

Fall 2025 First-Year Writing Seminars

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

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

Monday, Wednesday, and Friday 02:30-03:200 pm

ROMS 1114 SEM 101 Semiotics

Monday, Wednesday, and Friday 12:20-01:100 pm

ROMS 1102 SEM 101 The Craft of Storytelling: The Story and the Self—Race, Gender, Agency and Postcolonial Narratives

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

COML 1105 SEM 102 Books with Big Ideas

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

ANTHR 1101 SEM 101	Culture, Society, and Power: Canoe Cultures in America—Commerce, Conquest, Contradictions
ARCH 1901 SEM 101	Building to Extract: Architecture and Natural Resources
ARCH 1901 SEM 102	The Rural Experiment(s)
ENGL 1160 SEM 101	Intersections: Race, Writing, and Power
ENGL 1170 SEM 107	Short Stories
ENGL 1183 SEM 105	Word and Image
HIST 1200 SEM 106	Saltwater Histories: Seas around Modern Asia, Eighteenth-Twentieth Centuries
NTRES 1200 SEM 103	Writing About Local Nature

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

CLASS 1531 SEM 101	Greek Myth
COML 1105 SEM 106	Books with Big Ideas
ENGL 1105 SEM 101	Writing and Sexual Politics: Discovering Desire
ENGL 1125 SEM 101	Climate Change and Communications
ENGL 1160 SEM 106	Intersections: Race, Writing, and Power
ENGL 1167 SEM 105	Reading Now
ENGL 1170 SEM 104	Short Stories
ENGL 1183 SEM 107	Word and Image
ENGL 1191 SEM 101	British Literature: Jane Austen Made Me Do It
FGSS 1100 SEM 102	Punk Rock Feminism: Riot Grrrl, Community and the Archive
GERST 1122 SEM 101	Love and Death in Vienna

MEDVL 1101 SEM 108	Aspects of Medieval Culture: Conjuring Horror in the Premodern
ROMS 1102 SEM 102	The Craft of Storytelling: Decameron

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

ANTHR 1101 SEM 105	Culture, Society, and Power: Plants and People—Our Story
COML 1105 SEM 108	Books with Big Ideas
ENGL 1125 SEM 103	Climate Change and Communications
HIST 1200 SEM 105	Movements for Economic Justice in the Modern US
ROMS 1113 SEM 102	Thinking and Thought: Dante's Examined Life

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

BIONB 1220 SEM 104	How To Be A Naturalist
HE 1150 SEM 102	Health Equity: Kinship—Contemporary Perspectives

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

CLASS 1531 SEM 102	Greek Myth
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Monday, Wednesday, and Friday 11:15–12:05p.m.

ENGL 1125 SEM 105	Climate Change and Communications
ENGL 1160 SEM 105	Intersections: Race, Writing, and Power
ENGL 1183 SEM 103	Word and Image
PHIL 1112 SEM 103	Philosophical Conversations: The Nature of Beauty—A Philosophical Inquiry
ROMS 1102 SEM 103	The Craft of Storytelling: Science Fiction in the Caribbean
SPAN 1305 SEM 101	Narrating the Spanish Civil War

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

HD 1125 SEM 102	Writing about Experiences of Female Pain
MEDVL 1101 SEM 107	Aspects of Medieval Culture: Arthuriana through the Ages
SPAN 1305 SEM 102	Narrating the Spanish Civil War

Monday and Wednesday 11:40-12:55 pm

ITAL 1113 SEM 101	Writing Italy, Writing the Self: Jewish-Italian Literature and the Long Twentieth Century
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Monday and Wednesday 08:40–09:55a.m.

ANTHR 1101 SEM 102	Culture, Society, and Power: Epidemic Narratives—From the Plague to COVID
COML 1104 SEM 101	Reading Films
ENGL 1134 SEM 105	True Stories
ENGL 1158 SEM 101	American Voices: New York State in the Nineteenth Century

ENGL 1168 SEM 108	Cultural Studies: Social Justice in Young Adult Literature
GERST 1128 SEM 101	Catastrophe
GOVT 1101 SEM 106	Power and Politics: What does Cornell Owe the World?
MEDVL 1101 SEM 104	Aspects of Medieval Culture: Medieval Images—Art, Experience, and Debate
NTRES 1200 SEM 102	Bravuras of Birds: The Art and Science of Avian Expression
PHIL 1112 SEM 102	Philosophical Conversations: Death and Anxiety in Existentialist Thinking
PMA 1183 SEM 101	Hip-Hop's Global Vibrations (NYC, LA, Southeast Asia)

Monday and Wednesday 10:10–11:25a.m.

BIOEE 1640 SEM 101	Decoding the Language of Life
BIOEE 1640 SEM 102	Conservation and Conflict in the Amazon Rainforest
COML 1105 SEM 105	Books with Big Ideas
ENGL 1111 SEM 101	Writing Across Cultures: The Rules of the Game—Writing Under Constraint
ENGL 1111 SEM 104	Writing Across Cultures: The African Detective Novel
ENGL 1130 SEM 101	Writing the Environment: The Nature of the Sublime
ENGL 1134 SEM 102	True Stories
ENGL 1140 SEM 103	Writing Medicine: Stories of Illness and Healing
ENGL 1160 SEM 104	Intersections: Race, Writing, and Power
ENGL 1168 SEM 104	Cultural Studies: Writing Jazz
ENGL 1168 SEM 105	Cultural Studies: No Spoilers! What Watching TV Tells Us About Victorian Novels
ENGL 1170 SEM 105	Short Stories
GOVT 1101 SEM 102	Power and Politics: American Political Behavior and Public Opinion
HE 1151 SEM 101	Sustainability and Society: High-Tech Textiles and Sustainability
MEDVL 1101 SEM 105	Aspects of Medieval Culture: Worms, Serpents, Dragons, and Maggots
NTRES 1200 SEM 101	Seeing the Forests for the Trees
PHIL 1110 SEM 102	Philosophy in Practice: The Ethics of Belief
PSYCH 1140 SEM 102	The Mind in Revolt: Consciousness, Self, and Society
WRIT 1370 SEM 101	Elements of Academic Writing: Music and Writing—Musical Discourses across Sound and Page

Monday and Wednesday 01:25–02:40p.m.

BIOEE 1640 SEM 103	Sustainability and the Human-Nature Relationship: An Exploration through Science, History, and Personal Experience
BIONB 1220 SEM 102	Sci-Fi/Horror Cinema and Animal Behavior
BIONB 1220 SEM 105	All About Genetics
ENGL 1111 SEM 103	Writing Across Cultures: Literature and Authoritarianism
ENGL 1140 SEM 104	Writing Medicine: Stories of Illness and Healing
ENGL 1167 SEM 102	Reading Now
ENGL 1191 SEM 102	British Literature: Medieval Obsessions
GOVT 1101 SEM 107	Power and Politics: Exploring Clean Energy Transitions
GOVT 1101 SEM 108	Power and Politics: Politics of Outer Space

HE 1152 SEM 101	Technology and Human Flourishing: Writing about Sustainable Fashion Design
PHIL 1111 SEM 101	Philosophical Problems: Moral Relativism and Moral Skepticism
PSYCH 1140 SEM 104	Make Gender with Words
WRIT 1370 SEM 104	Elements of Academic Writing: Writing About Place
WRIT 1370 SEM 105	Elements of Academic Writing: Theories of Happiness

Monday and Wednesday 02:55–04:10p.m.

ENGL 1111 SEM 102	Writing Across Cultures: Much Ado about Rom Coms—Global Shakespeare Adaptations
ENGL 1125 SEM 104	Climate Change and Communications
ENGL 1130 SEM 102	Writing the Environment: Place and Displacement
ENGL 1134 SEM 107	True Stories
ENGL 1140 SEM 105	Writing Medicine: Stories of Illness and Healing
ENGL 1160 SEM 103	Intersections: Race, Writing, and Power
ENGL 1168 SEM 101	Cultural Studies: The Social Fabric of Latinx Sci-Fi
GOVT 1101 SEM 104	Power and Politics: Thinking Earth
PHIL 1110 SEM 101	Philosophy in Practice: Ethics and Employment

Monday and Wednesday 07:30–08:45p.m.

ENGL 1125 SEM 106	Climate Change and Communications
ENGL 1170 SEM 101	Short Stories
ENGL 1183 SEM 109	Word and Image
HIST 1200 SEM 104	A People's History of Contemporary Europe
MEDVL 1101 SEM 109	Aspects of Medieval Culture: A journey through Medieval Paris

Monday and Wednesday 11:40–12:55p.m.

ANTHR 1101 SEM 106	Culture, Society, and Power: Living Together—A Survey of Cities Through Time
ASIAN 1111 SEM 101	Asian Times
ASRC 1843 SEM 101	Africana's Oceans
ASRC 1863 SEM 101	Decolonizing Humanitarianism: Race and Global Activism
COML 1105 SEM 103	Books with Big Ideas
ENGL 1134 SEM 103	True Stories
ENGL 1140 SEM 102	Writing Medicine: Stories of Illness and Healing
ENGL 1167 SEM 103	Reading Now
ENGL 1168 SEM 106	Cultural Studies: No Spoilers! What Watching TV Tells Us About Victorian Novels
ENGL 1170 SEM 102	Short Stories
ENGL 1183 SEM 104	Word and Image
GERST 1170 SEM 101	Marx, Nietzsche, Freud
NES 1931 SEM 101	Jewish Book Cultures: Early Modern Form, Genre, and Gender

PHIL 1112 SEM 104	Philosophical Conversations: Mental Disorder—From Psychiatry to Neurodiversity
WRIT 1370 SEM 102	Elements of Academic Writing: Food for Thought
WRIT 1370 SEM 103	Elements of Academic Writing: Music and Writing—Musical Discourses across Sound and Page

Tuesday and Thursday 02:55-04:100 pm

ROMS 1108 SEM 101	Cultural Identity: Writing on Ruins
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Tuesday and Thursday 10:10-11:255 am

ROMS 1113 SEM 104	Thinking and Thought: Capitalism and the Nineteenth-Century French Novel
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Tuesday and Thursday 08:40–09:55a.m.

ANTHR 1101 SEM 104	Culture, Society, and Power: “Fake Worlds”—Ideology, Artifice, and Deception
ENGL 1183 SEM 106	Word and Image
GDEV 1200 SEM 101	Globalization and National Sovereignty
GERST 1122 SEM 102	Love and Death in Vienna
GOVT 1101 SEM 110	Power and Politics: Papa, What Did You Do in Algeria? On Colonial Past and Present
GOVT 1101 SEM 111	Power and Politics: Is Feminism for Everybody?
HIST 1200 SEM 102	Divided Memory: Understanding History through Civil War
HIST 1200 SEM 103	Darn Tootin'!: Histories of the African American West
LING 1100 SEM 102	Language, Thought, and Reality: Timing the Tale—How Language Shapes Stories
PSYCH 1120 SEM 101	Does Anything Matter? The Psychology of Moral Relativism and Free Will
STS 1126 SEM 101	The “Body” in Medicine and Healing

Tuesday and Thursday 10:10–11:25a.m.

ANTHR 1101 SEM 103	Culture, Society, and Power: Intimacy, Power, and Culture—Multi-media Perspectives
ASIAN 1117 SEM 101	Crafting Religion: Material Culture in Southeast Asia
ASIAN 1118 SEM 101	Power, Protection, and Liberation: Buddhist Paths to Flourishing
ASRC 1825 SEM 101	Educational Innovations in Africa and the African Diaspora
BIONB 1220 SEM 101	Evolution on Islands: How Islands
COML 1141 SEM 101	Animals in Global Cinema: Human and Non-human
ENGL 1125 SEM 102	Climate Change and Communications
ENGL 1160 SEM 102	Intersections: Race, Writing, and Power
ENGL 1170 SEM 106	Short Stories
ENGL 1183 SEM 108	Word and Image
FGSS 1100 SEM 101	Black Feminist Imaginings of Technology
GERST 1121 SEM 101	Writing Berlin

GERST 1126 SEM 101	Philosophies of Violence: Conceptualizations of Force from Kant to Zizek
HE 1150 SEM 101	Health Equity: The Great Indoors—How Architecture and Design Shape Us
LING 1100 SEM 101	Language, Thought, and Reality: The Science of Poetry
MEDVL 1101 SEM 101	Aspects of Medieval Culture: How to Write a Medieval Love Letter
PHIL 1112 SEM 101	Philosophical Conversations: Borders, Immigration, and Citizenship
PMA 1175 SEM 101	Hell is a Teenage Girl: Terror and Turmoil of Girlhood in Horror Films
PSYCH 1120 SEM 102	Does Anything Matter? The Psychology of Moral Relativism and Free Will
STS 1126 SEM 102	The “Body” in Medicine and Healing
WRIT 1370 SEM 106	Elements of Academic Writing: Metaphor in Art, Science, and Culture

Tuesday and Thursday 01:25–02:40p.m.

COML 1105 SEM 107	Books with Big Ideas
COMM 1107 SEM 102	Object Lessons: Communication and Materiality
CRP 1109 SEM 101	Are All Votes Equal? Disenfranchisement and Urban Racism in the USA
ENGL 1130 SEM 103	Writing the Environment: Gardening for Writers
ENGL 1134 SEM 104	True Stories
ENGL 1134 SEM 106	True Stories
ENGL 1167 SEM 104	Reading Now
ENGL 1168 SEM 110	Cultural Studies: Comic Books! Graphic Novels! Transmedia!
ENGL 1183 SEM 101	Word and Image
GERST 1129 SEM 101	Phoniness and Awkwardness
HIST 1321 SEM 101	Post-World War II America: Crisis and Continuity
JWST 1987 SEM 101	Jews on Film: Visible and Invisible
LING 1100 SEM 104	Language, Thought, and Reality: Linguistic Illusions
MEDVL 1101 SEM 102	Aspects of Medieval Culture: Dreams and Visions
PHIL 1110 SEM 103	Philosophy in Practice: Bioethics
WRIT 1370 SEM 108	Elements of Academic Writing: Theories of Happiness

Tuesday and Thursday 02:55–04:10p.m.

