

ILR Sophomore Writing Courses ~ Fall 2019

Courses must be taken for a **letter grade** in order to count towards the ILR Requirements.

ILRHR 2640	Diversity and Inclusion			Sophomore Writing	3.0 HRS	LET ONLY
14631	SEM 101	TR	2:55pm-4:10pm	TBD	D. Proudfoot	
<p>Although Title VII of the Civil Rights Act was passed in 1964 to prohibit employment discrimination based on an individual's race, color, religion, sex, or national origin, and other employment legislation has since been passed to prohibit discrimination based on other group characteristics such as age, sexual orientation, and disability status, claims of discrimination have been on the rise. This suggests that much work remains to be done in organizations. The purpose of this course is to introduce current theory, research, and practice regarding discrimination and inclusion in the workplace. We will adopt a largely psychological approach to understanding bias, stereotyping, and prejudice and how they manifest in organizations. We will also examine the role of HR and diversity practices as well as leadership behaviors in fostering inclusion. A guiding assumption for this course is that in order to fully understand the implications of diversity for organizations you must personally confront issues having to do with power, privilege, stereotypes, identity, and discrimination. Toward this end, we will adopt an experiential approach whenever possible. Writing assignments will include a mix of personal reflections and scholarly analysis.</p>						

ILRLE 2400	Economics of Wages and Employment			Sophomore Writing	3.0 HRS	LET ONLY
14276	LEC 003	TR	1:25pm-2:40pm	TBD	R. Smith	
<p>Applies the theory and elementary tools of economics to the characteristics and problems of the labor market. Considers both the demand (employer) and supply (employee) sides of the market to gain a deeper understanding of the effects of various government programs and private decisions targeted at the labor market. Topics include employment demand, basic compensation determination, education and training, benefits and the structure of compensation, labor-force participation and its relation to household production, occupational choice, migration, labor-market discrimination, and the effects of unions.</p>						

ILRLE 2400	Economics of Wages and Employment			Sophomore Writing	3.0 HRS	LET ONLY
14554	LEC 005	TR	11:40am-12:55pm	TBD	R. Smith	
<p>Applies the theory and elementary tools of economics to the characteristics and problems of the labor market. Considers both the demand (employer) and supply (employee) sides of the market to gain a deeper understanding of the effects of various government programs and private decisions targeted at the labor market. Topics include employment demand, basic compensation determination, education and training, benefits and the structure of compensation, labor-force participation and its relation to household production, occupational choice, migration, labor-market discrimination, and the effects of unions.</p>						

ILRLR 2060	Writing Seminar in Law			Sophomore Writing	3.0 HRS	LET ONLY
14462	SEM 101	TR	1:25pm-2:40pm	TBD	A. Weiner Heinemann	
<p>This sophomore writing seminar engages in a critical, in-depth study of the way in which people with disabilities and the disability experience are represented in an array of interdisciplinary texts, with particular emphasis on the legal tradition and interpretations. Drawing from a variety of historical as well as contemporary texts and documents, we will explore the implications of disability in culture and policy, particularly as they impact ideas of citizenship and rights, primarily in the United States, but also globally. We will examine the history of disability law, looking closely at a number of Supreme Court cases and decisions. We will additionally allow for an intensive focus on the development of critical thought and reasoning in both oral and written communication. This course fulfills the ILR Advanced Writing requirement. Enrollment is restricted to ILR Sophomores and others with permission of the instructor.</p>						

ILRLR 2060	Writing Seminar in Law			Sophomore Writing	3.0 HRS	LET ONLY
16526	SEM 102	TR	2:55pm-4:10pm	TBD	A. Weiner Heinemann	
<p>This sophomore writing seminar engages in a critical, in-depth study of the way in which people with disabilities and the disability experience are represented in an array of interdisciplinary texts, with particular emphasis on the legal tradition and interpretations. Drawing from a variety of historical as well as contemporary texts and documents, we will explore the implications of disability in culture and policy, particularly as they impact ideas of citizenship and rights, primarily in the United States, but also globally. We will examine the history of disability law, looking closely at a number of Supreme Court cases and decisions. We will additionally allow for an intensive focus on the development of critical thought and reasoning in both oral and written communication. This course fulfills the ILR Advanced Writing requirement. Enrollment is restricted to ILR Sophomores and others with permission of the instructor.</p>						

ILRLR 2070	Writing Seminar in History			Sophomore Writing	3.0 HRS	LET ONLY
17682	SEM 101	MW	J.	TBD	J. Newton	
<p>Human labor has the capacity to drastically alter nature in all its various forms. Labor's power in this regard is perhaps best demonstrated in the process of human induced climate change. Nature, however, was never a neutral foundation on which the systems and structures of American capitalism were built. Nature reacts to labor and forces it to change. An important part of American history is the story of the changing ways that workers probed nature to find out how value could be squeezed from it and how nature reacted to this exploitation. The readings and discussions in this class will focus on how people and systems have attempted to make nature valuable and the obstacles they encountered in the process. We will begin this class by reading several works of theory that can be used as a lens through which to read the rest of the semester's material. The course will then move slowly through the history of work and nature in America from the pre-Columbian time to the present. Throughout this course, students will be expected to think critically and creatively about the meaning of work and nature in an historical context.</p>						

