First-Year Writing Program

Spring 2017

76101 Course Descriptions

First-Year Writing course options often include 76100, Reading and Writing in an Academic Context and 76102, Advanced First Year Writing, particularly during the fall semesters. However, because enrollment needs for 76100 and 76102 have been met during Fall 2016, only 76101 will be offered in Spring 2017. Please visit our website for more information.

http://www.cmu.edu/dietrich/english/first_year/

*This version of the document was updated on 11/2/2016 and is subject to change.

Section A
David Cerniglia MWF 8:30-9:20
Socialized: Mapping the Social Media Revolution
Have you ever noticed that whenever you’re waiting on line nearly everyone seems to be staring into her phone? Or perhaps you haven’t noticed because you were too busy checking Twitter or Instagram. Whether we like it or not, social media has become a part of our daily lives. According to AdWeek, there are more than 2 billion active social media users globally and social media accounts for 28% of all online media consumption. This course will explore how various forms of social media are not only changing the ways in which we interact with those in our community, but asking us to redefine what “community” means. Students will engage with debates about how social media affects us as global citizens and as individuals. We might ask the extent to which Twitter was responsible for the Arab Spring or Tinder for our love lives. Are we shaping the way social media works, or is it shaping us? Over the course of the semester, students will develop their reading and writing skills by learning to closely analyze arguments, synthesize multiple arguments, and eventually contribute their own arguments on how we should define meaningful interaction and community in a world driven by social media.

Section AA
Scott Riess MWF 8:30-9:20
Boycotts, Bullets, Bits? Political Resistance and Forms of Protest
“Disobedience,” according to Henry David Thoreau, “is the true foundation of liberty.” If we assume Thoreau is right that political resistance is necessary to preserve political freedom, then it raises the question: protest how? With marches? With armed resistance? With digital tools like Low Orbital Ion Cannons? This course engages with historic and contemporary questions about the legitimacy, value, and efficacy of different forms of political dissent and resistance and their role in political systems. We analyze political theories regarding civil disobedience and freedom of speech, and consider how protest in specific contexts may challenge, update, or extend those arguments. Students may pursue inquiry into issues such as the value of different expressions of dissent, the legitimacy of hacktivism, and the value of digital media for social movements. In an era marked by patterns of resistance that range from the Arab Spring, to #occupy, to Operation Ferguson, addressing these questions helps us reflect on both our own cultural and political histories as well as our roles as global citizens. Interrogating the value of historic and contemporary forms of protest means entering a conversation; in this course, you will develop analytical skills to identify features—some more flexible and some
less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.

Section B
David Cerniglia MWF 9:30-10:20
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Section BB
Calvin Pollak MWF 9:30-10:20
_Is Information Power? Transparency, Secrecy, and Democracy_
According to journalist Glenn Greenwald, “a society in which people can be monitored at all times breeds conformity and obedience and submission.” Today, government bodies such as the US National Security Agency and corporations such as Google and Facebook are collecting more of our private information than ever before; is our society thus beginning to reflect Greenwald's nightmare vision? Or is bulk data collection relatively benign, even beneficial, as NSA officials and tech company CEOs often claim? If the community benefits from data collection, should we even consider its potential costs to individuals' privacy? How are our politics affected if whistle-blowers, journalists, and activists find their expression and advocacy increasingly restricted by data collection? And what has been the role of individual users, consumers, and citizens in bringing about these circumstances? To answer these vital contemporary questions, we'll engage with academic, journalistic, and political texts written before and after the disclosures of classified US government documents by former contractor Edward Snowden. Engaging with these questions effectively requires understanding issues of material (economic) and symbolic (linguistic and rhetorical) power in social contexts; thus, students in this course will develop practices of critical academic reading, analysis, and writing. By the end of the semester, students will be able to investigate and interpret arguments according to their material and symbolic characteristics. Ultimately, they will join a community of scholars crafting critical discourse about privacy, security, and the present-day circumstances of US power.

Section C
Rachel Mennies Goodmanson MWF 9:30-10:20
_Big Mac, Big Kale: Food Culture in America_
Food, necessary to our daily existence, carries as many cultural and rhetorical connotations as it does biological. Why does what we eat—fast food, local food, home-cooked food, meat-based or vegetarian or vegan food—mean so much to society, and become the subject of so much controversy? Why do food traditions endure, and why do fad diets appear? Does it matter to our bodies if we eat organic, local, big-box? How about to our country? More broadly, how do our decisions about what
we eat matter, and to whom? Throughout the semester, you will learn advanced practices for understanding, evaluating, and crafting scholarly writing by participating in a variety of in-class activities based on the course readings. These activities and the three core 76-101 writing assignments (argument analysis, synthesis, and contribution) will scaffold you toward becoming clearer academic writers and the creators of convincing arguments around our course issue.