BIONB 1220 SEM 103	Bizarre Adaptations
COML 1119 SEM 101	A Taste of Russian Literature
ENGL 1134 SEM 101	True Stories
ENGL 1158 SEM 102	American Voices: Poetry for the People—Language in American Liberatory Movements
ENGL 1167 SEM 101	Reading Now
ENGL 1168 SEM 107	Cultural Studies: Imagining Identity in Fantasy Media
ENGL 1168 SEM 111	Cultural Studies: Comic Books! Graphic Novels! Transmedia!
ENGL 1183 SEM 102	Word and Image
ENGL 1270 SEM 101	Writing about Literature: The Question of Tragedy
HD 1125 SEM 101	Why People Change: Gendered Journeys--Inequality Across the Lifespan
HIST 1200 SEM 101	Gender, Illness, and Body in Imperial China
HIST 1411 SEM 101	Facts, Frauds, and Rumors: (Un)Truth in Western History

MEDVL 1101 SEM 103	Aspects of Medieval Culture: Images in the Margin
MEDVL 1101 SEM 106	Aspects of Medieval Culture: Back to School—Debating in the Medieval University
PMA 1184 SEM 101	Writing Our Minoritarian Selves in(to) the Academy
STS 1126 SEM 103	Social Studies of Medicine
WRIT 1420 SEM 101	Research and Rhetoric: A Sustained Research Writing Adventure
WRIT 1450 SEM 101	Communicating Big Ideas: Climate Change Rhetoric
WRIT 1968 SEM 101	Public Writing: Navigating the News

Tuesday and Thursday 11:40–12:55p.m.

ASRC 1864 SEM 101	Optimism of the Intellect
COMM 1107 SEM 101	Object Lessons: Communication and Materiality
ENGL 1140 SEM 101	Writing Medicine: Stories of Illness and Healing
ENGL 1167 SEM 106	Reading Now
ENGL 1168 SEM 102	Cultural Studies: After the End of the World
ENGL 1168 SEM 103	Cultural Studies: The Animal Question
ENGL 1168 SEM 109	Cultural Studies: Disability and Writing
ENGL 1183 SEM 110	Word and Image
GERST 1127 SEM 101	Writing Sports
GOVT 1101 SEM 105	Power and Politics: Theories of Political Founding
GOVT 1101 SEM 109	Power and Politics: Non-State Governance
LING 1100 SEM 103	Language, Thought, and Reality: How We're Laughter Crafters
MATH 1890 SEM 101	Writing in Mathematics: Creating and Solving Problems—Writing to Do Mathematics
MUSIC 1701 SEM 101	Sounds, Sense, and Ideas: Musical Instruments and Empires
PSYCH 1140 SEM 101	A Baby and Someone: Parental Influence on Infant Development
PSYCH 1140 SEM 103	How Much Does a Soul Weigh? The Scientific Study of Consciousness
WRIT 1370 SEM 107	Elements of Academic Writing: Writing and Artificial Intelligence

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 101 MWF 09:05–09:55 a.m. Adam Arcadi 20510

ANTHROPOLOGY 1101

Culture, Society, and Power: Epidemic Narratives—From the Plague to COVID

Epidemics destabilize biography and history, but they also re-entangle the personal to the social. We constantly struggle to give epidemics meaning, to reinvent social practices, and to keep alive our sense of morality, vulnerability and transcendence through narration. This course will teach scholarly writing by exploring anthropological approaches to epidemics, focused on the process of writing and narrating them. We assert that: (1) Epidemics disrupt ordinary experience, which is manifested in cultural terms; (2) said interrupted cultural experience becomes meaningful by writing, reading and telling (thus, we will also inspect cultural documents: chronicles, novels, films, memoirs). By focusing on the potential of ethnographic writing, we will learn how to write academically, and develop a wider notion of what academic writing could be.

SEM 102 MW 08:40–09:55 a.m. Rogelio Scott Insua 20511 Amiel Bize

ANTHROPOLOGY 1101

Culture, Society, and Power: Intimacy, Power, and Culture—Multi-media Perspectives

Do the bodily and emotional experiences of intimacy vary across cultures? How do your personal experiences speak to social and economic dynamics of relationships like romance and friendship? What makes Intimacy continue to surprise feminist and queer scholars? In this class, we will examine social norms surrounding personal desires, with a particular focus on race, gender, and sexuality. The course content covers a wide range of topics, including sex work, multispecies relationships, and intimate objects, while also providing cross-cultural perspectives. We will learn how to integrate writing with multimedia representation through the exploration of intimacy, particularly by employing ethnographic methodologies to capture its virtual and visual practices and meanings, as well as its political significance across different spaces and times.

SEM 103 TR 10:10–11:25 a.m. Xinlei Sha 20512 Amiel Bize

ANTHROPOLOGY 1101

Culture, Society, and Power: “Fake Worlds”—Ideology, Artifice, and Deception

In a present saturated with deepfakes, AI, and conspiracy theories, what might it mean to be “IRL?” Where, when, and how does the virtual bleed into the real? This seminar explores anthropological and cultural studies texts that document and theorize the fake and hyperreal worlds we live in. If we do inhabit illusory and deceptive worlds, then how can we assess value, interpret quality, and establish trust? Students will analyze fame, performance, and artifice to explore how we script, film, edit, and broadcast our lives as contemporary expressions of what it means to be human. Assignments will play with the persuasive power of brands, celebrity, and advertising on audiences, and students will experiment with different forms of writing to describe and think beyond the normative constraints of a real/fake dichotomy.

SEM 104 TR 08:40–09:55 a.m. Nadav Wall 20513 Amiel Bize

ANTHROPOLOGY 1101

Culture, Society, and Power: Plants and People—Our Story

Are plants social actors? What role do they play in spiritual practices and the formation of sociocultural identities? How do people use plants to create and challenge relations of power and inequality? This course moves beyond the agricultural, biological, and economic roles of plants in sustaining human life to illuminate our complex and multifaceted connections with the vegetal world. Through case studies of plants that have played pivotal roles in human history—such as tobacco, sugar, rice, and rubber—students will explore the intertwined histories of plants and humans. Writing assignments will allow students to apply course concepts and debates to plants of their choice while also encouraging deeper reflection on the course themes and materials.

SEM 105 MWF 01:25–02:15 p.m. Marcos Ramos Valdes 20514 Amiel Bize

ANTHROPOLOGY 1101

Culture, Society, and Power: Living Together—A Survey of Cities Through Time

Cities and city life create unique conditions for both conflict and cooperation. From the beginnings of sedentarism to the current world, the built environment has transformed and conditioned social interactions. This course will carry out a survey of urban life from its foundations to the modern world. Drawing from disciplines such as urbanism and archaeology, as well as literary approaches to the city—from Lefebvre to Borges—students will be exposed to readings from academic and popular media that deal with the idea of the city. Students will develop their writing skills in the style of the humanities and social sciences through engaging the built environment through five essays that will hone their ability to synthesise complex information and create a coherent argument from it.

SEM 106 MW 11:40–12:55 p.m. Rafael Cruz Gil 20515 Amiel Bize

ARCHITECTURE 1901

Building to Extract: Architecture and Natural Resources

This seminar examines the entanglements between architecture and resource extraction. From oil and mining towns to logging camps and hydroelectric projects, architecture has played a pivotal role in shaping extractive economies and their socio-political consequences. The subsoil holds more than materials—it contains histories of colonial control, labor struggles, and environmental change. We interrogate how extraction has influenced urbanization, governance, indigenous resistance, and labor movements. How have these issues reshaped landscapes and communities? How do we engage with their afterlives amid ecological crises? Through readings of scholars such as Murray Bookchin, Timothy Mitchel, Daniel Yargin, Andreas Malm, Stephanie LeMenager, and Eve Blau, students will craft critical and creative responses exploring the intersections of architecture and extraction with themes of labor, environment, and governance

SEM 101 MWF 09:05–09:55 a.m. Ehssan Hanif 20650 Jessica Sands

ARCHITECTURE 1901

The Rural Experiment(s)

As human settlements, the “countryside” often evokes complex feelings oscillating between reverence, nostalgia, and reproach. It has been a canvas for intellectuals to project ideals—simple virtues, communal connections, as well as the foil for modernity’s ambitions. This course will examine various cultural and political imageries centering around the “countryside,” and the corresponding spatial practices ranging from countercultural communes to state-driven villagization programs. Students will engage with government policy briefs, planning handbooks, architectural drawings, art manifestos, and scholarly articles and book chapters to investigate the reconceptualizing and reshaping of rural landscapes for experimenting novel ways of living. Writing assignments include five short analytical essays evaluating experimental rural settlements discussed in class and a final paper proposing a reimagining of the rural space in a chosen locality.

ASIAN STUDIES 1111

Asian Times

Instinctively, we think about time as an objective physical force: linear and irreversible. Yet in the humanities, another way of thinking about time is productive for intellectual discovery—time as a cultural construct, with different shapes and velocities, that underlie the structures of Western and non-Western modernity and social, racial, and gender differences. Did people perceive time in the past the same way we do now? Do Asian societies conceptualize time in the same imagery as Western ones? How do Asian religions, ideologies, and political systems affect popular ideas about time and futurity? In this course you will become familiar with theories of temporality in Asia and learn how to think about time in the historical and cultural context and write about it academically.

SEM 101 MW 11:40–12:55 p.m. Anna Koshcheeva 20548 Jessica Sands

ASIAN STUDIES 1117

Crafting Religion: Material Culture in Southeast Asia

Is a Buddha statue sacred? Are churches built by Christians? In collaboration with the Johnson Museum, we will explore the multiple meanings of religious objects and sites to better understand the lives of communities in Southeast Asia. We will “look” at art pieces that index a religious reality, and “read” them to understand their making, usages, meanings, and contemporary relevance, as objects of devotion (“sacred” contexts), as well as “art” sitting in museums, looked at by tourists, or as “objects” traded for their economic value (“mundane” contexts). We will do free writing, write labels, describe objects' physicality and symbolisms. We will do close readings of articles. You will build on these skills, as you “craft” your final paper with the support of your peers.

SEM 101 TR 10:10–11:25 a.m. Chiara Formichi 20486

ASIAN STUDIES 1118

Power, Protection, and Liberation: Buddhist Paths to Flourishing

Buddhist texts and teachers often refer to “liberation,” and “enlightenment.” But what do Buddhists mean by “freedom”? How do Buddhist thought and practice deal with adversity and address the human need for comfort? Examining Buddhist writings, podcasts, and visual materials, we will explore these questions through different approaches to writing. What makes writing accessible and engaging, a source of power and creativity? How can we describe richly and make our analyses and arguments clear? Our assignments build writerly skills and confidence, exploring summary, description, analysis and argument. We will write in a range of genres including more academic and journalistic pieces. Writing work takes place in and outside of class, through both independent and peer-work, and several assignments are workshopped through multiple drafts.

SEM 101 TR 10:10–11:25 a.m. Anne Blackburn 20483

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 20487

AFRICANA STUDIES AND RESEARCH CENTER 1843

Africana's Oceans

What happens when we think and write from the Africana world's waters? Seas and oceans have, for millennia, been sites and means of crossings, encounters, enslavement, hybridities, globalizations, and different modes of Being, belonging, and becoming. What possibilities unfold when we think about labor, poetry, modes of Relation, blackness, and Africanness not from the histories, governments, economies, and literatures of territories but from the Indian and Atlantic Oceans and the Mediterranean Sea (understanding all of Africana's waters to be intimately connected)? We will explore literature from thinkers including Édouard Glissant, Derek Walcott, Paul Gilroy, Haji Gora Haji, and Yvonne Owuor. In this writing seminar, students will read, engage with, and write about the Africana world(s) from its deepest seas and the relationships, possibilities, and futures they produce.

SEM 101 MW 11:40–12:55 p.m. Sophia Jahadhmy 20494 Jessica Sands

AFRICANA STUDIES AND RESEARCH CENTER 1863

Decolonizing Humanitarianism: Race and Global Activism

Why do some lives receive aid and attention while others are ignored? This seminar explores how race, activism, and global power shape humanitarian responses to crisis. Through case studies like Sudan, Rwanda, and the Democratic Republic of Congo, we'll examine how aid organizations represent communities, and how activism can challenge these narratives. Readings may include Teju Cole, Audre Lorde, and selections from *Humanitarianism in Question*. As a writing seminar, this course helps students strengthen their analytical and argumentative writing through essays, reflections, and research-driven assignments. Students will learn to read critically, ask tough questions, and express complex ideas clearly—skills useful far beyond this class.

SEM 101 MW 11:40–12:55 p.m. Azhar Sholgami 20829 Jessica Sands

AFRICANA STUDIES AND RESEARCH CENTER 1864

Optimism of the Intellect

This seminar will invert Antonio Gramsci's famous phrase, "pessimism of the intellect, optimism of the will." Instead, the seminar will argue that any optimism as it relates to political thought must depart from optimism of the intellect. It is only with and through thinking that it becomes possible to be in the world in a different way. This course focuses on learning about and developing skills in writing. The course expects that the comprehension of the subject matter students will derive from the course readings, enabling the students to demonstrate their analytical proficiency through their writing.

SEM 101 TR 11:40–12:55 p.m. Grant Farred 20830

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Decoding the Language of Life

How do we go from just a few cells to our complex bodies? How is it that I share most of the same genes with the mouse living in my wall, but we look a bit different? In this seminar we will discover the answers to these questions in the science of gene regulation, while building a toolkit to communicate this science to others. We will read and critique excerpts of popular science writing before exploring the nuances of translating recent studies into news articles. Students will practice tailoring their news articles for several different audiences, and assignments will encompass different styles of writing. No prior knowledge of genetics is required.

