

First-Year Writing Program

Spring 2012

Course Descriptions

General Description of 76-100, Reading and Writing in an Academic Context **9 units**

76-100 is an academic reading and writing course for multilingual students, especially those who are not native speakers of English or who consider English to be their weaker language. The course, designed as a prerequisite for 76-101 and for college writing in general, emphasizes reading comprehension strategies for reading a variety of text types in English (e.g., journalism, textbook selections, popular press arguments, and academic journal articles). Throughout the semester, students use these sources to write summaries and short position papers. The course introduces students to readers' expectations for North American rhetorical style at the sentence, paragraph, and whole text or genre levels. Within the course, we discuss explicit genre and linguistic norms for writing in academic English so that writers can connect with their readers, and we help students develop mastery over their literate processes for effective, advanced reading and writing in English. Students who take this course qualify through an online placement test that is administered through the university prior to the fall semester. (All sections are offered MWF.)

Each 76-100 course is structured by the reading and writing objectives of the course as well as a vocabulary for writing in English, but some courses present different themes (or content) in their readings. These themes and their related questions are posted below so that students can select a topic that interests them.

Because we offered nine sections of 76-100 in Fall 2011, we are offering just one section of 76-100 in Spring 2012.

Section A

R. Miller

12:30-1:20 PM

Whose English is it anyway?: A Language at the Crossroads

With so many people around the world using English to communicate with each other, there are critical consequences on how it shapes our identities in our own cultural spaces, and how it impacts different levels of the global educational system. To address these issues, some of the questions we will ask in this course are: What is English, and who owns it, if anyone? How is the increasing use of English affecting other languages around the world? Why has English become the international language, and what impact is this status having on native and non-native English speakers? What should be the official role of English in the world? In this course, we will draw on readings from news and popular media, book chapters, and academic publications in order to address these questions in our writing.

Throughout the course, students will develop reading and writing skills that will help them to understand and produce texts that follow the conventions of American academic writing. Throughout the semester, students will summarize, compare and respond to individual texts before writing our own positions about a specific topic of their choice within the course theme. At the end of the course, students will submit a portfolio of their semester's work. Our main

priority in the course is understanding how readers understand text and what effects our choices as authors have on readers. In addition, we will use an experimental web-based system developed at CMU to analyze texts we read as well as those that we write.

General Description of 76-101, Interpretation and Argument **9 units**
Gen Ed: Fulfills Category 1: Communicating requirement for H&SS and a designated writing course for other colleges. (All sections are offered MWF).

76-101 introduces students to an advanced, inductive process for writing an argument from sources. Because the course is based upon empirical research about professional academic writers, students can expect to learn expert practices that will translate into other academic writing tasks beyond this course. Because reading and writing are inseparable practices for academic writing, students will read a variety of texts so that they can explore and critically evaluate a single issue from multiple perspectives and from different genres. They can expect to learn methods for summarizing, synthesizing, and analyzing arguments so that they can author their own arguments.

The course is also geared toward helping students understand the requirements of advanced college-level writing. Since our students are typically very accomplished readers and writers, Interpretation and Argument has been designed to push their accomplishments toward greater rhetorical sophistication. For this purpose, students will build upon their composing knowledge by thinking strategically as they plan, write, and revise their own texts. Ultimately, they will develop critical reading, rhetorical and linguistic practices for analyzing and producing texts within this course and others.

Each section of 76-101 is structured by the same objectives and core assignments. There is a core vocabulary and set of heuristics that all sections teach. However, students may find particular issues more interesting or appealing than others—we do encourage students to pursue their interests, but we also ask that they engage any 76-101 course with intellectual curiosity. Due to the limits of our schedule, we are unable to meet each student’s individual preferences for course topics, but we do offer a wide variety from which to choose.

Section A

D. Cerniglia

8:30-9:20 AM

Reality Television and the Discourse of the Real

Though we often think of reality television as a new phenomenon, the first “reality” show, *An American Family*, was actually broadcast by PBS in 1973. Since then, the number of reality shows has skyrocketed, now comprising 56% of all American television shows. In this 76-101 course, we will use arguments about reality television shows in order to develop the advanced literacy practices that enable us to become authors in a particular domain. We will use the reality television shows as our primary texts, examining them as a whole as well as discussing various subgenres (such as the Romance, the Adventure, and the Makeover) and debate some of the questions they raise: How “real” is reality TV and does it really matter? What are the ethical implications of putting “real” people—non-actors—in front of the camera? What do these shows tell us about celebrity culture? About American culture generally? To help us frame our debate, we will read articles from critical media studies and cultural theory. Using the scholarly literature

on reality TV, students will learn to summarize, synthesize and analyze arguments so that they may eventually contribute an argument of their own about this “reality”-based TV.

