

# ILR Sophomore Writing Courses ~ Spring 2018

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

<b>ILRHR 2630</b>	<b>Human Resources: Current Issues and Trends</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14214</b>	<b>SEM 101</b>	<b>TR</b>	<b>8:40am-9:55am</b>	<b>TBA</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>ILRIC 2370</b>	<b>Employee Involvement and Workplace Democracy in the Global Economy</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14143</b>	<b>SEM 101</b>	<b>TR</b>	<b>1:25pm-2:40pm</b>	<b>TBA</b>	<b>V. Doellgast</b>	
<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>						

<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>14146</b>	<b>LEC 003</b>	<b>TR</b>	<b>1:25pm-2:40pm</b>	<b>TBA</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>16611</b>	<b>LEC 006</b>	<b>TR</b>	<b>11:40am-12:55pm</b>	<b>TBA</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>Disability and Ethics</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14139</b>	<b>SEM 102</b>	<b>TR</b>	<b>1:25pm-2:40pm</b>	<b>TBA</b>	<b>A. Weiner Heinemann</b>	
<p>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.</p>						

<b>ILROB 2230</b>	<b>Leadership in Organizations</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>14054</b>	<b>SEM 101</b>	<b>TR</b>	<b>2:55pm-4:10pm</b>	<b>TBA</b>	<b>T. Hammer</b>	
<p>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."</p>						

<b>ILROB 2290</b>	<b>Organizational Cultures</b>			<b>Sophomore Writing</b>	<b>3.0 HRS</b>	<b>LET ONLY</b>
<b>16839</b>	<b>LEC 001</b>	<b>MW</b>	<b>10:10am-11:25am</b>	<b>TBA</b>	<b>W. Sonnenstuhl</b>	
<p>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.</p>						

## ENGLISH 2890: Expository Writing

ENGLISH 2890. Spring 2018. 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/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 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>Apocalyptic Vision in Literature and Film</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>6140</b>	<b>SEM 101</b>	<b>MWF</b>	<b>11:15-12:05</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>I am Legend</i>, by Richard Matheson); two accounts of apocalyptic desire (<i>Mulholland Drive</i> by David Lynch and Nathaniel West's <i>Day of the Locust</i>) and three works staging the collapse of mundane reality (Allen Ginsberg's <i>Howl</i>, Art Spiegelman's graphic-novel adaption of Paul Auster's <i>City of Glass</i>, and Shirley Jackson's <i>The Haunting of Hill House</i>).</p>						

<b>ENGL 2890</b>	<b>Expository Writing: TV Nation: Television and Identity in America</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>6141</b>	<b>SEM 102</b>	<b>MWF</b>	<b>12:20-1:10</b>	<b>TBA</b>	<b>D. Faulkner</b>	
<p>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.</p>						

<b>ENGL 2890</b>	<b>Expository Writing: Creative Nonfiction: Do Our Stories Matter?</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>6142</b>	<b>SEM 103</b>	<b>MW</b>	<b>2:55-4:10 PM</b>	<b>TBA</b>	<b>A. Masum-Javed</b>	
<p>Can a story take down a system? Under what conditions? This course 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?"</p>						

<b>ENGL 2890</b>	<b>Expository Writing: The Reality Effect: Documentary Film</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>6143</b>	<b>SEM 104</b>	<b>TR</b>	<b>10:10-11:25 AM</b>	<b>TBA</b>	<b>B. Lu</b>	
<p>We trust documentary films to portray the "real" world, yet engaged viewers understand that reality looks different from different perspectives. Documentaries have the power to shape and alter the truth in the process of reporting on it. In this course you'll practice critical reading and viewing, paying close attention to how recent documentaries construct, maintain, reimagine, and/or challenge our understanding of the world and of ourselves. In discussion and writing, we'll consider the ethics and politics of representation and the question of who speaks for whom. Films may include <i>Grizzly Man</i>, <i>Exit Through the Gift Shop</i>, <i>Stories We Tell</i>, <i>Citizenfour</i>, <i>Cameraperson</i>, and <i>The Act of Killing</i>, as well as adjacent genres like reality television and mockumentary.</p>						

<b>ENGL 2890</b>	<b>Expository Writing: Modern Metamorphoses</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>6144</b>	<b>SEM 105</b>	<b>TR</b>	<b>11:40-12:55</b>	<b>TBA</b>	<b>S. Schlemm</b>	
<p>In ancient myths, humans are transformed into animals, plants, and other shapes and states of being. Why do such stories haunt us in the digital age? How fluid are our own identities, and are we capable of metamorphoses of our own? To answer these questions, we will discuss contemporary ideas about gender, sexuality, epigenetics, legal personhood, digital lives, and creative autobiography. We will also develop expository writing skills through a wide range of assignments. Course materials may include Ursula Le Guin's novel <i>The Left Hand of Darkness</i>, films such as Darren Aronofsky's <i>Black Swan</i> and Alfred Hitchcock's <i>Vertigo</i>, scientific journal articles, Supreme Court opinions, and other cutting-edge theories of what it means to be human - and maybe more.</p>						

<b>ENGL 2890</b>	<b>Writing Back to the Media: Essays and Arguments</b>				<b>4.0 HRS</b>	<b>LET ONLY</b>
<b>6145</b>	<b>SEM 106</b>	<b>TR</b>	<b>1:25-2:40</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 <i>New Yorker</i>, <i>The Atlantic</i>, <a href="http://slate.com">slate.com</a>, and the <i>New York Times</i>, 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>						

ENGL 2890	Expository Writing: What If? Alternative Histories and Speculative Fictions			4.0 HRS	LET ONLY
7967	SEM 107	TR	2:55-4:10	TBA	J. Lee
<p>What if the Axis powers had won World War II? What if the Great Depression had never ended? What if single-sex societies had evolved through reproductive innovation? Speculative fiction plays with such possibilities and can present us with new pasts, opening up new presents and futures. We'll read a range of alternative histories such as Philip K. Dick's <i>The Man in the High Castle</i>, Joanna Russ's <i>The Female Man</i>, Margaret Atwood's <i>The Handmaid's Tale</i>, and James Tiptree, Jr.'s "Backward, Turn Backward," exploring the mechanisms that make these strange tales possible and bringing them into conversation with theoretical texts on psychoanalysis and trauma theory. Essays and class discussions will ask: why are such alternatives so alluring?</p>					