SEM 101 MW 10:10–11:25 a.m. Jeanne McDonald 20535 Elliot Shapiro

ECOLOGY AND EVOLUTIONARY BIOLOGY 1640

Conservation and Conflict in the Amazon Rainforest

The Amazon Rainforest is Earth's most biodiverse ecosystem and home to many Indigenous peoples. Yet, as global resource demands intensify, extractive industries increasingly threaten both ecological integrity and cultural sovereignty. This seminar explores the intersections of biodiversity conservation, industrialization, and human rights, focusing on conflict between oil companies and the Waorani Indigenous people in the Ecuadorian Amazon. Students will engage with accessible scientific readings, writing guides, and visual media to explore ecological, economic, and cultural dynamics. The course emphasizes strategies for effective expository, narrative, and persuasive writing. Over the semester, students will complete five essays that build progressively upon their newfound knowledge and perspectives. For the final project, students will craft an original essay that may be featured as a blogpost for a conservation nonprofit.

SEM 102 MW 10:10–11:25 a.m. Ethan Duvall 20536 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 MW 01:25–02:40 p.m. Catalina Mejia 20775 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Evolution on Islands: How Islands

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 TR 10:10–11:25 a.m. Raunak Sen 20642 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Sci-Fi/Horror Cinema and Animal Behavior

Science fiction and horror cinema fascinates and terrifies us by playing on our primal fears. It forces the audience to question their preconceived notions about the world and open their minds to biological possibilities they hadn't considered. In this course we will explore the intersection of Sci-fi/horror and basic animal behavior as we examine the aliens, monsters, and mutants of classic films from a scientific perspective. We will watch some of the most influential science-fiction/horror movies of the last fifty years and deconstruct their antagonists with a focus on their fictional behavior and speculative evolution. Students will be asked to read and produce basic scientific writing, persuasive essays, and prose. A background in science, animal behavior or evolutionary theory is not assumed, just an interest in film and the natural world.

SEM 102 MW 01:25–02:40 p.m. Ronald Brown 20643 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

Bizarre Adaptations

Mammals with bills, moonwalking birds, and plants that hunt their prey—the world around us is filled with many organisms with seemingly bizarre traits. How and why do these traits and behaviors evolve? How do scientists figure it out? What if scientists don't agree? To understand how some of these strange organisms came to exist, we will explore the evolutionary forces that shape traits: natural selection, genetic drift, gene flow and mutations. We will read a variety of literature including excerpts from novels, scientific articles, and popular science articles. Writing assignments will develop your skills in interpreting and effectively communicating intricate concepts to a non-academic audience. No prior knowledge is needed on these topics and students from all fields are encouraged to join.

SEM 103 TR 02:55–04:10 p.m. Colleen Poje 20644 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

How To Be A Naturalist

Over time, naturalists have been influential in the development of scientific ideas. But what does it mean to be a naturalist? The definition has changed over the years and now is up to the individual to decide which ideologies they associate with most. This course will follow the evolution of what it means to be a naturalist chronologically over the past few centuries, starting with texts from the Age of Enlightenment and transitioning into the period of Transcendentalism, ending with modern-day examples. In tandem, students will read scientific papers from these periods, to understand how ideologies shaped scientific progression. Students will use these resources to develop their own perspectives on naturalism, and will write persuasive essays, scientific reports, and stories.

SEM 104 MWF 02:30–03:20 p.m. Kirsten Keleher 20645 Elliot Shapiro

NEUROBIOLOGY & BEHAVIOR 1220

All About Genetics

The fantastic promise of genetics research is it allows us to understand the basis of human behavior and solve the world's major problems. Headlines brag “scientists have found THE gene for intelligence” and “genetic engineering may solve world hunger”. But how accurately do these depictions represent the real science? Through a combination of podcasts, news articles, and primary scientific literature, we will explore the cutting-edge science and examine its portrayal in the media. In this course you will learn (1) how to read and write scientific literature effectively (2) how to conduct media analyses to distinguish the accurate claims from exaggerations (3) how to analyze the philosophical and social implications of genetic research. Writing assignments will include literature reviews, opinion essays, and short fiction writing.

SEM 105 MW 01:25–02:40 p.m. Madelyn Ore 20776 Elliot Shapiro

CLASSICS 1531

Greek Myth

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

SEM 101 MWF 10:10–11:00 a.m. Eric Blum 20682 Eric Rebillard

SEM 102 MWF 03:35–04:25 p.m. Evan Colby 20683 Eric Rebillard

COMPARATIVE LITERATURE 1104

Reading Films

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

SEM 101 MW 08:40–09:55 a.m. Xinyu Zhang 20519 Sophie Pinkham

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 102 MWF 08:00–08:50 a.m. Santiago Diago Lizarralde 20521 Sophie Pinkham

SEM 103 MW 11:40–12:55 p.m. Yidan Wang 20522 Sophie Pinkham

SEM 105 MW 10:10–11:25 a.m. Nazanin Zarepour 20524 Sophie Pinkham

SEM 106 MWF 10:10–11:00 a.m. Arash Shokrisaravi 20525 Sophie Pinkham

SEM 107 TR 01:25–02:40 p.m. Amrita Chakraborty 20526 Sophie Pinkham

SEM 108 MWF 01:25–02:15 p.m. Connie Perez-Cruz 20527 Sophie Pinkham

COMPARATIVE LITERATURE 1119

A Taste of Russian Literature

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

SEM 101 TR 02:55–04:10 p.m. Raissa Krivitsky 20529

COMPARATIVE LITERATURE 1141

Animals in Global Cinema: Human and Non-human

In this course students will explore animal welfare, behavior, and conservation through East European cinema. We will discuss wildlife, companion, and farm animals in conjunction with human cultures, history, politics, and geography of Eastern Europe. The course will cover various animal species in fiction films, documentaries, and animation from the region. We might compare them with films from other parts of the world. We will also analyze film production techniques e.g., light, shots, angles, and moving camera shots. Each student will write film reviews, come up with a good research question, put together an annotated bibliography, and compose a research paper. The course includes field trips to the Cornell museum and barns. All movies are subtitled and available for streaming to be watched at home.

COMMUNICATION 1107

Object Lessons: Communication and Materiality

While we live in a world that produces material goods at an overwhelming rate, one thing that has not changed throughout history is the complexity of human relationship to the material world. In our increasingly consumerist and digitized culture we still assign value beyond the immediate function of objects (toys, furniture, buildings, souvenirs, works of art, etc.), an act that plays a crucial role in constituting memory, identity, and in our understanding of the past, present, and future. In this course students will write about the ways objects communicate meaning, conduct research into the cultural, political, and economic contexts surrounding material artifacts, and across several essays and a group project explore the ways objects both small and large can impact the way we think about ourselves and our world.

SEM 101 TR 11:40–12:55 p.m. Andrei Guruianu 20646

SEM 102 TR 01:25–02:40 p.m. Andrei Guruianu 20647

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 20625

ENGLISH 1105

Writing and Sexual Politics: Discovering Desire

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

SEM 101 MWF 10:10–11:00 a.m. John Anspach 20498 Brad Zukovich

ENGLISH 1111

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

An entire novel written without using the letter "E"; a poem built from the Fibonacci sequence; a sonnet. In this class, we'll read a tradition of twentieth- and twenty-first-century authors who deal with the mechanical, the mathematical, the programmatic in order to see how self-imposed or socially conditioned restrictions relate to liberatory experiments in creative writing. How has authorship changed in a world of social media, algorithmic compilation, and data mining? We will play along with authors such as Samuel Beckett, Raymond Queneau, M. NourbeSe Philip, Tommy Pico, Inger Christensen, and Christian Bök. Like a host of classroom Houdinis, we will put ourselves in a series of shackles and see what magic we can create by escaping our bonds.

SEM 101 MW 10:10–11:25 a.m. Greg Londe 20504

ENGLISH 1111

Writing Across Cultures: Much Ado about Rom Coms—Global Shakespeare Adaptations

A zombie and the daughter of the leader of the anti-zombie militia; a spoiled millionaire and the soft-spoken son of a mobster; a law student and a Goldman Sachs bro. What do these three pairings have in common? They're all love interests in recent film adaptations of Shakespeare plays. In this class we'll read and write about Shakespeare plays that have been adapted into modern romantic comedies. Our viewing will encompass romantic comedies across the globe, including *She's the Man* and *Dil Bole Hadippa*; *10 Things I Hate About You* and *Nalnari jongbujeon*. We'll also investigate what happens when Shakespeare's tragedies go "right" and are transformed into romantic comedies like *Warm Bodies* and *Rosaline*. Writing assignments will include film reviews, consider adaptation theory, and more.

SEM 102 MW 02:55–04:10 p.m. Emily Foster 20506

ENGLISH 1111

Writing Across Cultures: Literature and Authoritarianism

In this course we will read fictional works that respond to authoritarianism and its various configurations as a way of exploring questions about ultimate power and the function of artistic expression in interrogating it. Themes like control, state violence, compliance, and resistance will allow us to consider the impact of authoritarianism on the fabric of society. Throughout our readings we will strive to make connections between our textual material, our very own lived experience, and the world around us. Readings may include George Orwell's *1984*, Marjane Satrapi's *Persepolis*, Margaret Atwood's *The Handmaid's Tale*, Mario Vargas Llosa's *The Feast of the Goat*, and Nihad Sirees's *The Silence and the Roar*.

SEM 103 MW 01:25–02:40 p.m. NoViolet Bulawayo 20507

ENGLISH 1111

Writing Across Cultures: The African Detective Novel

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 will 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 104 MW 10:10–11:25 a.m. Mukoma Wa Ngugi 20508

ENGLISH 1125

Climate Change and Communications

What stories should we tell about climate change, and how should we tell them? What forms of communication will convince a broad public to accept scientific consensus, to overcome cynicism or apathy, and to take collective action, beyond simply raising awareness or changing individual behavior? We will examine and practice with the powers (and limits) of selected media and types of data, both textual and visual, qualitative and quantitative, such as: human-interest narratives, photographs, tables and graphs, journalistic and technical writing, social-media posts, public performances. Such strategies can engage our imagination as well as our reason, provoking not only fear or despair but also optimism and hope. Assignments may include syntheses of articles and analyses of media artifacts; public-facing documents or exhibits; and research presentations.

SEM 101 MWF 10:10–11:00 a.m. Carolina Elices 20561 Levine

SEM 102 TR 10:10–11:25 a.m. Shacoya Kidwell 20562 Levine

SEM 103 MWF 01:25–02:15 p.m. Sanghoon Oh 20563 Levine

SEM 104	MW 02:55–04:10 p.m.	Ngoc Pham	20564	Levine
SEM 105	MWF 11:15–12:05 p.m.	Ella Shively	20565	Levine
SEM 106	MW 07:30–08:45 p.m.	Guqing Wang	20566	Levine

ENGLISH 1130

Writing the Environment: The Nature of the Sublime

“Thunderclouds piled up the vault of heaven... hurricanes leaving desolation in their track, the boundless ocean rising with rebellious force.” So wrote German philosopher Immanuel Kant about what he called the “natural sublime:” the experience of being overwhelmed by the beauty and majesty of nature. However, in an age of catastrophic storms and sea-level rise, these natural phenomena may seem more terrifying than awe-inspiring. Students in this course will join thinkers and writers who use literary methods to investigate the complex emotions inspired by the natural world. Academic essays and creative assignments will examine theorizations and representations of the “natural sublime” in the course of Anglophone literary history. We will read poets (Wordsworth, Dickinson, Graham), fiction (Shelley, VanderMeer), and non-fiction (Burke, Thoreau, Kimmerer).

SEM 101	MW 10:10–11:25 a.m.	Susannah Sharpless	20568	Levine
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ENGLISH 1130

Writing the Environment: Place and Displacement

What does it mean to write and read about “place”? How can language help us celebrate and make sense of the physical world? In this course, we will explore the notion of “setting” in literature, film, and art more broadly with a particular attention to indigeneity, ecological disaster, and memory. Writing assignments will range from profiling a place of choice to literary analysis. Art explored in this course may include: essays by Robin Wall Kimmerer, fiction by Lauren Groff, Richard McGuire, NoViolet Bulawayo, Ursula K. Le Guin, and films.

SEM 102	MW 02:55–04:10 p.m.	Samantha O'Brien	20569	Caroline Levine
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ENGLISH 1130

Writing the Environment: Gardening for Writers

“The Garden (capital G) has become inextricably linked to my writing and thinking, whether I am in it, outside it, or just lying in bed reading,” says writer Jamaica Kincaid. In this course we will study the garden as a site for progressive action. We may study works by Robin Wall Kimmerer, Derek Jarman, Ana Mendieta, Virginia Woolf, Ross Gay and other writers and artists who have tended gardens in the face of both joy and adversity. Writing assignments will span critical and creative projects, encouraging students to reflect on how different aspects of gardening—attentiveness, patience, nurture, joy, boredom and deep listening—can inform our own practice as writers and creative thinkers.

SEM 103	TR 01:25–02:40 p.m.	Imogen Osborne	20570	Levine
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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	TR 02:55–04:10 p.m.	Hana Widerman	20571	Greg Londe
SEM 102	MW 10:10–11:25 a.m.	Angelina Campos	20572	Greg Londe
SEM 103	MW 11:40–12:55 p.m.	Ariel Estrella	20573	Londe

SEM 104	TR 01:25–02:40 p.m.	Banseok Heo	20574	Londe
SEM 105	MW 08:40–09:55 a.m.	Yi Yu	20575	Gregory Londe
SEM 106	TR 01:25–02:40 p.m.	Ernesto Quiñonez	20576	
SEM 107	MW 02:55–04:10 p.m.	Charity Young	20822	

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	TR 11:40–12:55 p.m.	Derek Chan	20694	Charlie Green
SEM 102	MW 11:40–12:55 p.m.	Susanna Cupido	20695	Charlie Green
SEM 103	MW 10:10–11:25 a.m.	Amir McClam	20696	Charlie Green
SEM 104	MW 01:25–02:40 p.m.	Jehan Roberson	20697	Charlie Green
SEM 105	MW 02:55–04:10 p.m.	Jiachen Wang	20698	Charlie Green

ENGLISH 1158

American Voices: New York State in the Nineteenth Century

During the nineteenth century, New York became the most populous state in the U.S., famous for innovation not only in the realms of technology and infrastructure but also in religion, politics, and culture. What did this forward-looking state stand for in the eyes of contemporary observers, in the U.S. and elsewhere? Students in this course will explore a variety of nineteenth-century writings—speeches, poetry, essays, manifestos, journalism, travel writing, and fiction—from and about New York, including poetry by Walt Whitman; short novels by Metta Victor and Stephen Crane; and speeches by Haudenosaunee leader Sagoyewatha (Red Jacket) and Frederick Douglass. In their own writing, students will practice both analyzing these writings in their historical context and representing them creatively and compellingly for readers today.