Section AA

T. Dawson

3:30-4:20 PM

Race and Otherness in America

How closely linked are ideas about “race” and ideas about American identity? In 1903, W.E.B. DuBois claimed that “the problem of the Twentieth Century is the problem of the color-line.” However, with the election of Barack Obama and the recent U.S. Census data that reveals more people identifying as multiracial some have suggested that the problem of the color-line has been solved and America has entered a postracial era. Whether Americans have or have not entered a postracial era, the very idea of postracial and the category of multiracial suggests that ideas about “race” continue to play an important role in ideas about American identity. In this course we will consider how ideas about “race” relate to other processes of establishing and maintaining boundaries of individual and national identity and consider how ideas about “race” impact on contemporary debates surrounding immigration.

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 B

E. Vazquez

9:30-10:20 AM

The Perils of Telling the Truth: The Rigoberta Menchú Controversy

Edward Said has delineated the task of the critic as “speak[ing] truth to power.” But the meaning of confronting empowered elements of any society with truths has proven to have contradictory effects. Is truth a universal set of statements which demand all of our agreement? Or is truth merely the process of information control, wherein powerful actors select what we hold as fact and falsehood? Can truth be a weapon of the weak? Or is it fundamentally unstable and therefore disloyal? This section of 76-101 will explore these questions over the function and stability of truth in regard to the controversy that sprang up in the United States after university departments began teaching the testimonial biography of Rigoberta Menchú, a former guerrilla from Guatemala’s civil wars in the 1980s.

This writing course will provide students with an entry into arguments concerning issues of truth and authority using texts that demonstrate a wide array of disciplinary styles-including cultural analysis, testimonials, fiction and film. Students will interrogate these texts through a sequence of assignments (argument summary, argument synthesis, and contribution) that will allow them to critically examine competing notions of the status of truth in relation to power.

Section BB

A. Teagarden

10:30-11:20 AM

Take Me to Your Leader

According to folklore, Thomas Paine offered the choice to lead, follow, or get out of the way. Most of us encounter these choices in both our daily social interactions with friends and in our work. This section of Interpretation and Argument delves into the ideas behind those categories: What does it mean to lead? What is the relationship between leaders and followers? Starting with a case study of Machiavelli's classic treatise, *The Prince*, we will also consider contemporary arguments about how we define leadership as a concept and also as an interaction. For example, are good leaders the ones who never "complain down," or are they individuals who allow us to see their struggles? What happens when we imagine leadership as a collaborative venture rather than an autonomous one? This issue of what makes a leader resonates with us as we consider how we vote for our political leaders and how we make our everyday alliances, both face-to-face and online. Throughout the semester, we will read both popular and academic arguments so that we can analyze single arguments, synthesize diverse arguments on the course issue, and eventually author our own arguments on leadership.

Section C

J. Mando

9:30-10:20 AM

C is for Cookies...

...is that good enough for you? Food, after all, has life beyond the table; there are biological, cultural, ethical, moral, and political implications for every burger we order or apple we buy. This 76-101 course takes up the question "what makes food good" and considers academic and popular arguments on the topic. In discussing multiple perspectives on the good food question, we will analyze how people define food, as well as consider food's role in an individual's life and food's role in society. Over the semester students will read a sampling of arguments about what food is, does, and should be. We will also consider how assumptions about food play out in cookbooks, film, and the recent spate of food documentaries. As with all 76-101 courses, students will produce analyses of individual arguments and a synthesis of multiple course readings. Students will also develop, compose, and present their own arguments that will contribute to the ongoing academic discussions in food studies.

Section D

N. Gentry

9:30-10:20 AM

Transhumanism: Can we use technology to become more than human? Should we?

The cover of the February 2011 edition of Time Magazine reads, "2045: The Year Man Becomes Immortal." Transhumanists predict that in the near future we will use advancements in nanotechnology, genetic engineering and artificial intelligence to overtake evolution, making humanity as we know it obsolete. According to proponents of transhumanism, we will soon meld with our technology and become immortal cyborgs, achieving levels of intelligence and capability heretofore unimaginable.

