

# ILR Sophomore Writing Courses ~ Spring 2017

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

ILRHR 2630		Human Resources: Current Issues and Trends			Sophomore Writing		3.0 HRS	LET ONLY
17213	SEM 101	TR	8:40am-9:55am	IVS TBA		C. Miller		
Designed to develop key competencies and skills for researching, writing, and presenting information in a manner that will ensure academic and managerial success. Emphasis is given to hands-on training in techniques and methods for extracting and communicating best practices, competitive intelligence, legal information, statistical data, and academic research on topics of current interest to business. Topics covered will vary by semester and will be based upon current issues and trends in the HR field as submitted by HR executives of primarily Fortune 500 companies. Students will be required to apply best practices to a number of styles of business communication, including emails, memorandums, and executive summaries. In addition, the major assignment consists of an extensive research paper based on academic sources available through the Catherwood Library. Students will have the opportunity to revise their writing based on the feedback provided by the instructor and by their peers.								

ILRIC 2370		Employee Involvement and Workplace Democracy in the Global Economy			Sophomore Writing		3.0 HRS	LET ONLY
15113	SEM 101	TR	1:25pm-2:40pm	IVS TBA		V. Doellgast		
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.								

ILRLE 2400		Economics of Wages and Employment			Sophomore Writing		3.0 HRS	LET ONLY
15118	LEC 003	TR	1:25pm-2:40pm	IVS TBA		R. Smith		
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.								

ILRLR 2060		Writing Seminar in Law – Disability and Ethics			Sophomore Writing	3.0 HRS	LET ONLY
15107	SEM 102	TR	1:25pm-2:40pm	IVS TBA	A. Weiner Heinemann		
This sophomore writing seminar considers questions of ethics and justice in thinking through contemporary issues in law and everyday practice concerning people with disabilities and the disability experience, including discrimination in the workplace, education, and public sphere. Beginning with an interrogation of the relationship between the law and ethics, we will then explore the history of disability policy and law, and in doing so, closely examine the implications of a number of Supreme Court decisions. We will conclude by evaluating global perspectives on the contemporary state as well as future of disability rights, particularly as they intersect with bioethical debates. As a writing-intensive seminar, this course will allow for the development of critical thought and reasoning in both oral and written communication.							

<b>ILRLR 2070</b>	<b>Writing Seminar in History: Mexican Labor and Working-class History in</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
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<b>14949</b>	<b>SEM 101</b>	<b>TR</b>	<b>11:40am-2:55pm</b>	<b>IVS TBA</b>	<b>V. Martinez-Matsuda</b>
This course explores the varied experiences of ethnic Mexican workers in the United States from the early Industrial Period to the contemporary debates concerning the transnational effects of migrant labor. We will examine the ways ethnic Mexican men and women have organized at a regional, national, and international level, and in both rural and urban settings, for fair employment and civil rights. Close attention will be given to several historical factors that have helped shape Mexican American working-class identity. Ultimately, the course will determine how ethnic Mexican workers have contested their purported role as ¿cheap¿ and ¿tractable¿ labor to demand better wages, working conditions, and an end to the socio-economic discrimination they encountered. As this course is a writing seminar, we will spend a lot of in-class time discussing the material we read from both an analytical and writing-structure standpoint. Students will also be required to critique and revise their own writing.					

ILRLR 2070	Writing Seminar in History: Uncovering Corporate Strategies				Sophomore Writing	3.0 HRS	LET ONLY
15108	SEM 102	TR	10:10am-11:25am	IVS TBA	P. Sione		
In this class we will get an inside view of labor-management relations by closely examining previously little known original documents that reveal how managers and workers conceptualized and used their own and their counterpart's sense of identity. From psychological testing of middle-managers that measured employees' sexual identity in the 1950s, to employers' plans to instill race prejudice among previously integrated union members, we will zero in on a number of examples from the past and enjoy the richness and depth that only primary source evidence can offer. This is a writing seminar, and as such it places emphasis on producing thoughtful, well-written papers. The final assignment consists of a research paper based on primary sources to be found at the Kheel Center, the archives unit of the Catherwood Library. Students will have the opportunity to revise their writing based on the feedback provided by the instructor and by their peers.							

ILRLR 2070	Writing Seminar in History: Women and Leadership				Sophomore Writing	3.0 HRS	LET ONLY
15109	SEM 103	TR	2:55pm-4:10pm	IVS TBA	A.	Elias	
This course reflects on two questions: how have women now gained more access to powerful leadership positions? Yet why do men continue to have far more access to powerful leadership positions? The course will be divided into three parts. First, we will place the subject of women, gender, and leadership in historical context. Second, we will move to the present to consider the status and experiences of women in different sectors (i.e., business, government), different organizations (i.e., corporations, unions), and different cultures. Third, we will use readings and discussions as a foundation to embark upon individual research projects. While this course fulfills the second writing requirement, students also will be expected to participate actively in discussion and to collaborate in small groups on selected assignments.							

ILROB 2230		Leadership in Organizations			Sophomore Writing		3.0 HRS	LET ONLY
15009	SEM 101	TR	2:55pm-4:10pm	IVS TBA	T. Hammer			
Covers basic leadership models and theories with an emphasis on how they are used in practice, analyzes leadership cases, and examines current leadership surveys and training materials. The course also covers leadership philosophies and management practices in countries outside the United States. In addition, students will learn to evaluate and use popular books on leadership and management written by leadership "gurus."								