Section CC
Brad Fest MWF 9:30-10:20
*Boycotts, Bullets, Bits? Political Resistance and Forms of Protest*

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We analyze political theories regarding civil disobedience and freedom of speech, and consider how protest in specific contexts may challenge, update, or extend those arguments. Students may pursue inquiry into issues such as the value of different expressions of dissent, the legitimacy of hacktivism, and the value of digital media for social movements. In an era marked by patterns of resistance that range from the Arab Spring, to #occupy, to Operation Ferguson, addressing these questions helps us reflect on both our own cultural and political histories as well as our roles as global citizens.

Interrogating the value of historic and contemporary forms of protest means entering a conversation; in this course, you will develop analytical skills to identify features—some more flexible and some less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.

Section D
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Section DD
Josh Zelesnick MWF 10:30-11:20
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Section E
Kendra Williamson MWF 10:30-11:20

Section EE
Sarah Hancock MWF 10:30-11:20
Section F
Josh Zelesnick MWF 11:30-12:20

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Section FF
CP Moreau MWF 11:30-12:20

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Section G
Maria Poznahovska MWF 11:30-12:20

To Eat or Not To Eat? The Ethics of Food Cosmopolitanism in the “Foodie” Movement

This course engages with questions about the ethics of consumerism, the politics of production, and the larger social assumptions surrounding the value of food cosmopolitanism. Using the foodie movement as an entrance point, we will examine the underlying tensions surrounding being a “foodie” and asking questions such as: To what extent is being a foodie a liberating and globalizing
experience? What does it mean to have access to food? What ethical obligations might be attached to carrying the foodie label? We will look at issues concerning sustainability, taste, authenticity and power, and examine how the foodie movement has sought to counter, reframe, or extend various perspectives on the ethics of food. The goal of the class will be to learn how to enter an ongoing conversation on a contested topic through analytical reading and writing. Throughout the course, you will learn and practice critical analytical skills to understand different arguments, synthesize various perspectives, and finally contribute your own argument to the foodie discussion.

Section GG
Sophie Wodzak MWF 11:30-12:20
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Section H
Rachel Mennies Goodmanson MWF 11:30-12:20
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Section HH
Nathan Nikolic MWF 11:30-12:20
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Section I
Kitty Shropshire MWF 12:30-1:20
Does the Devil Wear Prada?: Fashioning Meaning in Clothing and Culture

What is fashion? If you posed this question to fifty different people, you’d likely receive fifty different answers in response. Indeed, the definitional flexibility and ineffable quality of fashion can explain much of its enduring appeal. As American fashion designer Ralph Lauren once said, “I don’t design clothes. I design dreams.” In this section of 76-101, we will examine what kinds of dreams are expressed through fashion and question the multifunctional role that fashion plays in our society: as art form, as commodity, and as visual language. In addition to exploring the creative promise and symbolic function of fashion, we will confront contemporary concerns about the fashion industry’s social, economic, and environmental impact. Accordingly, students in this course will be encouraged to reflect on the role that fashion plays within their own lives as they simultaneously develop and practice critical reading and writing skills. Students will use these skills to analyze and synthesize expert arguments and, ultimately, to contribute their own original argument to the existent academic debate over the social and cultural function of fashion.

Section II
Maggie Goss MWF 12:30-1:20
What's New in the News? Developments in News Media Journalism