Is this science or science fiction? Are the prospects hopeful or horrifying? What would it mean to be "transhuman," and if transhumanists are right, how soon will their vision of the future unfold? Is it unfolding right now? What would be the social consequences of using technology to enhance our abilities so greatly that we are no longer merely human? Who would benefit from these

advancements and who would be left behind -- and who gets to decide? How would religions and political systems respond? Should we tinker with what, since the beginning of time, only nature has controlled? In this 76-101 course, we will address these and many other questions, and you will learn to analyze arguments, synthesize differing perspectives on an issue, and ultimately contribute to an ongoing academic conversation about transhumanism.

Section DD

M. Glavan

2:30-3:20 PM

Next to Normal: The Cultural Politics of Disability

“He’s a little off center.” “She’s not quite right.” “That’s not normal.” We use this language all the time when we recognize that someone or something is abnormal. However, according to disabilities studies scholar Lennard Davis, the concept of normal did not enter public consciousness until the mid 19th century. In this section of 76-101 we will apply this notion of normalcy to examine the cultural politics of disability. To engage this discussion from a variety of perspectives, we will look at: disability as a socio-cultural construct, disability as an identity, and disability as it relates to public policy. As we evaluate appropriate civic and academic responses to disability, we will discuss the social, political, and economic advantages and disadvantages of being both normally-abled and disabled. In doing so, we will address a crucial question: Why is disability almost always represented as difficulty?

Students will be expected to analyze and synthesize arguments made by a variety of authors—some of these authors are considered normally-abled, while some identify as disabled. Texts will include public policy documents, academic articles, and journalistic pieces. Finally, students will be asked to develop and present their own argument that will serve as a responsible contribution to the ongoing discussion concerning the complex interactions of disability, ability, and what it means to be normal in our society.

Section E

K. Tremeryn

10:30 AM -11:20 AM

Religion & Power

Whether as a form of resistance or as a source of domination, religion often plays a role in discussions of power, discrimination, and violence. What is religion, and how do differing understandings of religious faith impact its relationship to power? In this section of Interpretation & Argument, we explore the factors that determine whether religion and religious faith become forces for liberation or oppression, and chart the connections between religion, power, and violence. While course material emphasizes the Abrahamic faiths of Christianity, Judaism, and Islam, students are welcome to incorporate their interests in other religions. Students will read and construct arguments connecting different perspectives on religion and faith to a variety of issues, including political legislation, terrorism, homosexuality, and gender. Course material will draw upon political theory, theology, current events, film, and other sources. Over the course of the semester, students will learn to analyze an argument, synthesize differing perspectives on an issue, and ultimately contribute to an ongoing academic conversation about the nature of religion and its relationship to power, legitimacy, and violence.

Section EE

M. Zebrowski

10:30-11:20 AM

Food for Thought

In this section of 76-101, we will be focusing on the social and environmental impacts of food production and consumption. We will think about what it means to eat a particular way, as an individual and as a society, focusing our discussion on American food culture. We will also explore some of the unintended consequences of modern agribusiness and think about some important related issues like animal and food worker rights and fad diets.

We will consider these topics and more as we practice valuable skills necessary for successful academic argumentation, and by the end of the semester, you will have produced an argument of your own creation about food culture. Our goal in this course is to use our discussions about food to model academic discourse at large and hone the skills necessary to analyze and synthesize arguments about any topic.

Section F

J. Bowman

10:30-11:20 AM

Mothers and Motherhood

To encourage the practice of intellectually engaging with something that we encounter in our lives, but may not have considered a point of controversy, this course takes up a rather ordinary topic in order to examine its complexities: mothers and motherhood. In this section of 76-101, we will explore how we as a society talk about mothers and motherhood. How is motherhood shaped, influenced, supported, and challenged by our cultural, social, and legal institutions? What attitudes are developed, perpetuated, undercut in what we say about mothers? What assumptions made? We will consider arguments about how government/workplace policies talk about mothers and the conditions that affect women and families, how the media presents mothers, and how mothers' labor is valued economically and socially. This course follows a responsible model of scholarship by asking you to first analyze and synthesize the arguments made by others (through the course readings) before entering the conversation with an argument of your own in your final paper.

Section FF

C. Wike

12:30-1:20 PM

The U. and You

What should the 21st century American university look like? What roles will it serve in society and in the lives of future students? In this section of 76101, these questions will guide our inquiry as we examine developments in the post World War II university and the implications these changes may have on the future of higher education. Over the course of the semester, we will read a number of scholarly and popular articles taking up arguments about the relationship between university research and industry, the role of technology in higher education, the ever-increasing price of a college degree, and what effect the university should have on the lives of students. This course will give students the opportunity to produce an analysis of an academic argument about the university and synthesize multiple perspectives that attempt to address a specific issue brought up in the course readings. Students will ultimately develop, compose, and present their own arguments, making their own contributions to the ongoing debates surrounding the future of American higher education.

