

ILR Sophomore Writing Courses ~ Spring 2019

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
14220	SEM 101	TR	8:40am-9:55am	TBA	C. Miller	
<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>						

ILRIC 2370	Employee Involvement and Workplace Democracy in the Global Economy			Sophomore Writing	3.0 HRS	LET ONLY
14172	SEM 101	TR	1:25pm-2:40pm	TBA	V. Doellgast	
<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>						

ILRLE 2400	Economics of Wages and Employment			Sophomore Writing	3.0 HRS	LET ONLY
14173	LEC 003	TR	1:25pm-2:40pm	TBA	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
14237	LEC 006	TR	11:40am-12:55pm	TBA	S. Thomas	
<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	Law and Society			Sophomore Writing	3.0 HRS	LET ONLY
17238	SEM 101	TR	11:40-12:55pm	TBA	S. Glesson	
<p>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>						

ILRLR 2060	Disability and Ethics			Sophomore Writing	3.0 HRS	LET ONLY
14170	SEM 102	TR	1:25pm-2:40pm	TBA	A. Weiner Heinemann	
<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>						

ILROB 2230	Leadership in Organizations			Sophomore Writing	3.0 HRS	LET ONLY
14092	SEM 101	TR	2:55pm-4:10pm	TBA	T. Hammer	
<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>						

ILROB 2245	Ethics and Technology			Sophomore Writing	3.0 HRS	LET ONLY
17409	LEC 001	M	7:30pm-10:00pm	TBA	I.Ajunwa	
<p>This course examines a range of controversies arising from the management of the modern workplace. From hiring practices, work life balance struggles, office architecture, to employment discrimination, allegations of sexual harassment, and future of work issues. The emphasis of the course will be on helping the students to develop the meticulous research and persuasive writing skills that will enable their success in the modern workplace.</p>						

ILROB 2290	Organizational Cultures			Sophomore Writing	3.0 HRS	LET ONLY
14255	LEC 001	MW	8:40am-9:55am	TBA	W. Sonnenstuhl	
<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.

ENGL 2890	Ecohorror :Writing Climate Change, Darkly				4.0 HRS	LET ONLY
6021	SEM 101	MWF	10:10-11:00	TBA	Angierski, K	
This course considers texts that grapple with the terror of Earth-bound existence in the age of climate change, also called the Anthropocene. Parsing the aesthetic, political, ethical, and environmental effects of writing in the genre of "ecohorror," we will ask: How are artists reckoning with the escalating and frightening presence of the other-than-human? What are the advantages and disadvantages of representing the biosphere darkly—not as a benevolent "Mother Earth" but as a vengeful and inescapable force? Reorienting the environmentalist rhetoric of "saving the planet," we will analyze short stories, novels, and films that represent life in myriad forms fighting back against the most dangerous species of all: us.						

ENGL 2890	Apocalyptic Vision in Literature and Film				4.0 HRS	LET ONLY
6020	SEM 102	MWF	11:15-12:05	TBA	Zukovic, B	
"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>).						

ENGL 2890	Feeling Human: Animals, Humans, the Posthuman				4.0 HRS	LET ONLY
6022	SEM 103	MWF	12:20-1:10 PM	TBA	Surendranathan, H	
This course considers how emotions and their effects on the body and the environment constitute what it feels like to be a human. To investigate these affective stances, this course will study narratives where human identity is constituted or disrupted by meeting nonhuman and posthuman identities. We'll also consider how						

emotion and related categories are a kind of cognition from the perspective of contemporary affect theory. Course materials may include the films *Her* (2013) and *The Shape of Water* (2017), fiction by A.S. Byatt and Téa Obreht, and scholarship by Donna Haraway, Brian Massumi and Ruth Leys

ENGL 2890	Creative Nonfiction: Exploring the Personal Essay				4.0 HRS	LET ONLY
6023	SEM 104	MWF	1:25-2:15 AM	TBA	Green, C	
<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 2890	Addictive Media or How to Survive What You Love				4.0 HRS	LET ONLY
6024	SEM 105	MW	7:30-8:45PM	TBA	Price, Z	
<p>What is addiction in the 21st century? The substances of addiction have changed throughout history, but so too has our definition of addiction, who can be addicted, and how we should treat it. This course will examine addiction through an assortment of different media texts, from science fiction films to documentaries to Snapchat. We will analyze movies such as <i>The Social Network</i>, <i>The Wolf of Wall Street</i>, and <i>Her</i> as well as television shows like <i>Breaking Bad</i>, hook-up apps like <i>Tinder</i>, and popular video games like <i>League of Legends</i>. By the end of the course, we will create our own definitions of addiction that adequately address the dangers as well as possible benefits of addictive media.</p>						

ENGL 2890	Creative Nonfiction: Identity Matters				4.0 HRS	LET ONLY
6025	SEM 106	TR	10:10-11:25	TBA	Anica, R	
<p>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.</p>						

ENGL 2890	Culinary Encounters of the Other Kind				4.0 HRS	LET ONLY
7601	SEM 107	TR	11:40-12:55PM	TBA	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 <i>The Book of Salt</i>, art by Kara Walker, Kyla Wazana Tompkins' <i>Racial Indigestion</i>, the Iroquois White Corn Project, fiction by Chimamanda Adiche, <i>The Search for General Tso</i>, Greek myths, and Rabindranath Tagore's "Hungry Stones."</p>						

ENGL 2890	Writing Back to the Media: Essays and Arguments			4.0 HRS	LET ONLY
16838	SEM 108	TR	1:25-2:40PM	TBA	King- O'Brien, K
<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>					

ENGL 2890	Art and Argument: the Personal Essay in America			4.0 HRS	LET ONLY
16839	SEM 109	TR	2:55-4:10PM	TBA	Prior, M
<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>					