On April 15th, 2013, two pressure cooker bombs exploded during the Boston Marathon in Massachusetts, killing 3 people and injuring an estimated 264 bystanders. Following the attack, a police officer was shot and killed. In a rush to report the story, The New York Post wrongly identified a so-called suspect of the bombing, placing that individual’s photos in front-page newspapers. Soon other news outlets followed suit, and controversy arose over the way in which details of the event were reported. Although The Post denied any errors in reporting, their case points to concerns regarding how events should be covered by journalistic news outlets. This event also raises questions about what role news coverage should play in our society and what effect ‘real time’ investigative reporting has had on the news. How have methods of distribution and gathering information shaped the process of journalistic news coverage? What values are associated with these shifting processes? Should events be reported quickly or accurately? These questions represent issues surrounding credibility, accuracy, ethics, and timeliness in reporting. They are important to consider not only because the majority of Americans hear about current events through news media coverage, but also because concerns surrounding such coverage shape how information is disseminated to the public. In this course, students will analyze and synthesize arguments to develop their own original research question. They will develop that question into a written research proposal for a project that they will ultimately write about in their final paper that contributes to the conversation on how developments in methods of distribution, gathering and filtering information, and even crowdsourcing have reshaped journalistic news coverage. Additionally, throughout the semester students will share examples of news reporting and analyze representations of stories in order to consider how the authors we will have read might respond to different forms of reporting.
Section J
Jacob Goessling MWF 12:30-1:20
No More Pipelines? Energy, Ecology and (Em)powering Our Society
In the summer of 2016, thousands of indigenous activists, environmentalists, students, and religious leaders gathered at the Standing Rock Sioux Reservation in North Dakota to protest the construction of a pipeline intended to move up to 570,000 barrels a day of crude oil to refineries along the US Gulf Coast. Meanwhile, scientists are monitoring record droughts, massive wildfires, and extreme weather events for their possible link to climate change caused by the burning of fossil fuels. For this reason, we must ask that if we are responsible for the significant human and financial costs of fossil fuel-based energy use, how might we reexamine our attitudes and beliefs that led to our reliance on these natural resources? This course will explore debates surrounding energy, the environment, technology, and humanity to ask: How do our definitions of nature influence our use of it? How does the promise of technological advancement inform our responses to the threat of climate change? And how do we reconcile our ideas of growth with the possibility of a more challenging future? To examine these questions, we will read a variety of texts (news articles, academic and non-academic essays, fiction, and film) that address the problems of a changing environment from political, economic, and cultural perspectives. We will move from arguments on the policies and beliefs which led to our present situation to current calls for action, and explore perspectives ranging from the student-led fossil fuel divestment movement to the technological optimism of Thomas Friedman’s *Hot, Flat and Crowded*. Finally, we consider how writers and artists have imagined possible futures, such as the “eternal engine” found in the film *Snowpiercer*. Over the course of the semester, we will analyze and synthesize arguments written by experts so that we can make a unique contribution to the overarching question of how we can negotiate the at times conflicting priorities of people, progress, and the environment.

Section JJ
Jessica Wilton MWF 12:30-1:20
DIY, Makers, and “Indie”: Assessing a (Sub?)-Cultural Phenomenon
Until the recent boom in DIY production and “maker” culture, to “hack” meant to illegally access private networks, and DIY was an anti-capitalist principle of the punk movement. Calling movies, music, and other cultural products “independent” used to mean these products were made by small, non-major studios or labels. But recently, as critic Michael Z. Newman proclaims, “‘indie’ has become a buzzword, a term whose meanings—alternative, hip, edgy, uncompromising—far exceed the literal designation of media products that are made independently of major firms,” and DIY/maker culture is hardly anti-corporate. Indie, hacker, DIY and maker cultures now seems less revolutionary than they once were, but are able to touch many more lives. Has independence run its course? If so, what did it once represent and why has it become what it is today? What was, or is, its social, political, and commercial value? These (and other) questions will serve as the focus for this 76-101 course. We will use academic and popular criticism, film, music, and more to explore Indie and DIY issues. Students will write essays that analyze the arguments and issues surrounding Indie culture, culminating an essay in which they make a contribution to our contemporary knowledge of these cultural trends.

Section K
Ryan Roderick MWF 12:30-1:20
Communicating Across Diversity: We Are What We Speak?
This course is driven by a hotly debated question: What does it mean to be “literate” in a society where languages, dialects, and cultures are diverse? If we realize it or not, we are constantly switching among different languages and/or dialects, when we decide the appropriate ways to text friends,
family, or co-workers; when we participate in a dorm room conversation one minute and a classroom discussion the next; or when we encounter seemingly “strange” ways people talk/think/write “somewhere else.” Language diversity can even become controversial, like when so many people reacted with sharp criticism or bold support to a Coca-Cola commercial that represented “America the Beautiful” sung in seven different languages. Given these different ways of communicating, what does it mean to “speak (or write) properly,” to “follow the rules (whose rules?)” or make a language “error”? These issues are even more urgent now, given that there are an increasing number of problems, like global warming, that require people to cross linguistic and cultural boundaries as they work collaboratively in the private, public and government sectors. This section of 76-101 explores the effects that language and cultural diversity has on how people understand themselves, work with each other, and move among diverse communities. We will explore this topic from a variety of perspectives that will challenge notions of “correctness” and complicate our understanding of what it means to cross linguistic and cultural boundaries. There are three major writing assignments that build on each other in a way that will enable you to weigh in on this issue from a robust academic perspective. You will move from analyzing one aspect of the argument, to then putting multiple authors in conversation with each other through a synthesis. Finally, you will enter the ‘conversation’ by developing your own informed and socially responsible position on the issue, forming an argument, and thereby making a contribution to the field.