Section G

G. Glover

10:30-11:20 AM

What is the Status of Race in the United States?

This 76-101 section explores the current status of the race debate in the United States. Students will read arguments that define problems in terms of the definition, use, impact, and validity of racial groupings. The course discussions will prepare students to identify constructions of race across cultural mediums and interrogate the validity of those constructions within the context of the larger racial debate. The texts in the course range from theoretical to culturally embedded and will form the three core 76-101 writing assignments: Argument Summary, Discourse Analysis, and Contribution. By the end of the semester, students will construct their own arguments about a particular question within the issue of the validity or construction of race in the United States.

Section GG

A. Longini

1:30-2:20 PM

Help Yourself! Self-Help in the United States

Over the years, the American self-help movement has blossomed into a multi-billion dollar industry, its literature promising success in everything from making money, to finding true love, to curing alcoholism. In this class, we will examine the reasons people turn to self-help as well as critiques on the movement's overall effectiveness. What does self-help do? Is it an authentic path to actualization, a mere addiction, or something else entirely? To investigate some of the answers to those questions, we will use primary sources, including readings from Harvard's popular "Positive Psychology" course, as well as critical secondary sources to enter the academic debate on what self-help means for our society. You will be asked to analyze arguments on a particular issue, synthesize arguments from multiple perspectives across the genre, and contribute original work to the ongoing academic discussion on the value of the self-help movement.

Section HH

K. Hamilton

1:30-2:20 PM

Gender, Media, and the Politics of Representation

In today's Western culture, the media holds considerable power over our collective and individual constructions of gender. In this course, we will examine how gender is represented in the mass media – including advertisements, films, newspapers, blogs, and more. What are the dominant narratives about men, women, and transgender peoples? Why do these gender narratives matter? And is there room in the mainstream media to challenge these gender narratives?

In this section of 76-101, we will read different responses to these challenging questions so that we can learn strategies for summarizing, synthesizing, and analyzing arguments within an academic discourse. We will critically examine works by gender studies, media studies, and masculinity studies theorists, including those of Sut Jhally, Michael Kimmel, and Raewyn Connell. We will examine debates ranging from audience reception to the evolving role of the Internet in shaping gender discourse. Ultimately, you will become an informed participant in media culture, offering your own written contributions on our course topic.

Section I

A. Cooke

11:30 AM-12:20 PM

By the People, For the People? News, New Voices, and New Media

Printed newspapers are closing or downsizing, bloggers are choosing the day's headlines, and revolutions are being coordinated through new social media. There's no question that the Internet and social media play an ever-increasing role in our lives, but how do these sea-changes in communications technology shape news and public information, and how do the new opportunities for collaboratively-produced information affect democracy? In this course, we will examine perspectives surrounding the increasing role that the people play in creating and disseminating news and information through the use of new media. We will consider issues related to the reliability of collaboratively-produced sites such as Wikipedia; journalistic standards, citizen journalism, and credibility; the role of profit in shaping online news outlets; and the relationship between the Internet (and social media), politics, and public accountability. Throughout the course, students will build critical reading and academic writing skills, moving from analyzing arguments to synthesizing perspectives on how the presence of new voices shapes news and information in the public sphere, finally contributing their own arguments to the ongoing discussion.

Section II

D. Phillips

12:30-1:20 PM

Take Two of These and Call Me in the Morning

Ask any doctor why she chose her profession, and you'll probably hear something like, "To help people." But you may also hear that the prospect for helping people is more complicated than it sounds: there are ethical, political, economic, moral, and religious concerns that health professionals, legislators, drug makers, and patients negotiate every day. From assisted suicide to stem cell research, medical marijuana to anti-immunization movements, students will investigate a range of recent medical debates as we engage the question: what is the role of medicine in society? To help answer that question, we will analyze how people define *medicine* and explore its historical codification as a professional practice. We will also interrogate how these definitions and historical categories shape our ideas about the function, funding, and limitations of medicine as a practice.

We will draw on and analyze arguments made in public policy, academic journals, and newspapers, and identify main claims and the underlying values of those claims. Additionally, we will synthesize multiple perspectives on the issue of medicine in order to articulate the fundamental disagreements separating them. By the end of the course, students will learn how to make an academic contribution by constructing their own arguments in response to the course issue.

