films and paintings by contemporary woman artists from México, Argentina, Colombia, and Perú. What alternative gaze do they bring us on transgressive, diverse, and resilient bodies and subjects --the queer, the sexualized, the racialized--? All the readings and viewings will serve as excuses to explore expository, argumentative, and creative modes of writing. The purpose is to become cocreators of the possible meanings of the work of art, understanding writing as both a personal and collaborative process. Students of all genders are welcome to join this community!

SEM 103 TR 02:55–04:10 p.m. Juliana Torres Forero 20177 Irene Eibenstein-Alvisi

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 104 MW 11:40–12:55 p.m. Elise Finielz 20307

SEM 105 MW 01:25–02:40 p.m. Elise Finielz 20308

ROMANCE STUDIES 1108

Cultural Identities/Cultural Differences: The Divided Cities: Rio de Janeiro and Mexico City

In the last decades, Mexico and Brazil endured social and political hardships that shaped their respective cultural landscapes. Through a panoramic overview of cultural production (literature, film, and documentaries) this course aims to explore the urban centers of Rio de Janeiro and Mexico City as case studies that dialogue on socio-political issues such as race, class, gender, and marginality. The class will introduce students to the works of contemporary figures such as Clarice Lispector, Elena Poniatowska, Cristiane Sobral, Alfonso Cuarón, Rubem Fonseca, and Daniel Saldaña-París. Through writing assignments like reflections and essays, the student will develop the necessary tools to express themselves in writing and be able to talk about two of the most misunderstood cities in Latin America today.

SEM 101 MW 07:30–08:45 p.m. Andy Barrientos-Gómez 99999

SEM 102 TR 01:25–02:40 p.m. Andy Barriento-Gómez 88888

ROMANCE STUDIES 1109

Image and Imagination: A Thousand Words—Writing Images

Poems based on paintings, illustrated books, photo-journals, narratives with embedded pictures... Words often seem to require images to illustrate them; conversely, images gear toward words for explanation and contextualization. What is there in this tension? By writing about images (from painting, photography, film, and digital media) and the words engaging them, you will refine your understanding of this relationship between pictures, poems based on paintings, illustrated books, photo-journals, narratives with embedded pictures... Words often seem to require images to illustrate them; conversely and text. Students will write personal journals, piece reviews from visits to the museum and archives at Cornell, reflexive responses, and critical essays. Readings from global literature (poems and short stories), visual studies, and cultural journalism will provide you with an expressive language that will help you asses image-writing in its historical, social, and industrial contexts.

SEM 101 MWF 11:15–12:05 p.m. Paulo Lorca 20178 Irene Eibenstein-Alvisi

ROMANCE STUDIES 1113

Thinking and Thought: Dante's Examined Life

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

SEM 101 MWF 09:05–09:55 a.m. Irene Eibenstein-Alvisi 20188

SEM 102 MWF 10:10–11:00 a.m. Irene Eibensein-Alvisi 20189

ROMANCE STUDIES 1113

Thinking and Thought: Collaboration/Resistance—France 1940-44

France during World War II was a defeated nation with an occupying foreign (German) army. The reaction of the French to occupation has been a source of controversy until today. We will explore this controversy in a series of films that depict various reactions in a country occupied by a hostile foreign force; how some collaborated with the new regime, how some resisted and how the great majority just sought to survive. What are the moral and ethical choices these films reveal? Students will be encouraged to write essays on the different films trying to explain the “internal” choices of the characters while at the same time presenting their own moral dilemmas to each situation.

SEM 103 TR 02:55–04:10 p.m. Mitchell Greenberg 20190

ROMANCE STUDIES 1113

Thinking and Thought: On Love

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

SEM 104 MWF 09:05–09:55 a.m. Itziar Rodriguez de Rivera 20191

SEM 105 MW 10:10–11:25 a.m. Itziar Rodriguez de Rivera 20192

ROMANCE STUDIES 1113

Thinking and Thought :The Sick, Sickly and Sickening—Disturbed Bodies in Fiction

Our bodies play a central role in the experiencing and perception of daily life. But what happens when they become disturbed? When illness, hunger, pain, desire, or substances alter our bodies making them sick, sickly, and sickening? Following these questions, we will be looking at contemporary texts, in which altered and disturbed bodies become the protagonists of the stories. Authors may include Samanta Schweblin, Mariana Enriquez, Ottessa Moshfegh, and more. The written assignments for the students include formal texts, a film review, creative texts, diary entries, and summaries. Through these, they will analyze, compare, and contrast the different ways in which recent literature explores the role of narrative in reflections around altered bodies and they will complement these exercises with their own viewpoints and experiences.