Section KK
Alex Helberg MWF 12:30-1:20
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Section L
Tim Dawson MWF 12:30-1:20
Race, American Identity, and Public Policy
How closely linked are ideas about race and ideas about American identity? How should race be addressed in the public policies developed by a nation founded on the principle of equality before the law? Given the election of Barack Obama, recent U.S. Census data revealing that more people are identifying as multiracial, and projections that the U.S. will be a “majority minority” country by 2050, some argue that traditional lines of racial distinction are no longer relevant, with some going so far as to suggest we have entered a postracial era. However, the very idea of postracial and the category of multiracial suggest that ideas about race continue to play an important role in how we think about individual and group identity in America. In this course we will consider
various ideas about “race”, how these ideas relate to other ways of thinking about individual and
group identity, and how (or whether) public policies should address racial distinctions. In this
course students will learn and practice specific strategies for critically analyzing the arguments in
academic and popular essays, contemporary news accounts, and documentary film. Students will
write three major papers: an academic summary, an academic synthesis of various positions on an
issue related to the course topic, and, finally, a paper that proposes the students’ contribution to a
discussion about race and otherness in America. In the process of developing these papers,
students will learn and practice specific analysis and planning skills for drafting and revising
academic arguments, and they will learn and practice specific strategies for analyzing their own
written work and the written work of their peers.

Section LL
Jeffrey Sachs MWF 1:30-2:20
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Section M
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issues. Students will write essays that analyze the arguments and issues surrounding Indie culture,
culminating an essay in which they make a contribution to our contemporary knowledge of these
cultural trends.

Section MM
Bret Vukoder MWF 1:30-2:20
A Seat in the Dark: Why Do We Watch Movies?

As the story goes, when the French film pioneers Auguste and Louis Lumière premiered their brief 1895 film *The Arrival of a Train a La Ciotat Station*, the crowd of spectators jumped up from their seats in a fit of fear, believing the train was charging directly towards them. They were certain it was real. Seven years later, another Frenchman, George Méliès, debuted the whimsical and bizarre tale *A Trip to the Moon*, invoking a sense of wonder and possibility in the audience. Cinema from thereon became many things, offering viewers a spectrum of experiences teetering between reality and fantasy, representation and imagination. Even amidst the rise of television and the Internet, movies today are still a tremendously popular medium. Tickets sales are level, and viewers now have instantaneous access to a seemingly endless library of films via Netflix, Amazon, or On-Demand. Prolific and pervasive, movies have become such a staple of modern culture that we rarely step back and ask why we watch them. In what ways can cinema tell us who we are or what we should be? Is it possible to express ourselves from a seat in the theater? Can cinema make or reinforce communities? To what extent can movies enlighten or trivialize? Why do they entertain us? These and other questions will serve as the focus for this 76-101 course. In exploring the connection between the spectator and cinema, we will learn and apply analytical methods for engaging academic and popular criticism, feature-length films and clips, other primary artifacts, and more. Students will write essays that analyze arguments and synthesize perspectives surrounding this topic, culminating to a final essay in which they make a contribution to our contemporary knowledge that will in part answer the question of why we watch movies.

Section N
Craig Stamm MWF 1:30-2:20

Video Games and Society

In 2014, a series of events now referred to as Gamergate revealed widespread misogyny throughout the larger male-dominated gaming community. Initially debating the ethics of video game journalists, the conversation became loaded with violent threats and the defamation of female video game developers. While the outcome of Gamergate is still hotly debated in relation to the parties involved, one thing was made clear: video games are no longer a niche interest. With over half of the American population reported to play video games, they now outsell the global box office, making video games a new dominant form of media. The virtual societies of video games enable us to participate in experiences difficult to capture through other means, while also paralleling real world power structures and prejudices. How can we understand video games as tools for social change? How does a post-Gamergate gaming community move forward without abandoning the work of the past? How do we define video games? In terms of goals, interaction, or technology? The goal of this class is to investigate these questions surrounding video games, while also considering issues of race, gender, and sexual orientation in relation to the history of video games. The course requires no previous knowledge of or experience with video games, and some assignments will include playing relevant games that highlight the issues we'll be discussing in our readings. We will read various articles addressing the sociological issues of games, and students will be asked to write their own papers analyzing, critiquing, and synthesizing these perspectives, leading to a final paper where they will craft their own contribution on how we can understand video games as tools for sociological reflection and progress.