Section J

A. Karlin

11:30AM-12:20 PM

Luv. Luhv. Luff. Love.

Scribbling someone's name in the margin of your notebook during lecture, volunteering your time to take care of abandoned kittens, or just calling your Mom to let her know you're okay in your new dormitory digs... all of these can be expressions of love. Most of us learn about love implicitly – we don't take a college course to get it right. But *how* exactly did we learn to love? What informs our definitions of love and how do these definitions shape how we relate to others? And, honestly, can we get better at it? More specifically, is there such a thing as unconditional

love? If so, is it spontaneous, innately felt for certain objects (like babies and kittens), or can we learn it and apply it to any person or object we choose? Can romantic love be unconditional? How about friendship? If not, what are the conditions and how do we fulfill them?

In this 76-101 course will examine a wide array of definitions of love, from current thinkers and ancient scriptures, through contemporary and classic films, and through personal, real-life accounts. This course leads students through three major writing projects: 1) summarizing a single argument, 2) synthesizing and analyzing multiple arguments in relation to one another, 3) based upon the arguments of others, presenting an informed, creative, and well-composed personal contribution to an ongoing discussion of... luv.

Section JJ

M. Nelson

3:30 – 4:20 PM

The Culture of Sports Fandom

In 1975 NFL films announcer John Facenda first used the phrase “steeler nation” in the team’s highlight film “Blueprint for Victory.” Today, one can walk around in just about any neighborhood in Pittsburgh and see a black and gold banner or flag displayed on a front porch that reads “Steeler Nation.” In this section of Interpretation and Argument, we will read texts about sports fandom in order to develop practices for advanced academic literacy. The texts we will read and the questions we will discuss focus upon controversies about what makes a sports fan. Are sports fan communities about sports or are they about something else? How does one become a fan? How does a fan become part of a larger community of fans, and how do race, class and gender figure into these fan communities? What is the role of radio, television, and the Internet in sustaining these communities? Why does fan loyalty sometimes turn into fanatical violence?

Students will address these questions and issues 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.

Section K

K. Sampsel

11:30 AM-12:20 PM

Is Popular Culture Ruining Our Children?

As many media scholars have pointed out, the history of mass media is the history of anxiety regarding its influence. Today’s apprehensions about Cosmopolitan magazine and bloody video games, for instance, are the contemporary equivalent of fears from a hundred years ago concerning dime novels and cops-and-robbers movies. On one hand, most of us are skeptical about the influence of our media and pop culture: we just can’t believe that media can truly shape our personalities or affect our behavior. On the other hand, we see corporations and advertising agencies spend billions based on the assumption that they can influence us using the media. We acknowledge that the music we love and the movies we watch help us figure out the clothes we wear, the people we hang out with, and the way we spend our evenings and weekends. Even the old belief that reading great literature and viewing classic films will make you a “good” and “well-rounded” person suggests that media and culture have the power to impact us.

In this course we're going to take media and pop culture seriously. Although starting with a brief history of media anxiety for the sake of background, we'll ultimately focus on today's media, reading a variety of texts that speak to this tricky question of influence as related to books, advertisements, magazines, movies, pop music, television, pornography, and the internet. These are the subjects on which we'll be practicing and developing our critical reading, critical thinking, and critical writing skills: both in the classroom and in writing, students will assess, analyze, synthesize, and respond to arguments about the influence of mass media and popular culture. At the end of the course, students will contribute to the discussion with their own argument. This course intends to make students better critics, shrewder consumers, and most importantly, stronger writers.

Section KK

D. Cloud

8:30 -9:20 AM

Is Gay the New Black?

In public speeches about diversity, people often put marginalized groups in a list, saying things like "I stand for all Americans, be they young, old, rich, poor, black, white, Hispanic, Asian, Native American, gay, straight, disabled and not disabled." When we talk about oppressed groups and civil rights, is it really as simple as being in or out, oppressed or not oppressed? In other words, is the difference between black and white the same as disabled and not disabled or gay and straight? For example, many have drawn a comparison between court cases related to same-sex marriage and now-defunct prohibitions on interracial marriage. Does this mean that these two civil rights struggles and the groups behind them are essentially the same? In this section of 76-101, we will explore the historical, political and personal issues involved in comparing civil rights movements, especially the African American and LGBT movements. Students will first learn to analyze and synthesize other authors' views on the relationship between civil rights groups organized around race and sexual orientation. By the end of the semester, students will be ready to enter the debate and make their own argument about what it means to talk about minority status and civil rights in an increasingly pluralistic society.

