

# ILR Sophomore Writing Courses ~ Spring 2020

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

<b>ILRHR2630</b>	<b>Human Resources: Current Issues and Trends</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14236</b>	<b>SEM101</b>	<b>TR</b>	<b>8:40-9:55am</b>	<b>TBD</b>	<b>C.Miller</b>	
<p>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.</p>						

<b>ILRIC2390</b>	<b>People Power: Resistance, Protest and Revolution</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>17523</b>	<b>LEC 001</b>	<b>TR</b>	<b>10:10-11:25am</b>	<b>TBD</b>	<b>D.Bishara</b>	
<p>The Arab uprisings of 2010/2011 brought renewed attention to the power of ordinary citizens to collectively overthrow their governments. This course introduces theories of collective action, resistance, protest, and revolutions. It addresses the following questions: How do aggrieved citizens make claims against their governments, especially in non-democratic contexts? When and why do people act collectively to make those claims? How do governments respond to various forms of protest? What constitutes a revolution? Why do some succeed and others fail? We pay particular attention to different forms of workers' mobilization and to the role of labor and other social classes in revolutions. Cases will be drawn from around the world, including the Middle East, Asia, Latin America, and Europe. Fulfills the ILR Advanced Writing Requirement. Enrollment is restricted to sophomores or others with permission who have not satisfied their ILR Advanced Writing Requirement.</p>						

<b>ILRLE 2400</b>	<b>Economics of Wages and Employment</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14206</b>	<b>LEC 003</b>	<b>TR</b>	<b>1:25pm-2:40pm</b>	<b>TBD</b>	<b>R. Smith</b>	
<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>						

<b>ILRLE 2400</b>	<b>Economics of Wages and Employment</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14247</b>	<b>LEC 006</b>	<b>TR</b>	<b>11:40am-12:55pm</b>	<b>TBD</b>	<b>S.Thomas</b>	
<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>						

<b>ILRLR 2060</b>	<b>Writing Seminar in Law</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14282</b>	<b>SEM 101</b>	<b>TR</b>	<b>11:40-12:55pm</b>	<b>TBD</b>	<b>S. Gleeson</b>	
<p>Topic: Law and Society This course examines the experiences of workers attempting to navigate the labor standards enforcement bureaucracy. We begin by reviewing the conditions of post-industrial labor in an era of declining unionization and weak federal and state protections. Next we review theories of legal consciousness and legal mobilization, which help explain the conditions under which low-wage workers learn about their rights and come forward to demand justice. We walk through claimsmaking in an array of federal and state administrative bureaucracies, including wage and hour, health and safety, and discrimination. We also look at how the immigration enforcement regime intersects with the tenets of at-will employment to grant employers wide latitude in retaliating against undocumented workers and stifling attempts at legal mobilization. We next assess how these formal protections are filtered through various institutional gatekeepers (including legal advocates and medical experts) and how organizational compliance structures (such as human resources and mediation programs) have limited workers' ability to make claims on their rights. We consider how intersecting bases of inequality (such as gender, race, and national origin) are processed by administrative bureaucracies, and how lay versus legal conceptions of workplace justice often diverge. We end by considering the fallout of workplace abuse on individuals and their families.</p>						

<b>ILRLR 2060</b>	<b>Writing Seminar in Law</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14204</b>	<b>SEM 102</b>	<b>TR</b>	<b>1:25pm-2:40pm</b>	<b>TBD</b>	<b>A. Weiner Heinemann</b>	
<p>Topic: Disability Law and Ethics  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. Fulfills the ILR Advanced Writing Requirement. Enrollment is restricted to sophomores or others with permission who have not satisfied their ILR Advanced Writing Requirement.</p>						

<b>ILRLR 2060</b>	<b>Writing Seminar in Law</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>17354</b>	<b>SEM 103</b>	<b>MW</b>	<b>2:55pm-4:10pm</b>	<b>TBD</b>	<b>I. Ajunwa</b>	
<p>Topic Controversies in the Mod Workplace: Ethics and Technology  Fulfills the ILR Advanced Writing Requirement. Enrollment is restricted to sophomores or others with permission who have not satisfied their ILR Advanced Writing Requirement.</p>						

<b>ILRLR 2070</b>	<b>Writing Seminar in History</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14283</b>	<b>SEM 101</b>	<b>TW</b>	<b>11:40-12:55pm</b>	<b>TBD</b>	<b>V. Martinez- Matsuda</b>	
<p>Topic: Mexican Labor and Working-Class History in the US  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>						

<b>ILROB2230</b>	<b>Leadership in Organization</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14128</b>	<b>SEM 101</b>	<b>TR</b>	<b>2:55pm-4:10pm</b>	<b>TBD</b>	<b>T.Hammer</b>	
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."						

<b>ILROB2290</b>	<b>Organizational Cultures</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14254</b>	<b>LEC 001</b>	<b>MW</b>	<b>8:40-9:55am</b>	<b>TBD</b>	<b>W. Sonnenstuhl</b>	
Reviews the concept of organizational culture. It examines the nature of ideologies as sense-making definitions of behavior, concentrating on the cultural forms that carry these cultural messages: ritual, symbols, myths, and stories. The course examines these concepts by applying them in a combination of individual papers and a team written paper.						