ILRIC 2370	Controversies in the Management of the Modern Workplace			Sophomore Writing	3.0 HRS	LET ONLY
16620	SEM 101	MW	2:55pm-4:10pm	TBD	N. Krachler	
<p>This course provides an introduction to the challenges and benefits of employee involvement in decision-making at work. We will compare and contrast different models, including worker-owned cooperatives, ESOPs, self-managed and offline teams, employee representation on corporate boards, works councils, and labor unions. These all involve decentralizing or democratizing control over management decision-making. However, they differ in the form and extent of participation, as well as outcomes for workers, firms, and society. A central focus in the course will be to compare different forms of employee involvement across countries. To this end, we will discuss comparative research as well as case studies from the USA, the UK, Germany, Sweden, Spain, Japan, Argentina, and Greece. Some sample case studies include Mondragon, Volvo, Kaiser Permanente, and Google.</p>						

ENGLISH 2880: Expository Writing

revised 4/5-18

ENGLISH 2880. FALL 2019. 4 credits. Each section limited to 17 students. Students must have completed their colleges' first-year writing requirements or have the permission of the instructor. S. Davis and staff. <http://courses.cit.cornell.edu/engl2880-2880>

ENGLISH 2880-2890 offers guidance and an audience for students who wish to gain skill in expository writing – a common term for critical, reflective, investigative, and creative nonfiction. Each section provides a context for writing defined by a form of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read in relevant published material and write and revise their own work regularly, while reviewing and responding to one another's. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the term. *English 2880 satisfies requirements for the English minor, but not for the English major.*

Each section limited to 17 students. Students must have completed their colleges' first-year writing requirements or have the permission of the instructor.

ENGL 2880	Expository Writing Dead and Deadly Women: The Feminine Noir				4.0 HRS	LET ONLY
5624	SEM 101	MWF	11:15-12:05	TBA	N. Ike-Nijoku	
Darkly troubled women who circumvent our expectations and disrupt their assigned social positions abound in recent books and films. In this course, we will be examining fiction by authors like Ottessa Moshfegh and Oyinkan Braithwaite, poems by writers from Keats to Megan Levad, films like <i>Gone Girl</i> and <i>The Girl on the Train</i> , and essays from writers like Alice Bolin and Tori Telfer, who provide fascinating commentary on the continuing appeal of the feminine noir in popular culture.						

ENGL 2880	Expository Writing: Creative Nonfiction: The Invented Self				4.0 HRS	LET ONLY
5625	SEM 102	MWF	12:20-1:10	TBA	R. Anica	
We hear the term identity politics all the time, but why is the self so politicized when everyone has one? In this course, we will consider the self as a body, a part in a system, and a tool for change. By looking at various works by writers such as Gloria Anzaldua, Richard Rodriguez, Ta-Nehisi Coates, Sherman Alexie, and others, we will critically reflect upon what it means to be a person in a body full of intersections, and discuss ethnicity, class, race, gender, nation, and religion to examine ourselves. Through personal essays, we will engage in self-inquiry, self-discovery, and self-invention to raise important questions about who we are and who we can.						

ENGL 2880	Expository Writing: American Nightmare: Horror Films and Fictions				4.0 HRS	LET ONLY
5626	SEM 103	MW	2:55-4:10 PM	TBA	R. Barnes	
Why do we like to be afraid? What kind of fear is intrinsically American and why? From the early fear of the cultural "other" in Universal Classic Monsters to the Satanic Panic of the 60s and 70s in <i>Rosemary's Baby</i> to Cold War paranoia and unchecked consumer culture in <i>Romero's Trilogy of the Dead</i> to contemporary race relations in <i>Get Out</i> , this course seeks to understand how horror films speak to, and perhaps against, our country's past, present and, future. Possible texts may also include Poe short stories, works by Stephen King and Shirley Jackson, and Ling Ma's <i>Severance</i> . Assignments will include critical essays, written creative projects, and the making of a short-length horror film as a final project.						

ENGL 2880	Creative Nonfiction: Exploring the Personal Essay				4.0 HRS	LET ONLY
7286	SEM 104	TR	11:40-12:55	TBA	C. Green	
<p>In this course, we will read and write personal essays, exploring the various possibilities within the genre. We will explore the power of image and specific detail, the uses and limits of the first-person narrating self, and the boundary between public and private. Reading will focus on contemporary essayists, possibly including Leslie Jamison, Claudia Rankine, Eula Biss, Hilton Als, and John Jeremiah Sullivan; we will also read older essays, including those of Virginia Woolf, George Orwell, and James Baldwin. We will also pay close attention to students' writing, with workshop feedback. Working through drafts, students will develop fuller skill at criticism and revision.</p>						

ENGL 2880	Expository Writing Creative Nonfiction: The Invented Self				4.0 HRS	LET ONLY
7847	SEM 105	TR	1:25-2:40pm	TBA	S. Hutchinson	
<p>Especially since the rise of social media, the personal has not been private -- but that has been true of personal essays for a long time. Writers who share themselves through essays have always invented themselves by deciding what's private and what's public and what's created through the artifice of writing. In this course we'll go through a process of inventive self-discovery by reading the work of published writers and going through the steps of drafting, revision, and collaborative feedback. Writers we read may include James Baldwin, Maggie Nelson, Alexander Chee, and Joan Didion, among others.</p>						