SEM 101	MW 08:40–09:55 a.m.	Mary Loeffelholz	20700	
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ENGLISH 1158

American Voices: Poetry for the People—Language in American Liberatory Movements

How can we use poetry as a means for understanding history? What is the role of poetry in movements for social change? Is poetry foundational to liberation, as Audre Lorde says in “Poetry is Not A Luxury”? Or, as W.H. Auden said, does “poetry make nothing happen?” By studying the lives and works of twentieth- and twenty-first-century poets through an aesthetic, cultural, and historical lens, we will develop the critical thinking skills necessary to articulate a reality that teeters somewhere in between. We'll also expand the idea of the poetic to encompass propaganda, protest chants, zines, manifestos, and other ephemera that have shaped collective consciousness through inventive uses of language. By writing our own poetry, expository essays, and reflections, we will learn to inhabit language and rhetoric in new ways and gain comfort with the writing process.

SEM 102	TR 02:55–04:10 p.m.	Aishvarya Arora	20796	Kate McCullough
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ENGLISH 1160

Intersections: Race, Writing, and Power

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

SEM 101	MWF 09:05–09:55 a.m.	Ishan Bhattacharya	20577	Kate McCullough
SEM 102	TR 10:10–11:25 a.m.	Dana Brenklin	20578	Kate McCullough
SEM 103	MW 02:55–04:10 p.m.	Reymundo Escobedo	20579	Kate McCullough
SEM 104	MW 10:10–11:25 a.m.	Bridget Huh	20580	McCullough
SEM 105	MWF 11:15–12:05 p.m.	Samantha Samakande	20581	Kate McCullough
SEM 106	MWF 10:10–11:00 a.m.	John Undaloc	20582	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	TR 02:55–04:10 p.m.	Oona Cullen	20583	Foster
SEM 102	MW 01:25–02:40 p.m.	Margaux Delaney	20584	Foster
SEM 103	MW 11:40–12:55 p.m.	Mai Mageed	20585	Foster
SEM 104	TR 01:25–02:40 p.m.	Em Setzer	20586	Foster
SEM 105	MWF 10:10–11:00 a.m.	Edna Wan	20587	Foster
SEM 106	TR 11:40–12:55 p.m.	Jie Hui Zhou	20588	Emily Foster

ENGLISH 1168

Cultural Studies: The Social Fabric of Latinx Sci-Fi

As a genre, Sci-Fi (Science Fiction) can be understood as a product of the clash between facts/reality (Science) and imagination/fantasy (Fiction). Yet, both terms are deeply connected to storytelling, one of the primary ways in which we human beings make sense of ourselves and of the world around us. In this course we will dive into various examples of Latinx Sci-Fi, from novels that center teenage werewolves (*Lobizona*) to Hollywood motion pictures (*Black Panther 2: Wakanda Forever*). By looking to the provocative way in which Latinx Sci-Fi can recalibrate our approach to historical, political, and social narratives, we will work to disentangle how the genre reveals the tensions and possibilities of our shared world.

SEM 101	MW 02:55–04:10 p.m.	Rebeca Hey-Colón	20589	
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ENGLISH 1168

Cultural Studies: After the End of the World

The world keeps ending, and the world goes on, say the poets. One person's apocalypse is another person's new beginning. In this seminar we will explore hopeful post-apocalyptic literature, sometimes known as "hopepunk" or "solarpunk," futuristic visions of worlds that survive and find solutions to our current problems. The future visions selected (among so many!) for this course will include Afrofuturist, feminist, trans and queer imaginings, with lots of spaceships and robots and joy. Students will have a chance to write their own future visions and manifestos, as well as analyze how hopeful worlds are built. Authors might include Ursula Le Guin, Becky Chambers, Martha Wells, Annalee Newitz, Charlie Jane Anders.

SEM 102 TR 11:40–12:55 p.m. Masha Raskolnikov 20590

ENGLISH 1168

Cultural Studies: The Animal Question

In *The Companion Species Manifesto*, Donna Haraway suggests that "living with animals, inhabiting their/our stories, trying to tell the truth about [our] relationship, cohabiting an active history: that is the work of companion species, for whom 'the relation' is the smallest possible unit of analysis" (116). To cultivate ways of reading, writing, and thinking that will support us in investigating this relation, we will examine critical and creative forms of cultural expression in a variety of media and genres that revisit definitions of, and the boundaries created and blurred between, the "human" and the "animal." How do you define, understand, inhabit, and/or communicate this relation?

SEM 103 TR 11:40–12:55 p.m. Andrew Hill 20591

ENGLISH 1168

Cultural Studies: Writing Jazz

The relation between jazz and writing is a paradoxical one. Jazz is after all the least "written," the most spontaneous of musical styles, and any attempt to pin it down in words may therefore seem doomed to failure. This has not prevented many writers from making the attempt, however, often with surprising success. In this course we'll examine a wide variety of texts that try to capture the spirit and substance of jazz, including poems, stories, novels, plays, films, memoirs, and essays. Through assignments ranging from formal essays to journal entries we'll also consider how the techniques of jazz can be usefully applied to our own writing. Authors may include James Baldwin, Langston Hughes, Toni Morrison, Albert Murray, Michael Ondaatje, Eudora Welty, and August Wilson.

SEM 104 MW 10:10–11:25 a.m. Roger Gilbert 20592

ENGLISH 1168

Cultural Studies: No Spoilers! What Watching TV Tells Us About Victorian Novels

The first season of the TV show *Dickinson* shows the two lesser-known Dickinson siblings, Austin and Lavinia, discussing a Dickens novel. *Can you believe it about Lady Dedlock?* Austin asks. "Oh my god, SPOILERS," Lavinia yells, clapping her hands over her ears. Avoiding spoilers may seem like a new phenomenon, but nineteenth-century readers, like Lavinia and Austin, consumed novels much in the same way we watch television today. This course explores episodic narratives—like Sherlock Holmes stories, novels by Henry James and Elizabeth Gaskell, issues of Ms. Marvel—so that we can write about the experience of reading serially. We'll also watch a show that is being released episodically during the fall 2025 semester to study our own viewing of serialized television in real time.

SEM 105 MW 10:10–11:25 a.m. Emily Foster 20593

SEM 106 MW 11:40–12:55 p.m. Emily Foster 20594

ENGLISH 1168

Cultural Studies: Imagining Identity in Fantasy Media

Fantasy, with its reputation for supernatural worlds that embrace fairytale tropes and epic archetypes, has sometimes been described as whimsical, escapist, or pulpy. However, as demonstrated by the enduring popularity of tales like Studio Ghibli works, *Lord of the Rings*, and *D&D*, stories in this genre can meaningfully resonate with real world experiences. This course investigates how fantasy imagines identities such as gender, race, and sexuality by exploring media ranging from medieval legends to contemporary novels, musicals, comics, film, television, and tabletop and videogames. These pop-culture narratives shape and are shaped by social discourse; as such, in writing assignments, students will develop skills to navigate fantasy and the complex modern media landscape it exists within as thoughtful fans, insightful critical thinkers, and effective communicators.

SEM 107 TR 02:55–04:10 p.m. Lars Johnson 20595 Londe

ENGLISH 1168

Cultural Studies: Social Justice in Young Adult Literature

How are social justice topics explored in contemporary young adult (YA) literature? How does YA literature reflect and represent society's most pressing topics? These questions will guide our exploration of portrayals of social justice in YA literature this semester. Through class discussions and engaging with various YA novels, such as *The Hate U Give* by Angie Thomas, *Full Disclosure* by Camryn Garrett, and *Grown* by Tiffany D. Jackson, this seminar will provide a survey of how topics ranging from Black Lives Matter to the #MeToo Movement are reflected in YA literature published within the United States.

SEM 108 MW 08:40–09:55 a.m. Laila Nashid 20596 Londe

ENGLISH 1168

Cultural Studies: Disability and Writing

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

SEM 109 TR 11:40–12:55 p.m. Charlie Green 20597

ENGLISH 1168

Cultural Studies: Comic Books! Graphic Novels! Transmedia!

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

SEM 110 TR 01:25–02:40 p.m. Jon McKenzie 20598

SEM 111 TR 02:55–04:10 p.m. Jon McKenzie 20599

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	MW 07:30–08:45 p.m.	Tanner Crunelle	20600	David Faulkner
SEM 102	MW 11:40–12:55 p.m.	Otis Fuqua	20601	David Faulkner
SEM 104	MWF 10:10–11:00 a.m.	Zibusiso Mpofu	20603	David Faulkner
SEM 105	MW 10:10–11:25 a.m.	Grace Murry	20604	David Faulkner
SEM 106	TR 10:10–11:25 a.m.	Sean Sam	20605	David Faulkner
SEM 107	MWF 09:05–09:55 a.m.	Celeste Zeng	20606	David Faulkner

ENGLISH 1183

Word and Image

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

SEM 101	TR 01:25–02:40 p.m.	Andrew Hill	20607	
SEM 102	TR 02:55–04:10 p.m.	Andrew Hill	20608	
SEM 103	MWF 11:15–12:05 p.m.	Gerardo Azpri Iglesias	20609	Brad Zukovich
SEM 104	MW 11:40–12:55 p.m.	Matthew Bettencourt	20610	Brad Zukovich
SEM 105	MWF 09:05–09:55 a.m.	Maxwell Burlew	20611	Brad Zukovich
SEM 106	TR 08:40–09:55 a.m.	Meredith Cottle	20612	Brad Zukovich
SEM 107	MWF 10:10–11:00 a.m.	Teddy Leane	20613	Brad Zukovich
SEM 108	TR 10:10–11:25 a.m.	Roshon Nandhra	20614	Brad Zukovich
SEM 109	MW 07:30–08:45 p.m.	Hillary Warolin	20615	Brad Zukovich
SEM 110	TR 11:40–12:55 p.m.	Brad Zukovic	20616	

ENGLISH 1191

British Literature: Jane Austen Made Me Do It

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

ENGLISH 1191

British Literature: Medieval Obsessions

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

SEM 102 MW 01:25–02:40 p.m. Samantha Zacher 20618

ENGLISH 1270

Writing about Literature: The Question of Tragedy

The word “tragedy” is used constantly to describe bad things and terrible events. But what does the word actually mean? Where does it come from? Is there a connection between our common, “modern,” use of the term and the dramatic genre Aristotle said was designed to produce pity and fear? What exactly is tragic drama, and why did Shakespeare call Hamlet a “tragicall historie” instead of a “tragedy”? What’s the difference between tragedy and history? (Is there one?) The course explores answers to these and other questions of tragedy through careful, close readings, discussion, and above all critical writing about paradigmatic tragedies of the Western tradition. In addition to Aristotle’s enormously influential Poetics, we will read plays by Sophocles, Euripides, Shakespeare, and Federico García Lorca.

SEM 101 TR 02:55–04:10 p.m. Philip Lorenz 20619

FEMINIST, GENDER & SEXUALITY STUDIES 1100

Black Feminist Imaginings of Technology

Is our relationship with technology broken beyond repair, a sustainable future no longer imaginable? Who helps us to imagine a sustainable future with technology? In order to fully understand technology and its impacts today, we must center and engage with perspectives beyond those dominant viewpoints that are often white and male by default. Drawing on a range of disciplines and critical frameworks from Black Studies to Information Science, this course will examine how writers and thinkers such as Simone Browne, Ruha Benjamin, Katherine McKittrick and Octavia Butler re-imagine new histories, new ways of engaging technology outside of popular discourses. Writing assignments will include syntheses of readings, critical analysis of issues, and both research-based and “hypertext” essays, as we explore our relationship to the future.

SEM 101 TR 10:10–11:25 a.m. Khadija Jallow 20620 Jessica Sands

FEMINIST, GENDER & SEXUALITY STUDIES 1100

Punk Rock Feminism: Riot Grrrl, Community and the Archive

“Revolution Girl Style, Now!” Riot Grrrls were young, college-aged punk musicians and fans in the 1990s who were fed up with the subculture’s sexist and violent undertones. Through writing and sharing lyrics, hand-made zines, and music, these young punks hoped to create a safer, more equitable punk scene. Students in this course will use primary materials located in Cornell’s Riot Grrrl Collection alongside writings on gender and feminism by authors such as Butler, Halberstam, and Kearney, to not only learn about 90s feminist and queer punk scenes, but think through and write about biases in archives, what it means when something was not intended to be saved, as well as why researchers are drawn to their topics.

SEM 102 MWF 10:10–11:00 a.m. Alex Pasqualini 20621 Jessica Sands

GLOBAL DEVELOPMENT 1200

Globalization and National Sovereignty

With 56% of the globe residing in cities today, our world is increasingly urban. The city, we assume, is our destined future. But what defines a city and distinguishes it from the non-city? How is the urban experienced distinctly based on one's race, class, or gender? And is the city a product of nature or a human creation divorced from it? Structured in three parts—theory, sociological hierarchy, and ecology—this course provides an interdisciplinary introduction to the works of urban sociologists, geographers, and environmentalists. Class readings, instruction, and assignments will build students expertise in descriptive, analytical, and investigative writing. Through field assignments in the city of Ithaca, we will consider not just how to think the city, but how to write it!