## ENGLISH 2890: 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.**

<b>ENGL 2890</b>	<b>Expository Writing Dead and Deadly Women: The Feminine Noir</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>5941</b>	<b>SEM 101</b>	<b>MWF</b>	<b>11:15-12:05</b>	<b>TBA</b>	<b>N. Ike-Nijoku</b>	
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.						

<b>ENGL 2890</b>	<b>Expository Writing Topic: TV Nation</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>5940</b>	<b>SEM 102</b>	<b>MWF</b>	<b>12:20-1:10</b>	<b>TBA</b>	<b>D.Faulkner</b>	
Television mediates our national and domestic life more than we may realize. From its origins, TV--even for those who consume little of it--has represented, even regulated, our experiences of childhood and adolescence, production and consumption, politics and citizenship. It seeks to define us as people, workers, and citizens. In this course, we will develop ways to read and to write about the small screen as a cultural text. In doing so, we will explore how the genres, institutions and ideologies of contemporary television both reflect and refract our national and domestic life.						

<b>ENGL 2890</b>	<b>Expository Writing: American Nightmare: Horror Films and Fictions</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>5626</b>	<b>SEM 103</b>	<b>MW</b>	<b>2:55-4:10 PM</b>	<b>TBA</b>	<b>R. Barnes</b>	
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.						

<b>ENGL 2890</b>	<b>Expository Writing : Apocalyptic Vision in Literature and Film</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>5943</b>	<b>SEM 104</b>	<b>TR</b>	<b>11:40-12:55</b>	<b>TBA</b>	<b>B. Zukovic</b>	
<p>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 the cult novel that inspired zombie apocalypse movies (I am Legend, by Richard Matheson), three accounts of apocalyptic desire (Polanski's Chinatown, Tarentino's Once Upon a Time in Hollywood and Joan Didion's The White Album) and three works staging the collapse of mundane reality (excerpts from The Autobiography of Malcom X, Allen Ginsberg's Howl, and Shirley Jackson's The Haunting of Hill House).</p>						

<b>ENGL 2890</b>	<b>Expository Writing : Creative Nonfiction: The Invented Self</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>5944</b>	<b>SEM 105</b>	<b>TR</b>	<b>1:25-2:40pm</b>	<b>TBA</b>	<b>S. Hutchinson</b>	
<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>						

<b>ENGL 2890</b>	<b>Expository Writing : Writing Back to the Media: Essays and Arguments</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>5945</b>	<b>SEM 106</b>	<b>TR</b>	<b>2:55-4:10pm</b>	<b>TBA</b>	<b>K. King-O'Brien</b>	
<p>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, among others. Students will write essays of opinion and argument--in such forms as news analysis, investigative writing, news digests, 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. Coursework will include an independently researched project on a subject of the student's choosing.</p>						

<b>ENGL 2890</b>	<b>Expository Writing : Culinary Encounters of the Other Kind</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>7449</b>	<b>SEM 107</b>	<b>TBA</b>	<b>TBA</b>	<b>TBA</b>	<b>B.Thompson</b>	
<p>What does it mean to say you're hungry for something? This course explores the joyful and the dark sides of eating and traces how food informs the ways in which we ingest the world, particularly the parts of it unfamiliar to us. We will consider how the meeting of food, word, and image inform larger social categories and reflect on the way food affects how we think about others, putting it in conversation with literature, art, current events, film, imperialism, and history. Possible texts include Monique Truong's The Book of Salt, art by Kara Walker, Kyla Wazana Tompkins' Racial Indigestion, the Iroquois White Corn Project, fiction by Chimamanda Adiche, The Search for General Tso, Greek myths, and Rabindranath Tagore's "Hungry Stones."</p>						

<b>ENGL 2890</b>	<b>Expository Writing : Writing Back to the Media: Essays and Arguments</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>9123</b>	<b>SEM 108</b>	<b>TBA</b>	<b>TBA</b>	<b>TBA</b>	<b>K. King- O'Brien</b>	
<p>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, among others. 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. Coursework will include an independently researched project on a subject of the student's choosing.</p>						

<b>ENGL 2890</b>	<b>Expository Writing : Art and Argument: the Personal Essay in America</b>			<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>9124</b>	<b>SEM 108</b>	<b>TBA</b>	<b>TBA</b>	<b>TBA</b>	<b>M. Prior</b>
<p>How have contemporary American writers engaged with the personal essay to respond to the last fifty years of American history and culture? And what importance might we ascribe to the personal essay in current American social and intellectual milieus? In this course we will read essays by such authors as James Baldwin, Joan Didion, Rebecca Solnit, Teju Cole, and Yiyun Li that consider the complexities of place, culture, race, and art. Through class discussion, composing personal essays, and collaborative writing workshops, students will explore how the personal essay's various forms and foci are inflected by the interplay between socio-historical moment and authorial intention.</p>					