## ENGLISH 2890: Expository Writing

ENGLISH 2890. SPRING 2016. 4 credits. Each section limited to 18 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/engl2890-2890>

ENGLISH 2890-2890 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 2890 does not satisfy requirements for the English major.*

**Each section limited to 18 students. Students must have completed their colleges' first-year writing requirements or have the permission of the instructor.**

ENGL 2890		Expository Writing: Creative Nonfiction: Exploring the Personal Essay					4.0 HRS	LET ONLY
6643	SEM 101	MWF	12:20pm-1:10pm	TBA	C.Green			
In this class, 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 classic essays, including those by Virginia Woolf, George Orwell, and James Baldwin.								

ENGL 2890	Expository Writing: Creative Nonfiction: Do Our Stories Matter?					4.0 HRS	LET ONLY
6644	SEM 102	MWF	1:25pm-2:15pm	TBA	A. Masum-Javed		
Can a story take down a system? Under what conditions? This class will examine the role of the personal narrative as a political weapon. We will analyze the impact of art on the sociopolitical landscape through the works of James Baldwin, Adrienne Rich, Ta-Nehisi Coates, Rebecca Solnit, and many others. We will then interrogate our own biases, assumptions, desires, relationships, and fears in order to write the self into a global context. The essays we craft will confront the intersections of political and personal trauma, history and family, identity and theory. Ultimately, we will ponder, "Do our stories matter? Why or why not?"							

ENGL 2890	Expository Writing: Legal Science Fictions						4.0 HRS	LET ONLY
6645	SEM 103	MW	2:55pm-4:10pm	TBA	M. Brangan			
Science fiction writers build whole new social systems, and questions of how to govern these new societies inevitably come up. Ought this robot be considered a legal person? Does this cool new policing tactic infringe our rights? Should earth laws apply in space? In this course, we'll consider how such legal topics as personhood, equality, and criminality arise in science fiction and in real cases, and how issues of gender, race, labor, and policing and punishment are complicated by technology in our own world.								

ENGL 2890	Expository Writing: The Epic Western						4.0 HRS	LET ONLY
6646	SEM 104	MW	7:30pm-8:45pm	TBA	L. Harmon			
Sweeping vistas. Dark canyons. A cowboy hero, and---the Vietnam War? Epic Westerns shape the legendary landscape of the American West and dramatize individual and collective efforts to establish national values. At the same time, they track the way those values change over time, reflecting contemporary cultural or political events, e.g. the antiwar movement, feminism, the nation's bicentennial. Looking at recent political struggles, we'll discover what history Western narratives engage, and what they obscure.								

ENGL 2890		Expository Writing: Apocalyptic Vision in Literature and Film					4.0 HRS	LET ONLY
6647	SEM 105	TR	10:10am-11:25am	TBA		B.Zukovic		
"Apocalypse" is the end of the world---or ourselves---but it also introduces new forms of being, desire and knowledge. In this course we'll analyze apocalyptic fantasies by writing critical essays: a skill (and art) that crosses disciplines. Course material includes a cult novels (I am Legend), accounts of apocalyptic desire (Dr. Strangelove and Destroy, She Said), and works staging the collapse of mundane reality.								

ENGL 2890	Expository Writing: Global Romance: Love and the Political					4.0 HRS	LET ONLY
6648	SEM 106	TR	11:40AM – 12:55 PM	TBA	N.Bragg		
Does love create worlds or put them in question? Does it secure a community, or mark its dissolution? What is love when it meets the law? This course examines the dialogue between romantic and political narratives, tracing the ways they interrupt, galvanize, or complement each other. We will bring together fictions of love's sway over the self and through reviews and critical essays, we'll examine what happens when romance is placed at the heart of tales of empire, migration, reunion, and revolt.							

ENGL 2890		Expository Writing: Writing Back to the Media: Essays and Arguments				4.0 HRS	LET ONLY
8671	SEM 107	TR	1:25 – 2:40 PM		TBA	K.King-O'Brien	
Good investigative journalists write well and use their reportage to argue effectively. How can we adopt features of their writing for a variety of purposes and audiences, academic and popular? Our weekly readings will include features from the New Yorker, The Atlantic, slate.com, and the New York Times. Students will write essays of opinion and argument—in such forms as news analysis, investigative writing, blog posts, and op-ed pieces—on topics such as environmental justice, the value of an elite education, human rights conflicts, the uses of technology, gender equality, and the ethics of journalism itself.							

ENGL 2890		Expository Writing: S				Creative Nonfiction: The Invented I		4.0 HRS	LET ONLY
8988	SEM 108	TR	2:55 – 4:10PM		TBA		O.Akinsiku		
In this class, we'll explore the personal essay, focusing on how the form can be a tool for self-discovery, self-reflection, and self-invention. As thinkers, we'll focus on the practice of critical reflection, learn how to interrogate our experiences, make peace with the imperfections of our memory, and become more conscious of the particular ways in which we see the world. As writers, we'll study narrative craft, including scene, dialogue, metaphor and character development through novels, documentaries and audio stories.									