Section L

A. Klein

9:30-11:20 AM

Democracy and Public Deliberation

In recent years, authors from a variety of disciplines have argued that democracy needs to be more deliberative, that the strongest form of democracy is realized through social participation in issue-based, public discussions. While these arguments assume that public deliberation plays a foundational role in democratic decision-making, political representation, and citizenship engagement, many of them disagree on the best way to think about and implement a form of democracy that will serve as the most accurate reflection of public opinion. Some of the issues that we will explore in this course, which are at the center of these conflicting perspectives, include polling procedures, consensus-building, pluralism, forms of communication, communication media, and multilingualism. In general, this section of 76-101 addresses the question: What does good democratic deliberation look like? Students will analyze and synthesize a variety of academic and popular perspectives on the relationship between public deliberation and democracy. The course readings will also provide students with the opportunity to learn about and contribute to recent conversations about the democratic role of social media in the public sphere.

Section LL**T. Mitchell****8:30-9:20 AM*****Txtng, Tweets, and n00bs: Communication Goes High-Tech***

From email to Facebook to texting, the late twentieth and early twenty-first centuries have brought an explosion in communication technologies. Now we can communicate quickly and easily with someone across the world—or with a roommate at a desk ten feet away. We have the growing vocabulary of Netspeak, wireless networks in coffee shops, and web sites with automatic translation tools. But how do these technologies influence us when we communicate?

In this section of 76-101, we'll discuss the influence of technology on the ways we communicate and on how you, during and after college, will communicate. As we explore communication across different technologies, we'll consider different perspectives on how technology influences the language we use and the communities we form. You yourself will communicate as a speaker, a writer, and the audience as you respond to your classmates and the authors we read. As we explore this topic, we will build critical reading and writing skills and a vocabulary that are transferable to situations outside of the classroom and to our respective disciplines. The three major writing assignments are sequenced so that they build upon each other. We will move from explaining how one author constructs an argument, to then putting multiple authors together in conversation through an argument synthesis. Finally, we will enter the 'conversation' by developing our own informed position on the issue, forming an argument, and thereby making a contribution to the field.

Section M**J. Reineke****12:30-1:20 PM*****"What if?": Science fiction and Society***

What is the purpose of science fiction? Is science fiction literary trash, great art, or biting social commentary (or something else)? Through an examination of H. G. Wells' seminal science fiction novel, *The Time Machine*, this section of 76-101 will explore how the time travel narrative illustrates the current debates surrounding the value of science fiction. We will read a variety of articles debating the social and academic value of *The Time Machine*, and we will explore the effects of the time travel narrative in other genres. Students will demonstrate their understanding of arguments by writing an argument analysis of a single author's perspective on *The Time Machine*. The synthesis assignment will provide students with the chance to discuss multiple perspectives on science fiction's impact on scientific developments, other literary genres, and society. In the contribution assignment, students will develop their own argument to contribute to the ongoing discussion regarding science fiction's place in society and academia.

Section MM**T. Mitchell****11:30AM-12:20 PM*****Txtng, Tweets, and n00bs: Communication Goes High-Tech***

From email to Facebook to texting, the late twentieth and early twenty-first centuries have brought an explosion in communication technologies. Now we can communicate quickly and easily with someone across the world—or with a roommate at a desk ten feet away. We have the growing vocabulary of Netspeak, wireless networks in coffee shops, and web sites with automatic translation tools. But how do these technologies influence us when we communicate?

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Section N

M. Zebrowski

12:30-1:20 PM

Food for Thought

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Section NN

J. Harrell

11:30AM-12:20 PM

C is for Cookies...

...is that good enough for you? Food, after all, has life beyond the table; there are biological, cultural, ethical, moral, and political implications for every burger we order or apple we buy. This 76-101 course takes up the question "what makes food good" and considers academic and popular arguments on the topic. In discussing multiple perspectives on the good food question, we will analyze how people define food, as well as consider food's role in an individual's life and food's role in society. Over the semester students will read a sampling of arguments about what food is, does, and should be. We will also consider how assumptions about food play out in cookbooks, film, and the recent spate of food documentaries. As with all 76-101 courses, students will produce analyses of individual arguments and a synthesis of multiple course readings. Students will also develop, compose, and present their own arguments that will contribute to the ongoing academic discussions in food studies.