SEM 106 MWF 10:10–11:00 a.m. Rosamaria Duran 20193 Irene Eibenstein-Alvisi

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, politics, and geography. The course will cover various animal species in fiction films, documentaries, and animated movies. In some motion pictures, animals will be central, in others more peripheral. Students will learn how to compose a film review, come up with a good research question, and assess sources of information. The class includes guest speakers and field trips to Cornell barn and museum. All movies are digital for students to watch in their free time. The course is listed as “sustainability inclusive” by Cornell Campus Sustainability Office.

SEM 101 TR 10:10–11:25 a.m. Ewa Bachminska 20194

SOCIOLOGY 1120

Educational Inequality and Reform Efforts in the U.S.

Do schools ameliorate or perpetuate social inequality in our society? What education interventions are poised to make the biggest impact for students and their achievement? This course will explore the history of K-12 education in the U.S. with an emphasis on reform efforts taken over the past four decades and during the coronavirus pandemic. We will draft and revise papers on topics such as: the achievement gap; vouchers, school choice, and charter school systems; standardized testing and school accountability; and alternative teacher licensure programs like Teach for America. This course will equip students with the skills to interpret social science research, write compelling academic papers, and craft informed responses to arguments in the news or popular media about schooling and society.

SEM 101 MW 01:25–02:40 p.m. Alexandra Cooperstock 20198 Kelly King-O'Brien

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 MWF 01:25–02:15 p.m. Itziar Rodriguez de Rivera 20200

SCIENCE & TECHNOLOGY STUDIES 1123

Technology and Society: History of Artificial Intelligence

At the beginning of 2023, ChatGPT dominates discussions about potential of AI to replace human's intelligence. But what does intelligence mean for a machine? This course aims at sketching an outline of the history of AI, where various narratives, imaginaries, methodologies, and constructions of AI were involved. The concept of AI is just as rich as the concept of intelligence, which is highly flexible and dynamical throughout the history. By the end of the course, we will come to understand the field of AI as a dynamical realm constructed/influenced by the socio-political context. Also in this course, you will learn how to critically engage with academic articles, propose an interesting research question, and finish a research paper on topics related to the history of AI.

SEM 101 MW 07:30–08:45 p.m. Jiuheng He 20203 Kelly King-O'Brien

WRITING 1370

Elements of Academic Writing: Writing about Place

How do the places we live shape our experience of the world? What stylistic choices have other writers used to convey a sense of place, and how can we learn from these techniques? In this class we will use the concept of place to explore a range of essay topics. Using ethnographic techniques like participation and observation, students will work to write their own ethnography of a place. The WRIT 1370/80 classroom is a dynamic workspace where students collaborate with peers to pose questions, examine ideas, and share drafts. With smaller class sizes and weekly student/teacher conferences, WRIT 1370/80 provides an individualized setting for students to learn flexible and sustainable strategies for studying 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 10:10–11:25 a.m. Scott Sorrell 20206

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

WRITING 1370

Elements of Academic Writing: Scrolling, Posting, Liking—Studying Social Media's Grasp

How does the use of social media apps, like Twitter, Instagram, and TikTok, influence how we think, feel, and engage with the world around us? Beyond the personal effects, how are social media controversies around content moderation, politics, or activism shaping society? We will analyze social media and our experiences with it as well as summarize and synthesize different perspectives and research to come to our own conclusions about social media's influence. The WRIT 1370/80 classroom is a dynamic workspace where students collaborate with peers to pose questions, examine ideas, and share drafts. With smaller class sizes and weekly student/teacher conferences, WRIT 1370/80 provides an individualized setting for students to learn flexible and sustainable strategies for studying 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 11:40–12:55 p.m. Kate Navickas 20207

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 1370

Elements of Academic Writing: The Long Game—Choices for a Healthy Life.