Section NN
Hannah Ringler MWF 9:30-10:20

Boycotts, Bullets, Bits? Political Resistance and Forms of Protest

“Disobedience,” according to Henry David Thoreau, “is the true foundation of liberty.” If we assume Thoreau is right that political resistance is necessary to preserve political freedom, then it raises the question: protest how? With marches? With armed resistance? With digital tools like Low Orbital Ion Cannons? This course engages with historic and contemporary questions about the legitimacy, value, and efficacy of different forms of political dissent and resistance and their role in political systems. We analyze political theories regarding civil disobedience and freedom of speech, and consider how
protest in specific contexts may challenge, update, or extend those arguments. Students may pursue inquiry into issues such as the value of different expressions of dissent, the legitimacy of hacktivism, and the value of digital media for social movements. In an era marked by patterns of resistance that range from the Arab Spring, to #occupy, to Operation Ferguson, addressing these questions helps us reflect on both our own cultural and political histories as well as our roles as global citizens. Interrogating the value of historic and contemporary forms of protest means entering a conversation; in this course, you will develop analytical skills to identify features—some more flexible and some less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.

Section O
Tim Dawson MWF 2:30-3:20
Race, American Identity, and Public Policy
How closely linked are ideas about race and ideas about American identity? How should race be addressed in the public policies developed by a nation founded on the principle of equality before the law? Given the election of Barack Obama, recent U.S. Census data revealing that more people are identifying as multiracial, and projections that the U.S. will be a “majority minority” country by 2050, some argue that traditional lines of racial distinction are no longer relevant, with some going so far as to suggest we have entered a postracial era. However, the very idea of postracial and the category of multiracial suggest that ideas about race continue to play an important role in how we think about individual and group identity in America. In this course we will consider various ideas about “race”, how these ideas relate to other ways of thinking about individual and group identity, and how (or whether) public policies should address racial distinctions. In this course students will learn and practice specific strategies for critically analyzing the arguments in academic and popular essays, contemporary news accounts, and documentary film. Students will write three major papers: an academic summary, an academic synthesis of various positions on an issue related to the course topic, and, finally, a paper that proposes the students’ contribution to a discussion about race and otherness in America. In the process of developing these papers, students will learn and practice specific analysis and planning skills for drafting and revising academic arguments, and they will learn and practice specific strategies for analyzing their own written work and the written work of their peers.

Section OO
Will Penman MWF 2:30-3:20
Rainbows, Butterflies, and Robots
What’s the difference between having a “smart” watch and having a “smart” dog? Robotic technologies today are progressing quickly, and might one day be able to feel pain, rebel, and die (or be happy, free and alive). In this class we explore philosophies of human interaction with animals and the environment (or “rainbows and butterflies”) as analogies for human interaction with emerging robotic technologies. To what extent can we model human treatment of intelligent machines on animals and nature? Or to put it another way, to what extent are computational technologies different from animals and from nature? We explore these questions from a historical perspective, covering a variety of readings on topics such as robot and animal work, emotion, purpose, evolution, rights, and agency. We start by learning reading strategies to delve into authors’ claims. Then we write three essays through the semester, structured in increasing complexity. First is an analysis of a single text. Next is a synthesis paper, in which students draw together disparate arguments around a question of their choosing. Finally, students enter into the conversation with a researched contribution argument of their own about the application of dealing with animals/the environment to the realm of robots. Overall, this section of 76-101 equips students to think deeply about the ethics of robot development.
and develops space to practice a new set of interpretive and argumentative techniques applicable across disciplines.

Section P
Juliann Reineke MWF 3:30-4:20
The Marvel Universe’s Cultural Effects
This course closely examines Marvel’s universe and how it reveals and responds to debates about gender, sexuality, disability, and violence. For example, reports of Black Widow being cut from Avengers toy sets highlighted the problematic gender bias at play in toy design, marketing, and Hollywood. To explore these issues, we will read articles about Jessica Jones, Daredevil, Luke Cage, The Avengers movies, Black Widow, and the Punisher. In this section, students will analyze and synthesize arguments to gain critical thinking skills and awareness of their own rhetorical choices. Moreover, students will contribute to these debates by researching their own unique topic related to the cultural assumptions that shape the Marvel universe.