Section O**

Y. Zhao

12:30-1:20 PM

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***Note: This section of 76-101 is reserved for multilingual students who have taken the English placement test and/or have taken 76-100. To register for this section, please contact Program Coordinator Emily Mohn: emohn@cmu.edu.*

Section OO

D. Markowicz

11:30 – 12:20 AM

Agriculture and the Politics of Sustainability

There has been a recent shift in the politics of agriculture to supporting local food production. Even mainstream culture and media seem to favor more sustainable agricultural practices as a replacement to the ravages of industrial style “agribusiness.” But what does it mean to be truly sustainable? Can sustainability achieve harmony with the profit motive? This class will explore the ramifications of such questions, both regionally and globally. Issues we will attend to include environmental conditions of agricultural production, commercial conditions of agricultural distribution, food quality and access to quality foods, working conditions of agricultural labor, and the ideological conditions of both commercially driven agricultural practices and “green” social movements. We will also look at and question the motives of federal legislation concerning such topics and land rights and organic certification.

As we explore this issue of what is sustainable agriculture, we will build critical reading and writing skills and a vocabulary that are transferable to situations outside of the classroom and to our respective disciplines. The three major writing assignments are sequenced so that they build upon each other. We will move from explaining how one author constructs an argument, to then putting multiple authors together in conversation through an argument synthesis. Finally, we will enter the ‘conversation’ by developing our own informed and socially responsible position on the issue, forming an argument, and thereby making a contribution to the field.

Section P

M. Lambert

12:30-1:20 PM

Why No Socialism in the U.S.?

The recent so-called “Great Recession” has fostered new critiques and defenses of American capitalism as a national and international economic system. At the same time, it seems to have fostered a reemergence of a debate over socialism as an alternative social and economic system. But not only has socialism reemerged to challenge some of the most important and long-held assumptions of American capitalism, it has also reemerged as a pejorative catchword to describe

everything from the Health Care and Financial Reform to the “Occupy Wall Street” demonstrations. In this course, we will rhetorically investigate a range of different meanings and practices associated with the term socialism from a variety of past and present cultural objects— e.g. academic and popular articles, historical studies, as well as films, songs, and political speeches. While doing so, we will analyze, synthesize, and contribute to a range of academic and popular arguments attempting to answer a question that has been haunting academics as well as community and political leaders since the nineteenth century: Why no socialism in the U.S.?

Section Q

D. Schuldt

2:30-3:20 PM

Comics are for Kids; Comics are Art

Are comic books an artistic medium or a form of children’s literature? There has been a long-standing tension in American society between the public’s general stereotype that comics are an innocent form of children’s literature and the actual role that the artistic form of the comic book has played. This section of 76-101 will focus on the tensions between the artistic medium of the comic book and its accepted role as children’s literature. Throughout the semester we will engage this discussion from a variety of positions including history of the medium, race, gender, ideological propaganda, children’s culture, and the role of art in society. After learning to summarize, synthesize and analyze arguments about the role of comics as a medium in American culture, students will write their own arguments examining a comic book and its implications as a product of American culture.

Section QQ

H. Steffen

4:30-5:20 PM

Making Sense of Millennial Students

Who are Millennial college students? Are you money-hungry, Ritalin-fueled future yuppies? Empty-headed whirlwinds of texts and tweets? Romantic seekers of possibility? Amoral illiterates? Debt-laden, superexploited workers? None of these things, or all of them?

This section of 76-101 will focus on the ongoing debates about who Millennial college students are and the issues they face in the twenty-first century university. Most of the essays we will read are by professors, journalists, cultural critics, and other non-Millennials. So this course will equip you to interpret and critique academic arguments, while at the same time asking you to write back to those who represent you without your permission or input. You will critically consider your position as “Millennial students” and explore the history and many meanings of your generational label. Throughout the semester, you will learn advanced literacy practices for understanding and evaluating 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 craftspeople of convincing arguments.

Section R

D. Dickson-LaPrade

1:30-2:20 PM

Evil in America

In this section of 76-101, students will examine a variety of arguments regarding the nature and causes of evil, as well as how the world's evils should be remedied. Students will analyze these arguments using a variety of conceptual tools, describe how these varying arguments work against and inform one another, and finally enter the argument themselves in a contribution assignment. In addition to learning what different authors have to say about the nature, causes, and remedies for evil, students will also gain experience with the argumentative strategies which authors use to make opposing positions seem despicable, irrational, and dangerous, and to make their own seem desirable, reasonable, and saintly.