SEM 101 TR 08:40–09:55 a.m. Jarvis Fisher 20497 Elliot Shapiro

GERMAN STUDIES 1121

Writing Berlin

Berlin is a city that reinvents itself by rewriting itself. In this writing seminar we'll study a variety of literary, visual, and sonic texts to create a mythical map of the city from its emergence as modern metropolis in the 1920s, reduction to rubble in World War II, refuge for the disaffected in the 1980s, and rebirth in the twenty-first century. As we make our way through the linguistic, visual, and aural landscape of its ever-changing topography, we'll create our own stories of a mythical Berlin in dialogue with texts written by the displaced persons who breached its walls and navigated its illicit economies. We'll also become more critical readers and viewers, as well as better writers.

SEM 101 TR 10:10–11:25 a.m. Candice Strateman 20488 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 read and view more critically by writing our way through the best literature and cinema of the multi-ethnic metropolis on the Danube.

SEM 101 MWF 10:10–11:00 a.m. Douglas Brent McBride 20489

SEM 102 TR 08:40–09:55 a.m. Anna Reynders 20490 Douglas McBride

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 20491 Douglas McBride

GERMAN STUDIES 1127

Writing Sports

Why do sports fascinate and inspire us? How and to what extent can this sports fascination shape politics, identity, and collective experience? How have we expressed this fascination through writing and media, and are there lost or forgotten ways to do it? Rather than a superfluous pastime, sports acquired, over the last century, a central role of intensity and influence in our global society, and in this sense this seminar will explore the many ways in which sports rose to a prominent object of writing— lyrically, philosophically, journalistically, academically. Students will develop analytical and creative writing skills through a series of scaffolded, process-writing exercises to produce five academically viable essays in a variety of styles and genres.

SEM 101 TR 11:40–12:55 p.m. Nicolau Spadoni 20492 Douglas McBride

GERMAN STUDIES 1128

Catastrophe

From nuclear accidents to glacial melt, literature and the arts can capture anxieties about global catastrophes beyond comprehension and register seemingly invisible traces of radical changes to landscapes. In what ways do cultural forms grasp, question, and creatively transform world-negating events? How can creative texts use cultural memories to reinvigorate worlds with meaning after traumatic disasters? Using texts about impacted and disappearing places in central and eastern Europe, East Asia, Latin America, and Antarctica, we will investigate global catastrophes through intercultural lenses to explore the strategies and solidarities that arise in response. Scaffolded essay assignments with guided drafting and peer reviews will help students identify complex, interconnected impacts on local and global communities.

SEM 101 MW 08:40–09:55 a.m. Katrina Nousek 20493

GERMAN STUDIES 1129

Phoniness and Awkwardness

What does being “genuine to oneself” mean? Can one really know what is authentic, or is all self-presentation a form of pretense? This course delves into the tension between phoniness and awkwardness as it appears in narrative fiction. If one rejects phoniness, one may appear awkward or out of sync with social norms. Yet embracing pretense erodes authenticity. What is the “self” to which one is genuine? Writing in this class is inseparable from critical reading. Assignments include weekly short responses and five 5-page essays. From sentimentalism to satire, readings include presentations of “phoniness”, e.g. Goethe’s *The Sorrows of Young Werther* and Nabokov’s *Pnin*. We will explore how phoniness implicates aesthetic, moral, and economic values.

SEM 101 TR 01:25–02:40 p.m. Wei Wang 20495 Douglas McBride

GERMAN STUDIES 1170

Marx, Nietzsche, Freud

To understand—and criticize—contemporary discourses in the core disciplines of the social sciences, the humanities, and even the natural sciences, it is necessary to have a basic grasp of Marx, Nietzsche, and Freud. This seminar introduces: (1) these three revolutionaries who have exerted a tremendous influence on modern and postmodern thought and practice; and (2) key terms and analytic models of political economy, philosophy, and psychoanalysis, including differences and intersection points. Discussion and writing assignments focus on short texts and short passages from longer texts essential to understanding their work and to producing a critical analysis of contemporary world society, politics and culture. The core problem: Do alternative ways of thinking and acting exist in opposition to how we already think and act?

SEM 101 MW 11:40–12:55 p.m. Martina Villalobos 20496 Douglas McBride

GOVERNMENT 1101

Power and Politics: American Political Behavior and Public Opinion

Why do people vote the way they do? What does it mean to be politically active without voting? Can we predict public opinion? The course will provide an overview of cutting-edge field experiments, surveys, and interview studies that get at possible answers to these questions, in the context of American politics. Topics will include elections, different kinds of political participation the consequences of political ignorance, the effects of campaigns, and the ability of voters to hold politicians accountable. While we will primarily read academic texts, we will also engage with some journalism and popular writing about changing American public opinion. Students will have the opportunity to write a range of personal reflections, op-eds, and research essays.

SEM 102 MW 10:10–11:25 a.m. Amanda Weiss 20687

GOVERNMENT 1101

Power and Politics: Thinking Earth

Earth is often seen as grounding politics by providing a shared and common ground. This course aims to unsettle that assumption by exploring diverse approaches to planetary thinking in politics. Readings will include geographical, theological, eco-feminist, and scientific perspectives, among others. By engaging with these distinct “Earths,” students will gain a deeper understanding of the assumptions embedded in a wide range of global political issues such as migration, governance, and climate change. Writing assignments in the course will focus on interpreting the meaning of texts, evaluating their persuasiveness, and applying these ideas to contemporary challenges ranging from the ecological crisis to the rise of artificial intelligence.

SEM 104 MW 02:55–04:10 p.m. Sjors Verhaak 20689 Jill Frank

GOVERNMENT 1101

Power and Politics: Theories of Political Founding

The problem of founding political societies has occupied some of the foremost political thinkers in the world. Moments of founding can occur after turbulent events such as wars and revolutions, and through processes as varied as rule by dictatorship or constitutional reform. This course will examine key problems related to this critical political event, examining questions such as: what moral and legal foundations exist for individuals to organize into societies? Is it ethically permissible to use violence and force to coerce people into forming stable political societies? Readings will include Plato, Machiavelli, Hobbes, Rousseau, Gandhi, Arendt, and Fanon. The course will also introduce students to the craft of academic writing by providing training in close reading, argumentative reasoning, and using sound evidence to support claims.

SEM 105 TR 11:40–12:55 p.m. Raghuveer Nidumolu 20690 Jason Frank

GOVERNMENT 1101

Power and Politics: What does Cornell Owe the World?

What are universities—or a college education—good for, anyway? What does “any person, any study” really mean? Students will investigate the evolving social contract between universities and society and examine pressing questions about higher education's obligations. Topics may include access and affordability, the value of intellectual and other forms of diversity, research priorities, community engagement, perceived tensions between academic freedom and public accountability, etc. Students will think critically about higher education's mission (and their own Cornell experiences) while building composition skills essential for any person in any study. Assignments such as personal reflections, opinion pieces and policy-oriented papers will focus on crafting clear arguments, using evidence effectively, and mastering academic conventions.

SEM 106 MW 08:40–09:55 a.m. Peter Loewen 20777

GOVERNMENT 1101

Power and Politics: Exploring Clean Energy Transitions

This seminar introduces students to how different countries are shifting from fossil fuels to clean energy sources. Using case studies from around the world, we'll explore the political, economic, and social factors that shape energy transitions, and discuss both the challenges and possibilities of clean energy development. Through readings, class discussions, and independent research, students will learn to think critically about existing policies related to clean energy development. Writing is central to the course: students will practice key academic writing skills—such as developing arguments, using evidence, organizing ideas, and citing sources—through step-by-step assignments that lead to a final case study on a country of their choice.

SEM 107 MW 01:25–02:40 p.m. Christina Pan 20778

GOVERNMENT 1101

Power and Politics: Politics of Outer Space

Since the mid-twentieth century, outer space has been a political arena. Today, space connects to every aspect of our lives, including communications, economics, and international security. This course uses historical and modern space policy as a case study to explore several key questions. What is the risk of orbital challenges and opportunities for governing and safely utilizing outer space? What is the risk of orbital conflict, and can we limit space militarization? How do we maintain international cooperation? Students will engage with a variety of texts and media to answer these questions, including historical documents, journal articles, and some of the newest cutting-edge works in political science and space policy. Course assignments focus on writing skills and include an op-ed, annotated bibliography, policy memo, and a research essay.

SEM 108 MW 01:25–02:40 p.m. Avishai Melamed 20779 Christopher Way

GOVERNMENT 1101

Power and Politics: Non-State Governance

The United Nations recognizes about 200 sovereign, territorial states around the world. Why does Cornell University receive funding from the United States government and not from the Cayuga Nation or the Haudenosaunee Confederacy? In our course we'll explore this current international system as a historical anomaly. We'll look globally to identify alternate forms of governance, like tribes, chiefdoms, city-states, democratic confederations, and Mafia rule. Readings will include a mixture of primary sources and political science texts, including indigenous self-governance charters from Mexico and the economic impacts of chiefs in Sub-Saharan Africa. Together, we will ask how institutional form shapes important outcomes like justice and development. Writing assignments may include opinion pieces and analytical essays, aiming to train students in constructing and articulating evidence-based arguments.

SEM 109 TR 11:40–12:55 p.m. Sarah Thomson 20785

GOVERNMENT 1101

Power and Politics: Papa, What Did You Do in Algeria? On Colonial Past and Present

How can we pursue a better future when the past weighs so heavily upon us? This seminar seeks answers, theoretical and empirical, by examining one of the deepest scars in modern politics: the colonization of Algeria by France. From the eve of independence to-date, we will explore how colonialism keeps haunting France-Algeria relations, specifically through the prism of immigration and incarceration. Tapping into oral history and theory, we will decipher the colonial legacy of memory, national allegiance, popular sovereignty, debt, and reparation. We will read Sidi Mohamed Barkat, Kateb Yacine, and Albert Camus to decipher revolutionary politics and write our own resistance to colonial oppression. Through the “name of Algeria,” echoing Jean-François Lyotard, we will reconsider our thinking and naming of violence.

SEM 110 TR 08:40–09:55 a.m. Shirley Le Penne 20789

GOVERNMENT 1101

Power and Politics: Is Feminism for Everybody?

Can there be a universal feminist political project? Whose voices authorize what counts as feminist theory and practice? Can we reconcile different feminisms? This course will explore the contested nature of feminism in the American context by considering issues such as work, the vote, sex, and the family. We will interrogate the ways that feminism has grappled with the different experiences of gender and sex hierarchy and inequality. Among the journalists, historians, and political theorists we will read, students will encounter feminist thinkers and activists such as bell hooks, Audre Lorde, Saidiya Hartman, Carol Hanisch, and Dorothy Roberts. Writing assignments include analytical essays, reading responses, and personal reflections.

SEM 111 TR 08:40–09:55 a.m. Emily Anderson 20972

HUMAN DEVELOPMENT 1125

Why People Change: Gendered Journeys--Inequality Across the Lifespan

Popular messages emblazoned on t-shirts and stickers herald the idea that “Girls Can Do It All!”. Although these messages can be empowering, they often overlook systemic inequities that can accumulate across the lifespan and affect girls’ and women’s opportunities and sense of agency. This course will examine gender across the lifespan, breaking down how social, political, and cultural factors affect women’s physical and mental health. Students will read scientific papers, creative works, and news articles. We will interrogate how marginalized genders intersect with class and race across the lifespan through writing assignments that include reflections, persuasive essays, research papers, and science communication writing.

SEM 101 TR 02:55–04:10 p.m. Kathleen McCormick 20648 Jessica Sands

HUMAN DEVELOPMENT 1125

Writing about Experiences of Female Pain

Is pain a central and universal experience of being female? How do we manage and treat pain in female bodies? How does the experience of female pain related to the reproductive system—menstruation, childbirth, pelvic pain—interact with healthcare, social systems, and day to day life? Research even suggests that telling the story of one’s pain can have therapeutic effects. In this course, we will read op-eds, memoirs, narratives, and research-based texts that consider female pain and how we think about it. Students will do a mixture of shorter writing assignments, such as opinion pieces and first-person narratives, and longer essays to explore and strengthen their skills in synthesis, analysis, and writing.

SEM 102 MWF 12:20–01:10 p.m. Sophie Belfield 20649 Jessica Sands

HUMAN ECOLOGY NONDEPARTMENTAL 1150

Health Equity: The Great Indoors—How Architecture and Design Shape Us

Humans design the environments that provide the backdrop to our lives—our schools, our hospitals, and even our city streets. But have you wondered how the designed environment shapes us in return? This writing seminar explores the intersection of design and human experience, exploring how spaces influence our mental health and well-being. Students will draw from a variety of texts, from authors like Stephen King and Malcolm Gladwell to peer-reviewed journal articles, to uncover their unique writing style and hone their ability to craft compelling arguments. Through personal reflection, observational analysis, and media critique, students will examine real-world and fictional portrayals of designed environments through their writing. The course culminates in the development of an evidence-driven design proposal to solve a personally meaningful social issue.

SEM 101 TR 10:10–11:25 a.m. Rebecca Ames 20665 Kelly King-O’Brien

HUMAN ECOLOGY NONDEPARTMENTAL 1150

Health Equity: Kinship—Contemporary Perspectives

Why do humans live in families? What impact do families have on human life? In this course we will apply perspectives from evolutionary biology (e.g., Sarah Hrdy), sociology (e.g., Friedrich Engels), and psychology (e.g., Urie Bronfenbrenner) to consider how family environment and interpersonal social dynamics are related to physiological, psychological, and social development from infancy to old age. Students will receive instruction on planning, writing, and revising several types of essays commonly found in the social sciences (e.g., explanatory essay, critical review) and practice editing through peer review. As a final project, students will develop a research paper integrating theoretical and empirical evidence from academic articles they find in digital libraries (e.g., JSTOR, Google Scholar).