Section PP
Marissa Michael MWF 3:30-4:20
Boycotts, Bullets, Bits? Political Resistance and Forms of Protest
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Section Q
Marissa Michael MWF 4:30-5:20
Boycotts, Bullets, Bits? Political Resistance and Forms of Protest
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less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.

**Section QQ**

**Emily DeJeu TR 9:00-10:20**

*Boycotts, Bullets, Bits? Political Resistance and Forms of Protest*

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**Section R**

**Nathan Pensky TR 10:30-11:50**

*Pop Culture and Social Responsibility*

In this section of 76-101, students will analyze their involvement in and engagement with pop culture. To focus on the ethics of this cultural engagement, we will discuss several models of social responsibility, and apply these models to our own participation with pop culture. Our goal will be to question how ethics and social responsibility intersect with pop culture. Social issues now weigh more heavily on mainstream pop cultural artifacts than ever before. The discussion of online fandom communities and their social justice concerns, for example, play a large part in this cultural shift. We will attempt to make sense of this shift by reading and analyzing a series of ethical arguments on the subject of pop culture consumption. Through these readings, we will address questions such as these: Am I personally responsible for the culture of violence in professional sports, and if so, how? Do I contribute to Western culture's obsession with unrealistic standards of beauty for women? Can I watch a Woody Allen movie or a Bill Cosby comedy special and still be a good person? For our purposes, interrogating our engagement in pop culture means entering an academic conversation on cultural norms, ethics, and consumption. In this course, you will develop skills in critical reading and academic writing and apply them to analyze arguments, synthesize perspectives on central problems, and finally contribute your own argument to the ongoing conversation on the ethical dilemmas related to consuming pop culture.
Section RR  
Matt Nelson TR 1:30-2:50  
Where are you from? Space, Place and Identity  
"You cannot know who you are without knowing where you are." - Paul Shepard  
“Where are you from” is a common and casual question often asked when we meet someone for the first time. It indicates the way identity and place are inextricably intertwined. We don’t often think about it, but how we come to know and learn about each other and ourselves is often by movement in space and attachment to place. Focusing primarily on the United States – within a global context – the class will focus on the controversies involved in defining space and place and the extent to which these definitions shape individual and collective identity. Some questions concerning this issue we will be addressing are: Why do we create spatial boundaries? What happens when advances in communications and transportation technology disrupt these boundaries? How do our definitions of space and place affect policy issues like citizenship and immigration? We will look at a variety of sources including academic articles, news articles, documentaries, music, and fictional texts that grapple with these questions from competing perspectives. Students will address these issues and questions by summarizing, analyzing and synthesizing the different arguments occurring in these texts. Once students have grasped a coherent understanding of the current debates, they will then carve out a space to insert their own contribution into the academic discussion on the relationship between space, place and identity.

Section S  
Ryan Mitchell TR 1:30-2:50  
Doctor Who? Social Justice and Public Health  
In 1905, the United States Supreme Court ruled in Jacobson v Massachusetts that states had the authority to enforce mandatory vaccinations when “necessary for public health or safety.” Over the past century, increased public health legislation and policy have fueled the controversy surrounding government-regulated health initiatives. For some, public health policies represent a way to prevent millions of unnecessary deaths and build stronger, healthier communities. Others argue that these policies signal gross intrusions on individual liberties and freedoms. Others still claim that public health policies neglect the unique sociocultural and economic conditions that affect a community’s identity and health practices. This section of 76-101 examines the controversies surrounding public health by tracing the moral, ethical, and sociopolitical implications of public health policies by examining their individual, local, and national implications. Through the critical examination of legislative, popular, and academic texts regarding government-led health initiatives, students will learn and practice the analytical skills necessary for understanding and responsibly contributing to this complex social issue, which affects every one of us. By the time students complete this course, they will be able to analyze the rhetorical structure of multifaceted arguments, synthesize the major perspectives regarding the course topic, and contribute to the ongoing academic conversation by researching and analyzing a public health policy of their choosing. Along with acquiring a robust understanding of the course content, students will end the semester with an inventory of strategies for constructing persuasive, authoritative, and reader-friendly prose.

Section SS  
Matt Nelson TR 3:00-4:20  
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