Living longer without living better doesn't make much sense. Have you been interested in health and wellness for years? Or do you have a newfound curiosity about longevity? This writing seminar teaches essential academic writing skills on topics that help us live healthier and longer lives. Inspired by medical authors like Dr. Peter Attia, MD, we will reflect upon our personal health choices: nutrition, exercise, mental health, and sleep and discover ways to improve them. *This course is ideal for multilingual, international, and refugee students. The WRIT 1370/80 classroom is a dynamic workspace where students collaborate with peers to pose questions, examine ideas, and share drafts. With smaller class sizes and weekly student/teacher conferences, WRIT 1370/80 provides an individualized setting for students to learn flexible and sustainable strategies for studying 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 11:40–12:55 p.m. Jessica Sands 20208

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

WRITING 1370

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SEM 104 MW 01:25–02:40 p.m. Jessica Sands 20209

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

WRITING 1370

Elements of Academic Writing: 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 WRIT 1370/80 classroom is a dynamic workspace where students collaborate with peers to pose questions, examine ideas, and share drafts. With smaller class sizes and weekly student/teacher conferences, WRIT 1370/80 provides an individualized setting for students to learn flexible and sustainable strategies for studying 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 10:10–11:25 a.m. Brad Zukovic 20210

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 1370

Elements of Academic Writing: Food for Thought

How does the food on your table tell a story about you, your family, your community, your nation? How do we make food choices, and how are these choices complicated by the cultural, socio-economic, and political forces that both create and combat widespread international hunger and food insecurity? The WRIT 1370/80 classroom is a dynamic workspace where students collaborate with peers to pose questions, examine ideas, and share drafts. With smaller class sizes and weekly student/teacher conferences, WRIT 1370/80 provides an individualized setting for students to learn flexible and sustainable strategies for studying 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 11:40–12:55 p.m. Tracy Carrick 20211

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 1370

Elements of Academic Writing: Writing Back to the News

Students will ensconce themselves in debates raging within the contemporary news media—such as politics, conflicts within higher education, gender equality, international crises, American popular culture—and will write about contemporary controversies to different audiences in a variety of mediums, such as argumentative essays, investigative pieces, and blog posts. The WRIT 1370/80 classroom is a dynamic workspace where students collaborate with peers to pose questions, examine ideas, and share drafts. With smaller class sizes and weekly student/teacher conferences, WRIT 1370/80 provides an individualized setting for students to learn flexible and sustainable strategies for studying 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 02:55–04:10 p.m. Kelly King-O'Brien 20212

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 1370

Elements of Academic Writing: Data, Environment, and Society

From smartphones to satellites to backyard air quality monitors, new technologies generate vast quantities of data about humans and our environments. Data optimists believe our unprecedented capacity to create information will allow us to address tough social and environmental problems. But big data also raise new questions: what can data tell us, and what are its limits? Who controls data, and what do they do with it? In this course, we will explore the social and technological processes that produce data, and how data shapes contemporary environmental problems. Students will write with and about data, develop evidence-based arguments, and practice communicating for different audiences. The WRIT 1370/80 classroom is a dynamic workspace where students collaborate with peers to pose questions, examine ideas, and share drafts. With smaller class sizes and weekly student/teacher conferences, WRIT 1370/80 provides an individualized setting for students to learn flexible and sustainable strategies for studying 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 10:10–11:25 a.m. Ewan Robinson 20634

SEM 109 MW 01:25–02:40 p.m. Ewan Robinson 20635

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 1420

Research and Rhetoric: A Sustained Research Writing Adventure

Drawing upon personal experiences and interests, students will select their own topic and compose a research portfolio that highlights significant analytic research. We will explore the Cornell Library gateway to develop college-level research skills: using databases, evaluating information, and engaging responsibly with sources to produce effective academic writing. Students will learn strategies for summarizing, analyzing, synthesizing and acknowledging sources; developing a thesis that emerges from research; and for talking about the process of research and writing. The Writing 1420 classroom will function as a dynamic workspace in which students will collaborate with peers to workshop writing, evaluate sources, brainstorm connections between sources and emerging ideas, analyze evidence, and even do some in-class writing. This course is especially appropriate for students interested in building academic research and writing skills with an eye toward advanced projects.

SEM 101 MW 02:55–04:10 p.m. Kate Navickas 20215

WRITING 1450

Communicating Big Ideas: Climate Change Rhetoric

Record heat and historic floods, epic droughts and raging wildfires. These are just a few examples of how the world is changing due to anthropogenic (or human-induced) climate change. increasingly being In this class we will read and write about issues of environmental justice from different genres and disciplinary perspectives. Some of the questions we will address include: how scientists talk to policy makers, how young people connect to the natural world and each other, how indigenous people make use of traditional knowledge to keep the land in balance, and how people across the globe speak out for climate justice.

SEM 101 TR 02:55–04:10 p.m. Scott Sorrell 20309