SEM 102 MWF 02:30–03:20 p.m. Tess Wild 20666 Kelly King-O'Brien

HUMAN ECOLOGY NONDEPARTMENTAL 1151

Sustainability and Society: High-Tech Textiles and Sustainability

How can textiles support the sustainable generation, harvesting, and storage of energy through nanotechnology? Textiles offer the advantages of flexibility, stretch, and light weight, and can help solve the issues of high cost and adaptability of materials for energy applications in industries, such as wearable technology, construction and healthcare. Students will learn to structure scientific communication through readings, discussions, literature reviews, by preparing research posters, writing editorials, mini-review articles, research proposals, and cover letters. Due to multi-dimensionality of this subject, centered around textiles, energy, sustainability and nanotechnology, students from different disciplines will gain an understanding of successful academic writing fundamentals and be able to apply them in different forms of science communication.

SEM 101 MW 10:10–11:25 a.m. Dorota Szlek 20667 Kelly King-O'Brien

HUMAN ECOLOGY NONDEPARTMENTAL 1152

Technology and Human Flourishing: Writing about Sustainable Fashion Design

How can “circular design” techniques enhance sustainability in fashion, and how can writing capture this transformation? This course examines how upcycling, recycling, and zero-waste manufacturing can reduce the global environmental impact of fashion. By incorporating critical readings, case studies, and academic and industry research, students will investigate how writing shapes sustainability narratives and stimulates circular design innovation. Students will create a portfolio that merges writing and visual storytelling, for which they will refine reflective essays, research-based critiques, and argument-driven analyses on circular fashion, demonstrating strong skills of writing, revision and creativity.

SEM 101 MW 01:25–02:40 p.m. Kim Phung Nguyen 20668 Kelly King-O'Brien

HISTORY 1200

Gender, Illness, and Body in Imperial China

This course explores the varied ways people encountered illnesses and pursued healing in imperial China (206 B.C.E. to 1911 C.E.). Through analysis of sources such as doctors' medical case records, women's autobiographical writings, popular novels, and visual materials, we will consider how sociocultural context conditioned writings about and experiences of illness and gender. Writing assignments will include autobiographical notes, argumentative essays, fictional writings, and investigative papers. Ultimately, students will develop a deeper understanding of bodily experiences in China and consider how daily health practices and medicine have both shaped and been shaped by gender.

SEM 101 TR 02:55–04:10 p.m. Jingya Guo 20499 TJ Hinrichs

HISTORY 1200

Divided Memory: Understanding History through Civil War

What defines a civil war? Why do they seem to be more and more common? How does memory of conflict shape our understanding of the present? In this course we will approach modern civil wars across the globe as they shape memory, identity, and history. The works we will analyze include a variety of films, novels, and television, like *Derry Girls*, Pan's *Labyrinth*, and *The Sympathizer*, read alongside historical perspectives on these events. Students will learn to engage in rich historical debates and develop argument of their own about the uses of the past. Writing assignments will critically engage with narratives and debates surrounding memory and history, source analysis, and include a research paper on a topic chosen by the student.

SEM 102 TR 08:40–09:55 a.m. Madeleine Lemos 20500 Cristina Florea

HISTORY 1200

Darn Tootin'!: Histories of the African American West

Lonesome rangers, honkytonk brawls, rattlin' rattlers, devilin' deputies, and ace-high buckaroos! Legends concerning the American West loom large in our cultural imagination. However, legacies of the American West often omit the level of diversity inherent to this history. This class will center African American populations in studying historical monographs, novels, film, music, and other aesthetic media concerning the American West. Contrasting myths of the "wild, wild west" alongside historical realities, we will learn about African American residents as well as indigenous, Chinese, Mexican, and white residents of the region. Students will be asked to commit to a rigorous writing agenda, with a focus on developing skills in crafting arguments and producing analyses on themes from course material.

SEM 103 TR 08:40–09:55 a.m. Kelsey Roggensack 20501 Russell Rickford

HISTORY 1200

A People's History of Contemporary Europe

This course introduces students to the history of contemporary Europe from a bottom-up perspective. So, instead of discussing kings and queens, politicians, industrialists, and businessmen, we will look at history from the viewpoint of the working class, women, children, and Europe's (former) colonial subjects and minorities. It challenges students to think about what history is, who is included, and why history is told in certain ways. The course contains many visual sources, such as photography and film, and alternative forms of approaching history, to enliven Europe's past, and to help students reflect on the impact of different historical representations on history writing, and how historical narratives and images shape the present. Writing assignments include course material reflections, a film review, and a digital storytelling exhibition.

SEM 104 MW 07:30–08:45 p.m. Aimee Plukker 20502 Enzo Traverso

HISTORY 1200

Movements for Economic Justice in the Modern US

At a moment when inflation, wealth inequality, and labor activism increasingly take center stage in public discourse, the question of economic justice has become more salient than ever. This course will examine the history of economic justice movements from the early twentieth century through the present. Topics will include the rise of modern labor organizing, the "long civil rights movement," the War on Poverty, and struggles for racial and gender equity in the workplace. In each case we will critically consider the different frameworks that historical actors used to define economic justice—such as class solidarity, wealth redistribution, and economic opportunity. Writing assignments will include short essays, a research paper, and an op-ed assignment that will allow students to engage with a current political debate.

SEM 105 MWF 01:25–02:15 p.m. Jeremy Goodwin 20503 Larry Glickman

HISTORY 1200

Saltwater Histories: Seas around Modern Asia, Eighteenth-Twentieth Centuries

What happened in the seas around Asia—from the East Indian Ocean to the West Pacific—between the 18th and 20th centuries? What evidence of these historical phenomena is awaiting us across, in, on, with, and beneath the saltwater? How have historians analyzed and narrated the oceanic pasts? This writing seminar invites you to explore the Asian waters as historical arenas for empires, scientists, monks, laborers, and islanders, as well as for whales, pearls, music, and sunken ships. We will uncover the structural changes of the Asian waters and discuss crucial concepts throughout modern Asian history — mobility, production, sovereignty, identity, ecology, and aesthetics. In the 5 essays, we will experiment with textual, visual, audio, and/or material evidence and practice writing analytically, creatively, and powerfully.

SEM 106 MWF 09:05–09:55 a.m. Xintong Chen 20780

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 20706

HISTORY 1411

Facts, Frauds, and Rumors: (Un)Truth in Western History

Societies reveal much about themselves in how they define and distinguish truth and untruth. This course examines the history of facts, frauds, and gossip in the West, from the late medieval period to present. We will focus on five historical episodes in the making and unmaking of truth: the medieval inquisition; the first early modern scientific laboratories; the "Feejee Mermaid" and other playful frauds of P.T. Barnum's American Museum; early twentieth-century newsrooms, advertising and propaganda agencies; and the twenty-first-century Internet. We will write, workshop, and revise reflective, comparative, and persuasive essays on these episodes, while gaining a better understanding of how such modern concepts as objectivity, reliability, and deception have developed.

SEM 101 TR 02:55–04:10 p.m. Justin Clark 20637

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 11:40-12:55 pm Kora von Wittelsbach 20654

JEWISH STUDIES 1987

Jews on Film: Visible and Invisible

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

SEM 101 TR 01:25–02:40 p.m. Elliot Shapiro 20684

LINGUISTICS 1100

Language, Thought, and Reality: The Science of Poetry

What makes poetry different from other forms of writing—and how can it help you as a writer? How are poetic devices used to shape emotion and meaning? Can AI write a poem? This course will explore the "Science of poetry," its linguistic and cognitive foundations: how sound, rhythm, metaphor, and structure interact to create powerful effects on the reader that go beyond the appeal of reason. These skills apply to many different fields, to argumentative and expository as well as "creative" writing. Through close written analysis of both poetic and non-poetic texts, both spoken and print, students will learn to apply linguistic theory to media analysis and use poetic techniques to enhance their own writing.

SEM 101 TR 10:10–11:25 a.m. Amber Boyd 20622 Jessica Sands

LINGUISTICS 1100

Language, Thought, and Reality: Timing the Tale—How Language Shapes Stories

Have you ever read a story that felt effortless, even when the plot was complex? What makes some writing flow naturally while others feel choppy or confusing? The answer isn't just talent—it's also the language the work is written in. In this class we'll explore how English allows writers to express time, action, and change. We'll look at how different ways of describing events can make ideas clearer. Through a mix of creative and analytical writing, you'll experiment and see how small changes affect meaning, and learn how to use language to make your writing more powerful and engaging.

SEM 102 TR 08:40–09:55 a.m. Qi Han 20623 Jessica Sands

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 103 TR 11:40–12:55 p.m. John Starr 20624 Jessica Sands

LINGUISTICS 1100

Language, Thought, and Reality: Linguistic Illusions

This course explores *linguistic illusions*—instances where language perception diverges from linguistic reality. From misheard lyrics to depth-charge illusions—implausible sentences that are nevertheless interpreted as plausible—these phenomena reveal how the mind processes language efficiently but imperfectly. Are such illusions cognitive bugs or adaptive features? We'll compare linguistic illusions to visual, auditory, reasoning, and memory illusions, asking what they reveal about the architecture of human cognition. The course concludes by examining AI systems such as large language models (LLMs) as *computational linguistic illusions*—systems that generate fluent language without intent, yet often persuade us otherwise. By exploring how both humans and machines succeed and fail at language, students will gain insight into the structure of the mind, the nature of communication, and the limits of artificial intelligence. Students will write five short essays throughout the semester.

SEM 104 TR 01:25–02:40 p.m. Helena Aparicio 20959

MATHEMATICS 1890

Writing in Mathematics: Creating and Solving Problems—Writing to Do Mathematics

How can you use writing to solve mathematical problems? Or even to discover problems that are worth solving? This course revisits high school mathematics with the goal of learning how mathematicians think about math. We will use writing to probe familiar math problems as well as discover new ones, and we will refine our ability to communicate their solutions. Readings will include excerpts from Lang's *Basic Mathematics* and works by Gelfand (these are high school math textbooks written by mathematicians with research careers). The class will culminate in a research proposal: you will use writing to develop, investigate, and present initial progress on a problem.

SEM 101 TR 11:40–12:55 p.m. Rachel Webb 20664

MEDIEVAL STUDIES 1101

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

What does a medieval love letter look like? How did medieval authors express their affection similarly to or differently from our modern conventions? What social values and institutions informed why they did so? And how can love letters help you write and communicate in college and beyond? In this class we will read examples of medieval love letters, examine scholarly literature about them, and explore how love letters can be both emotionally raw and rigorously structured. We will learn how to construct a convincing argument, critically evaluate evidence, and revise drafts effectively. Assignments will encompass both creative and academic styles of writing, including a Bridgerton-style gossip column, a close reading of a courtly love letter, two in-class debates, and writing your own medieval love letter.

SEM 101 TR 10:10–11:25 a.m. Kate Bajorek 20537 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Dreams and Visions

What do our dreams reveal—divine insight, distorted memories, or reflections of the self? This course explores the popular medieval genre of visionary writing, from mystical experiences to prophetic revelations. We will investigate how visionary texts blur the line between reality and imagination by reading dream-visions, such as *The Dream of the Rood* and Chaucer's *Book of the Duchess*, alongside books by famous visionaries, including Marguerite Porete's *Mirror* and Margery Kempe's *Book*. Engaging with medieval theories of seeing and dreaming, we will ask how visions function as acts of meaning-making. Through close readings, personal reflections, and a final research project, students will develop their analytical writing skills while considering how dreamscapes continue to inform ideas of perception, truth, and the self.

SEM 102 TR 01:25–02:40 p.m. Ryanne Berry 20538 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Images in the Margin

A knight jousts with a snail in the margins of a medieval bible. A gargoyle leers from the corner of a Gothic cathedral. Medieval margins are spaces for experimentation, and in them are some of the weirdest images produced in the Middle Ages. Placing the edge at the center, this course explores what these monstrous, animal, and human figures are doing in the margins of medieval books and buildings. The margin rejects oppositions such as high and low, sacred and profane: here, contradictions were not only tolerated but were used both to challenge and to define the cultural spaces they enclose. Students will develop their reading and writing skills through object analyses, composition and editing exercises, and a research paper.

SEM 103 TR 02:55–04:10 p.m. Francesca Edwards-Rentsch 20539 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Medieval Images—Art, Experience, and Debate

How do illustrated manuscripts engage their viewers? How do stained glass windows represent human desires and divine aspirations? And why did the role of images in Christianity inspire heated debates about whether to adore them (iconophilism) or destroy them (iconoclasm)? This course examines how people experienced medieval images and art. We will analyze how visual images and objects evoked emotional responses and prompted social consequences, ideas that still resonate in current debates about cultural monuments and the ethics of AI-produced art. We will also discuss texts that demonstrate how images serve as engines of literary invention, imagination, memory, and devotion. Students will prepare short reading responses, complete exercises on argumentation and style, and write textual and visual analyses.

SEM 104 MW 08:40–09:55 a.m. Savannah Emmons 20540 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Worms, Serpents, Dragons, and Maggots

Wronging, wriggling, rending, roaring, ruining, ravaging...and ravishing? All of these descriptors apply, perhaps surprisingly, to the Old English “worm” (wyrn), which can equally refer to the serpent, dragon, and maggot. In this seminar students will engage with stories about wyrmas and explore how they were used to construct identity, politics, and morality through imagery and symbolism that still resonate today. In their essays students will read, compare, and research texts on snake-woman hybrids (*Melusine*), dragon fights (*Book of Revelation* and *Beowulf*), and maggot-infested corpses (*Soul and Body II*). In doing so, they will develop a nuanced understanding of how the imagery of wyrmas was variously employed in medieval England and form their own interpretations of these rich materials.

SEM 105 MW 10:10–11:25 a.m. Cagney Kelshaw 20541 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Back to School—Debating in the Medieval University

When and why were medieval universities established? And how did students at these institutions learn to argue and write? This seminar explores surviving texts from medieval universities at Paris, Oxford, Bologna, and Salerno, focusing on the “disputed question,” one of the most important teaching methods. Will cannibals be resurrected in their own bodies? Or how can chickens and eggs solve the eternity of the world? The core of the medieval curriculum was driven by debate, sometimes about seemingly silly questions with serious implications. By reengaging these historical debates, students will return to the medieval classroom and dive into the conventions of historical and contemporary academic writing. Students will write analytical paraphrases, emulations of medieval “questions,” and argumentative essays, taking inspiration from their medieval counterparts.

SEM 106 TR 02:55–04:10 p.m. Fedor Nekhaenko 20542 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Arthuriana through the Ages

Who is King Arthur, what did his Knights of the Round Table actually do, and why should we dread the Knights Who Say “Ni!”? This seminar explores interpretations of the ever-expanding Arthurian myth, from its earliest incarnations at the outset of the Middle Ages to its modern retellings and adaptations. The course will proceed in reverse-chronological order, starting with more recent media and moving backwards in history to the fall of Roman Britain. Writing—including close analysis of texts, research into historical figures and places, and the creative writing of new Arthurian tales—will guide students toward an understanding of how and under what conditions tropes, motifs, and archetypes develop, change, and reflect new historical contexts.

SEM 107 MWF 12:20–01:10 p.m. Marijke Perry 20543 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: Conjuring Horror in the Premodern

What do common turns of phrase like “creature features,” “video nasties,” and “torture porn” have in common?—all labels describe different incarnations of horror cinema in the modern world. But what can be said about horror prior to the “modern”? This course explores horror as a literary genre and mode of artistic expression within premodern Europe, ca. 100–1500 C.E. Students will engage questions such as: what defines the genre of horror? what terrified premodern 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.

SEM 108 MWF 10:10–11:00 a.m. Ryan Randle 20544 Andrew Hicks

MEDIEVAL STUDIES 1101

Aspects of Medieval Culture: A journey through Medieval Paris

Get ready for an immersive journey across time and space to discover what life looked like in medieval Paris, and, in the process, learn how to think and write like a historian. You will learn about medieval Paris’s wonders, miseries, and everyday life: from the cathedral of Notre-Dame de Paris to student life in one of the first universities; the rise of the French monarchy through wars and crusades; representations of love and chivalry that still influence us today; and more. You will learn how to enter a conversation with medieval sources and scholarly literature, and develop your personalized path of historical investigation based on your interests, guided through a step-by-step progression of writing assignments, including analytical, journalistic, and creative writing, and extensive tailored feedback.

SEM 109 MW 07:30–08:45 p.m. Chiara Visentin 20784 Andrew Hicks

MUSIC 1701

Sounds, Sense, and Ideas: Musical Instruments and Empires

Are pianos instruments of colonialism? Can tuning define a nation? Do military bands win wars—literal “battle of the bands?” This seminar interrogates the social, cultural, racial, and historical entanglements of musical instruments with imperial powers. We will explore how instruments are deployed as objects of diplomacy, manifestations of political power, mechanisms of colonialism, and contested sites of social and political meaning. Ultimately, this seminar will demonstrate how not only is music often political, but politics are often musical. Students will learn how to produce clear, compelling, and well-researched writing across multiple formats including book reviews, literature reviews, blog posts, think pieces, and scholarly journal articles.

SEM 101 TR 11:40–12:55 p.m. Benjamin Skoronski 20531 Annie Lewandowski

NEAR EASTERN STUDIES 1931

Jewish Book Cultures: Early Modern Form, Genre, and Gender

This course invites you to judge books by their covers! Does a fancy cover indicate an important text or an owner who wanted the ultimate aesthetic bookshelf? Can we know what genre to expect from the form of a book? How about the country it was made in? We will examine how the expected audience of a piece of writing influences the text, the way it is presented, and ultimately how it is received. Using examples from early modern Jewish book cultures we will explore these ideas together, with a particular emphasis on the role of women. Your own effective writing style will be refined through in-class writing activities, essays, guided research, and trips to the Rare Books and Manuscripts library for practical experience.

SEM 101 MW 11:40–12:55 p.m. Rachel Cilia Werdmolder 20685 Lauren Monroe

NATURAL RESOURCES 1200

Seeing the Forests for the Trees

In an era of environmental crisis, how do global and local interests interact to shape forests? Are these approaches always in conflict, or can synergies emerge? This writing seminar invites students to explore these questions by engaging with real-world case studies—ranging from wildfire management and biodiversity conservation to forest restoration and carbon markets. Drawing on tools from environmental governance and political ecology, students will analyze complex governance problems and articulate their perspectives through academic essays, opinion pieces, policy briefs, podcasts, and multimedia essays. The course helps students develop their own voice and propose well-reasoned solutions that meet global commitments while accounting for local socio-ecological complexities.

SEM 101 MW 10:10–11:25 a.m. Manasi Anand 20516 Kelly King-O'Brien

NATURAL RESOURCES 1200

Bravuras of Birds: The Art and Science of Avian Expression

Birdsong has long inspired humans, from the composers who transcribe its melodies to the activists who used it to communicate on the Underground Railroad. Today, communities from Cornell's Lab of Ornithology to Ecuador's Runa Indigenous people use bird vocalizations to understand their environment. The course joins this rich tradition of using birdsong to inform communication, specifically through writing. Students will encounter approaches to writing about birdsong in genres ranging from poetry to anthropology and ecology, by authors including Maya Angelou, Walt Whitman and Anna Tsing. They will try their hands at different forms of writing, through five principal essay assignments and regular journaling. The course emphasizes core writing skills such as style, source attribution and critical review, as well as ensuring readability for intended audiences.

SEM 102 MW 08:40–09:55 a.m. Charles Tebbutt 20517 Kelly King-O'Brien

NATURAL RESOURCES 1200

Writing About Local Nature

Do you know the names of the trees around you? Can you identify a bird by its call? When was the last time you stopped to watch a caterpillar? In this course we will explore the nature present around us and the ways we can share it with others through writing. In addition to readings from Peter Wohlleben's *The Hidden Life of Trees*, John Muir, and the scientific literature, you will regularly visit a place in nature and observe how it changes throughout the semester. Writing assignments will help you to build your knowledge of Ithaca's local flora, fauna, and natural phenomena through observation journals, historic overview, scientific exploration, and creative reflection.

SEM 103 MWF 09:05–09:55 a.m. Heather Galloway 20518 Kelly King-O'Brien

PHILOSOPHY 1110

Philosophy in Practice: Ethics and Employment

You will almost surely be an employee one day. In being an employee, you may face certain practical problems. Does it ever make sense to be loyal to your employer? When is it OK to slack off on the job? Does your work add meaning to your life? Your employer will face their own practical problems too. Is it OK to require employee drug testing? What kind of say should employees have in decisions about the business? Should we follow the law even though our competitors aren't? This class is about these and other ethical issues in employment. Through reading arguments from philosophers, writing and revising our own arguments, we will try to figure out the rights and duties of both employers and employees.

SEM 101 MW 02:55–04:10 p.m. Michael Milhim 20680 Kate Manne

PHILOSOPHY 1110

Philosophy in Practice: The Ethics of Belief

People sometimes say: "You shouldn't believe in X." This kind of judgment concerning what one ought (not) to believe seems to assume that there are norms governing belief, in something like the way that moral norms govern action. In this class we will consider whether such norms exist, and if they do, what they are. In the course of engaging with the works of philosophers who have thought about these questions, we will practice how to develop and communicate our ideas effectively by writing reading responses and essays.

SEM 102 MW 10:10–11:25 a.m. Farhad Taraz 20681 Kate Manne

PHILOSOPHY 1110

Philosophy in Practice: Bioethics

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

SEM 103 TR 01:25–02:40 p.m. Matt Paskell 20961

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 MW 01:25–02:40 p.m. Theo Korzukhin 20678

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 TR 10:10–11:25 a.m. Benjamin Yost 20674

PHILOSOPHY 1112

Philosophical Conversations: Death and Anxiety in Existentialist Thinking

This course will examine the topic of death and anxiety in existentialist thinking, with a focus in writing. For existentialist thinkers, contemplation on death and anxiety is not only helpful but necessary for self-understanding and self-development, because it reveals the most fundamental conditions of existence for humans as finite beings. Readings will include short pieces by Søren Kierkegaard, the novel *All Men are Mortal* by Simone de Beauvoir, and excerpts from Martin Heidegger's *Being and Time* and Jean-Paul Sartre's *Being and Nothingness*. This course will familiarize students with basic skills to read, interpret, and analyze difficult philosophical texts. The ability to reconstruct and evaluate arguments is a skill important not only in philosophical writing but in any discipline.

SEM 102 MW 08:40–09:55 a.m. Lanxin Shi 20675 Kate Manne

PHILOSOPHY 1112

Philosophical Conversations: The Nature of Beauty—A Philosophical Inquiry

In the *Phaedrus*, Plato describes beauty as radiant and arresting. But what is beauty, exactly? Is it in the eye of the beholder, or does it exist independently of us? What kind of response does beauty elicit in us? Is beauty inherently useful—or valuable precisely because it strikes us as useless? In this seminar we'll explore these questions through close reading, discussion, and philosophical writing. Drawing on thinkers like Plato, Kant, and Burke, we'll examine how beauty has been understood—and why it continues to fascinate. Students will write frequently, developing their ideas through a series of short assignments leading to two major essays. Along the way, we'll practice writing as a tool for thinking: clear, critical, and engaged.

SEM 103 MWF 11:15–12:05 p.m. Peiying Zhu 20676 Kate Manne

PHILOSOPHY 1112

Philosophical Conversations: Mental Disorder—From Psychiatry to Neurodiversity

Madness has been recognized as real since the dawn of humanity, but its systematic medicalization is a relatively recent phenomenon. In this course we will discuss the philosophy and history of mental disorder through different conceptions from the standard psychiatric picture to the more recent neurodiversity and mad pride movement. Unlike most psychiatrists, we don't want a taxonomy or a list of behavioral dispositions that come with a mental disorder. Our question is more fundamental, that is, we want to know what it is for someone to have a mental disorder and whether to have one is intrinsically worse off. Since this is writing course, a lot of the work will be focused on crafting argumentative essays that will refine our understanding of these issues.

SEM 104 MW 11:40–12:55 p.m. Edvard Aviles-Meza 20677 Kate Manne

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 10:10–11:25 a.m. Syeda Hira Mahmood 20545 J. Ellen Gainor

PERFORMING & MEDIA ARTS 1183

Hip-Hop's Global Vibrations (NYC, LA, Southeast Asia)

From the Bronx to LA, hip-hop journeys from coast to coast and across oceans. What are the special analytical problems of hip-hop's dissemination? How can we resolve the contradictions that arise when diasporic groups express themselves through hip-hop? This course is for students who are open to thinking critically about hip-hop's contradictions while uplifting the culture's beauty and imagining possibilities. We explore hip-hop's pillars for answers (DJing, MCing, graffiti writing, breakdancing, and the pursuit of knowledge). We will listen to music, watch films, and read theoretical texts. Key authors include Jeff Chang, Paul Gilroy, and Michelle Wright; key artists: James Brown, Beat Junkies DJ crew, Triple Edge, and La Différence. Writers will sharpen their skills to articulate strong, original arguments via five formal essays.

SEM 101 MW 08:40–09:55 a.m. Paige Chung 20546 J. Ellen Gainor

PERFORMING & MEDIA ARTS 1184

Writing Our Minoritarian Selves in(to) the Academy

In high school, I wasn't allowed to use "I" in an essay. But now that I'm in university, "I argue" or "We observe" or something similar is in almost every article or book I've been assigned. When or how did "I" enter into an academic argument? When did or how do "I" enter into the university? For those of us who have entered into major spaces from backgrounds considered minor, our class seeks to critically understand the ways minoritarian people have and will make space in academia. Through exercises in "personalized" writing genre like performance reviews and conducting interviews, this course finds meanings in scholarly relations to people, texts, events, and performances through theoretical frameworks and turns these findings into cogent arguments.

SEM 101 TR 02:55–04:10 p.m. Brian Sengdala 20547 J. Ellen Gainor

PSYCHOLOGY 1120

Does Anything Matter? The Psychology of Moral Relativism and Free Will

Does anything matter? Are there correct answers to how we should live our lives? Or build society? Do we have any control over our actions, or are all of our decisions the result of our culture and biology? These are some of the most profound questions we can ask. Historically, these topics have been addressed by philosophers. Yet a growing body of psychological research explores how we think about free will and the nature of morality, and how these beliefs impact our behavior. In this course writing assignments will emphasize concisely articulating and exploring the implications of psychological research on moral relativism and free will, proposing new research ideas, and considering the consequences our beliefs have on our lives and society as a whole.

SEM 101 TR 08:40–09:55 a.m. Lance Bush 20669

SEM 102 TR 10:10–11:25 a.m. Lance Bush 20670

PSYCHOLOGY 1140

A Baby and Someone: Parental Influence on Infant Development

"There is no such thing as a baby...There is a baby and someone." These words spoken by Dr. Donald Winnicott emphasize the impact of caregiving on human development. Humans rely on their parents longer than any other animal species and because of this, the impact of caregiving is inextricable from the development of our motor, language, and social abilities. In this course students will learn about the influence of culture and caregiving practices on infant development. Through reading and writing assignments, we will focus on the leading theories in the field of developmental psychology, research on caregiving and infant development, and the practice of communicating scientific findings to a general audience.

SEM 101 TR 11:40–12:55 p.m. Julia Venditti 20671 Kelly King-O'Brien

PSYCHOLOGY 1140

The Mind in Revolt: Consciousness, Self, and Society

How is it that we share some aspects of consciousness with bacteria? How did consciousness evolve—from the simple reactions of a single cell to the layered complexities of human thought, identity, and society? In this writing seminar, we will explore the mind's deepest mysteries through an interdisciplinary lens, drawing from neuroscience, philosophy, psychology, literature, and science fiction. We'll reflect on how the revolutions in consciousness—traced in *The Consciousness Revolutions* by Shimon Edelman—shape not only our inner lives but also the social and political worlds we inhabit. Students will complete several shorter peer-reviewed essays and a final research-based paper.

SEM 102 MW 10:10–11:25 a.m. Astghik Altunyan 20672 Kelly King-O'Brien

PSYCHOLOGY 1140

How Much Does a Soul Weigh? The Scientific Study of Consciousness

How does consciousness arise in a world of matter, Do all creatures have conscious experience? What about “intelligent” machines? Cognitive neuroscientists have recently proposed that theories of consciousness, long thought to be available only to philosophical speculation, can be tested empirically. In this course we will read representative work from philosophy, psychology, and neuroscience. Through these readings, we will grapple with why consciousness might be especially difficult to study, and evaluate how scientists have attempted to study it experimentally. Writing assignments, including essays and critical analyses, will aim to help students learn to read and interpret these texts, and develop their own thinking about whether science can provide insight on the elusive question of consciousness.

SEM 103 TR 11:40–12:55 p.m. Owen Morgan 20673 Kelly King-O'Brien

PSYCHOLOGY 1140

Make Gender with Words

Every day we practice language and gender, often in inevitable conversation with each other. Already, you are an expert on these topics insofar as they are fundamental to the twenty-first-century human experience. This course asks you to share your experience with and perspective on these important technologies. We will consider many often-contradictory perspectives from contemporary authors like Judith Butler and bell hooks as well as foundational-yet-controversial psychologists like Sigmund Freud and John Money. Class discussions will integrate these readings with personal experiences of language, gender, sex, and sexuality. Students will write and peer review seven short assignments, then synthesize their work into a final twelve-page research paper.

SEM 104 MW 01:25–02:40 p.m. Calen MacDonald 20781 Jessica Sands

ROMANCE STUDIES 1102

The Craft of Storytelling: The Story and the Self—Race, Gender, Agency and Postcolonial Narratives

This seminar explores autobiographical and life writing by contemporary women authors from across the Francophone world—including North and West Africa, the French Caribbean, France, and Belgium. We will examine how these writers use first-person narratives and innovative literary forms to explore themes of history, resistance, and personal and political agency within postcolonial contexts. We will consider how race, gender, class, and power shape individual and collective identities, diasporic experiences, and artistic expression. Our readings will span multiple genres—including fiction, short stories, autobiography, poetry, and film—all in English translation. These will be paired with critical and theoretical texts to provide a framework for analysis. Students will strengthen their analytical and writing skills through close readings, discussions, and written assignments that engage with the texts and their broader cultural and political implications.

SEM 101 MWF 12:20-01:10 pm Salma Rebhi 20655 Irene Eibenstein-Alviss

ROMANCE STUDIES 1102

The Craft of Storytelling: Decameron

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

SEM 102 MWF 10:10–11:00 a.m. Marilyn Migiel 20768

ROMANCE STUDIES 1102

The Craft of Storytelling: Science Fiction in the Caribbean

How does science fiction, by alienating the reader from everything that is familiar to them, bring them closer to important social issues? In this seminar we will explore contemporary global issues including migration, climate change, and racism, through the lens of science fiction centered on the Hispanic Caribbean. Through authors like Rita Indiana, Junot Diaz, and Pedro Cabiya, we will examine the tools the genre offers us for the practice of writing as a form of social critique. We will then draw on these tools to craft analyses of written and visual work and approach the important collective challenges of our own lives through writing short science fiction narratives.

SEM 103 MWF 11:15–12:05 p.m. Jack Brown 20769 Irene Eibenstein-Alviss

ROMANCE STUDIES 1108

Cultural Identity: Writing on Ruins

What is a ruin? How does one define it? Why are they sources of disturbance and fascination? While ruins, whether modern or ancient, denote collapse (of a system, a structure, a state), and with that collapse evoke images of brokenness (wreckage, decay, disintegration), ruins also signal the trace of things that persist through time and remain, at least partially, intact. Ruins evoke endurance and resistance; they suggest an afterlife. This course explores ruins through a prismatic lens, examining textual, architectural, and visual representations alongside theories of ruination. Weekly conversations and assignments will be grounded in the following questions: What might ruins have to do with language and culture; with reading and writing? Interactive journals and site specific explorations are part of this course.

SEM 101 TR 02:55-04:10 pm Patty Keller 20656

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 10:10-11:00 am Irene Eibenstein-Alvisi 20658

SEM 102 MWF 01:25–02:15 p.m. Irene Eibenstein-Alvisi 20659

ROMANCE STUDIES 1113

Thinking and Thought: Capitalism and the Nineteenth-Century French Novel

Karl Marx famously commented that, as soon as he finished “his book on economics,” he planned to write an essay on Honoré de Balzac’s *The Human Comedy*, having learned more from this cycle of novels than from all the “professed historians, economists, and statisticians of the period together.” We will examine how capitalism and the realist novel take shape in nineteenth-century France by reading a single text: Balzac’s *Père Goriot*. You will learn the literary terminology necessary for close-reading, gain exposure to well-known scholars in the field (Lukács, Auerbach) as models for your own interpretations, and read documents on/from nineteenth-century France to help historicize your analyses in terms of class struggle. You will practice these skills by drafting and revising analytical, comparative, and persuasive essays.

SEM 104 TR 10:10-11:25 am Teddy Kellogg 20661 Irene Eibenstein-Alvisi

ROMANCE STUDIES 1114

Semiotics

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

SEM 101 MWF 02:30-03:20 pm Ti Alkire 20657

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 11:15–12:05 p.m. Itziar Rodriguez de Rivera 20662

SEM 102 MWF 12:20–01:10 p.m. Itziar Rodriguez de Rivera 20663

SCIENCE & TECHNOLOGY STUDIES 1126

The “Body” in Medicine and Healing

Experiences of illness and disease are universal, yet different medical traditions have vastly different conceptions of what a body is. How can something so intimate and tangible like the body be understood so contrastingly in medicine across the world? With examples from classical Greek and ancient Chinese medicine to contemporary practices in biomedicine, Ayurveda and others, the course questions everyday, taken-for-granted assumptions, like the distinction between mind and the body, or what counts as a healthy body. Students will be able to read and identify other people’s arguments and how they support them, and eventually develop their own arguments and use evidence to build them. Writing assignments will include illness diaries, essays, research paper, and an art project

SEM 101 TR 08:40–09:55 a.m. Ashawari Chaudhuri 20532

SEM 102 TR 10:10–11:25 a.m. Ashawari Chaudhuri 20533

SCIENCE & TECHNOLOGY STUDIES 1126

Social Studies of Medicine

This course introduces students to the ways in which medical practice, the medical profession, and medical technology are embedded in society and culture. We will start the course with exploring how medicine conceptualizes bodies and how medical language is infused with metaphors. We will then discuss the social construction of physical and mental illnesses, ranging from anorexia nervosa, cancer to disability and COVID. We will focus on how medicine is connected to various socio-cultural factors such as gender, social class, race and others. Students will be able to read and identify other people's arguments and how they support them, and eventually develop their own arguments and use evidence to build them. Writing assignments will include illness diaries, essays, research paper, and an art project.

SEM 103 TR 02:55–04:10 p.m. Ashawari Chaudhuri 20534

WRITING 1370

Elements of Academic Writing: Music and Writing—Musical Discourses across Sound and Page

Join this course to study the essential elements of academic writing and to learn flexible and sustainable strategies for producing interesting, clear, and precise academic prose that can address a variety of audiences and meet diverse rhetorical aims. Writing 1370/80 is a smaller FWS (capped at 12 students) that spends more time navigating the steps in the writing process in order to respond to each student's individual needs and build confidence and reflective practice. As in all FWSs, students practice higher-order thinking, close reading, and analyzing evidence. They also complete 4-5 major writing assignments. This course places greater emphasis on in-class writing, one-on-one conferences with the teacher, peer workshopping, discussion, and learning to talk about how different types of writing work. Students will deeply engage diverse course materials (journalism, scholarly articles, podcasts, films, etc.) on topics like art, literature, and relevant social issues to explore ideas about a text, write for specific audiences, and develop creativity, style and voice.

SEM 101 MW 10:10–11:25 a.m. Rachel Horner 20626

“Writing about music is like dancing about architecture.” This well-worn adage, attributed to Elvis Costello, illustrates a dilemma that has perennially vexed music writers of all stripes: can writing ever really capture the full experience of making or l

WRITING 1370

Elements of Academic Writing: Food for Thought

Join this course to study the essential elements of academic writing and to learn flexible and sustainable strategies for producing interesting, clear, and precise academic prose that can address a variety of audiences and meet diverse rhetorical aims. Writing 1370/80 is a smaller FWS (capped at 12 students) that spends more time navigating the steps in the writing process in order to respond to each student's individual needs and build confidence and reflective practice. As in all FWSs, students practice higher-order thinking, close reading, and analyzing evidence. They also complete 4-5 major writing assignments. This course places greater emphasis on in-class writing, one-on-one conferences with the teacher, peer workshopping, discussion, and learning to talk about how different types of writing work. Students will deeply engage diverse course materials (journalism, scholarly articles, podcasts, films, etc.) on topics like art, literature, and relevant social issues to explore ideas about a text, write for specific audiences, and develop creativity, style and voice.

SEM 102 MW 11:40–12:55 p.m. Tracy Carrick 20627

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 widespre

WRITING 1370

Elements of Academic Writing: Music and Writing—Musical Discourses across Sound and Page

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SEM 103 MW 11:40–12:55 p.m. Rachel Horner 20628

“Writing about music is like dancing about architecture.” This well-worn adage, attributed to Elvis Costello, illustrates a dilemma that has perennially vexed music writers of all stripes: can writing ever really capture the full experience of making or l

WRITING 1370

Elements of Academic Writing: Writing About Place

Join this course to study the essential elements of academic writing and to learn flexible and sustainable strategies for producing interesting, clear, and precise academic prose that can address a variety of audiences and meet diverse rhetorical aims. Writing 1370/80 is a smaller FWS (capped at 12 students) that spends more time navigating the steps in the writing process in order to respond to each student's individual needs and build confidence and reflective practice. As in all FWSs, students practice higher-order thinking, close reading, and analyzing evidence. They also complete 4-5 major writing assignments. This course places greater emphasis on in-class writing, one-on-one conferences with the teacher, peer workshopping, discussion, and learning to talk about how different types of writing work. Students will deeply engage diverse course materials (journalism, scholarly articles, podcasts, films, etc.) on topics like art, literature, and relevant social issues to explore ideas about a text, write for specific audiences, and develop creativity, style and voice.

SEM 104 MW 01:25–02:40 p.m. Scott Sorrell 20629

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

WRITING 1370

Elements of Academic Writing: Theories of Happiness

Join this course to study the essential elements of academic writing and to learn flexible and sustainable strategies for producing interesting, clear, and precise academic prose that can address a variety of audiences and meet diverse rhetorical aims. Writing 1370/80 is a smaller FWS (capped at 12 students) that spends more time navigating the steps in the writing process in order to respond to each student's individual needs and build confidence and reflective practice. As in all FWSs, students practice higher-order thinking, close reading, and analyzing evidence. They also complete 4-5 major writing assignments. This course places greater emphasis on in-class writing, one-on-one conferences with the teacher, peer workshopping, discussion, and learning to talk about how different types of writing work. Students will deeply engage diverse course materials (journalism, scholarly articles, podcasts, films, etc.) on topics like art, literature, and relevant social issues to explore ideas about a text, write for specific audiences, and develop creativity, style and voice.

SEM 105 MW 01:25–02:40 p.m. Jessica Sands 20630

This course is ideal for multilingual, international, and refugee students. What makes you happy? And how do complex factors like genetics, culture, family, education, socio-economic background, and gender determine how happy we are? We will explore text

WRITING 1370

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

Join this course to study the essential elements of academic writing and to learn flexible and sustainable strategies for producing interesting, clear, and precise academic prose that can address a variety of audiences and meet diverse rhetorical aims. Writing 1370/80 is a smaller FWS (capped at 12 students) that spends more time navigating the steps in the writing process in order to respond to each student's individual needs and build confidence and reflective practice. As in all FWSs, students practice higher-order thinking, close reading, and analyzing evidence. They also complete 4-5 major writing assignments. This course places greater emphasis on in-class writing, one-on-one conferences with the teacher, peer workshopping, discussion, and learning to talk about how different types of writing work. Students will deeply engage diverse course materials (journalism, scholarly articles, podcasts, films, etc.) on topics like art, literature, and relevant social issues to explore ideas about a text, write for specific audiences, and develop creativity, style and voice.

SEM 106 TR 10:10–11:25 a.m. Brad Zukovic 20631

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?

WRITING 1370

Elements of Academic Writing: Writing and Artificial Intelligence

Join this course to study the essential elements of academic writing and to learn flexible and sustainable strategies for producing interesting, clear, and precise academic prose that can address a variety of audiences and meet diverse rhetorical aims. Writing 1370/80 is a smaller FWS (capped at 12 students) that spends more time navigating the steps in the writing process in order to respond to each student's individual needs and build confidence and reflective practice. As in all FWSs, students practice higher-order thinking, close reading, and analyzing evidence. They also complete 4-5 major writing assignments. This course places greater emphasis on in-class writing, one-on-one conferences with the teacher, peer workshopping, discussion, and learning to talk about how different types of writing work. Students will deeply engage diverse course materials (journalism, scholarly articles, podcasts, films, etc.) on topics like art, literature, and relevant social issues to explore ideas about a text, write for specific audiences, and develop creativity, style and voice.

SEM 107 TR 11:40–12:55 p.m. Kate Navickas 20632

What does it mean to write and be a writer in an era of generative A.I. writing tools? What are the ethical considerations of using A.I. to write? How does A.I. affect higher education and learning experiences? To answer these questions, we will read rece

WRITING 1370

Elements of Academic Writing: Theories of Happiness

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about a text, write for specific audiences, and develop creativity, style and voice.

SEM 108 TR 01:25–02:40 p.m. Jessica Sands 20633

This course is ideal for multilingual, international, and refugee students. What makes you happy? And how do complex factors like genetics, culture, family, education, socio-economic background, and gender determine how happy we are? We will explore text

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 TR 02:55–04:10 p.m. Kate Navickas 20634

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 20635

WRITING 1968

Public Writing: Navigating the News

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

SEM 101 TR 02:55–04:10 p.m. Kelly King-O’Brien 20636