Section RR

A. J. Wiscomb

4:30-5:20 PM

What is Digital Doing to Us? Digital Literacy and Communication Revolution in the 21st Century

Educators, scientists, and public policy makers have argued that not only do our traditional ideas of literacy have to be rethought in our digital 21st century, but also that we need to rethink how digital technology affects our thinking in fundamental ways. This 76-101 course takes up two interrelated questions: "What makes someone literate today?" and "How does being literate today affect how we think?" We will read contemporary academic and popular arguments made in public policy, academic journals, and newspapers, analyzing how experts define and argue for definitions of literacy. Throughout the course we will pay particular attention to arguments made about the effects of digital technology on our reading and writing practices, on our thinking, and the role digital technology necessarily plays in our modern, global world.

Students in this course will analyze arguments and learn to identify main claims and the underlying values and assumptions of those claims. Students will also synthesize a multiplicity of competing perspectives and learn to articulate fundamental disagreements between those perspectives, as well as advance their own arguments that contribute to ongoing, academic discussions in literacy and communication technology studies.

Section S

R. Kilpatrick

1:30-2:20 PM

C is for Cookies...

...is that good enough for you? Food, after all, has life beyond the table; there are biological, cultural, ethical, moral, and political implications for every burger we order or apple we buy. This 76-101 course takes up the question "what makes food good" and considers academic and popular arguments on the topic. In discussing multiple perspectives on the good food question, we will analyze how people define food, as well as consider food's role in an individual's life and food's role in society. Over the semester students will read a sampling of arguments about what food is, does, and should be. We will also consider how assumptions about food play out in cookbooks, film, and the recent spate of food documentaries. As with all 76-101 courses, students will produce analyses of individual arguments and a synthesis of multiple course readings. Students will also develop, compose, and present their own arguments that will contribute to the ongoing academic discussions in food studies.

Section T

S. Ryan**1:30-2:20 PM*****C is for Cookies...***

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Section TT**J. Matty****9:30 – 10:20 AM*****C is for Cookies...***

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Section U**P. Tantrigoda****2:30-3:20 PM*****C is for Cookies...***

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Section UU**C. Koepfinger**

1:30 – 2:50 PM, Tuesday and Thursday

By the People, For the People? News, New Voices, and New Media

Printed newspapers are closing or downsizing, bloggers are choosing the day's headlines, and revolutions are being coordinated through new social media. There's no question that the Internet and social media play an ever-increasing role in our lives, but how do these sea-changes in communications technology shape news and public information, and how do the new opportunities for collaboratively-produced information affect democracy? In this course, we will examine perspectives surrounding the increasing role that the people play in creating and disseminating news and information through the use of new media. We will consider issues related to the reliability of collaboratively-produced sites such as Wikipedia; journalistic standards, citizen journalism, and credibility; the role of profit in shaping online news outlets; and the relationship between the Internet (and social media), politics, and public accountability. Throughout the course, students will build critical reading and academic writing skills, moving from analyzing arguments to synthesizing perspectives on how the presence of new voices shapes news and information in the public sphere, finally contributing their own arguments to the ongoing discussion.

Section V

J. Wilton

2:30-3:20 PM

From Independent to "Indie": Assessing a (Sub?)-Cultural Phenomenon

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." Indie groups like The Arcade Fire can now win Grammy Awards, most Oscar nominated films have some Indie status, and PBR-toting, flannel and skinny-jean clad hipsters have overrun every major city. Indie now seems less descriptive of a subculture than a mainstream style choice. Has Indie culture 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 culture. 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 this cultural phenomenon.

Section VV

A. Karlin

10:30-11:50 AM Tuesday and Thursday

Luv. Luhv. Luff. Love.

Scribbling someone's name in the margin of your notebook during lecture, volunteering your time to take care of abandoned kittens, or just calling your Mom to let her know you're okay in your new dormitory digs... all of these can be expressions of love. Most of us learn about love implicitly – we don't take a college course to get it right. But *how* exactly did we learn to love? What informs our definitions of love and how do these definitions shape how we relate to others? And, honestly, can we get better at it? More specifically, is there such a thing as unconditional love? If so, is it spontaneous, innately felt for certain objects (like babies and kittens), or can we learn it and apply it to any person or object we choose? Can romantic love be unconditional? How about friendship? If not, what are the conditions and how do we fulfill them?

In this 76-101 course will examine a wide array of definitions of love, from current thinkers and ancient scriptures, through contemporary and classic films, and through personal, real-life accounts. This course leads students through three major writing projects: 1) summarizing a single argument, 2) synthesizing and analyzing multiple arguments in relation to one another, 3) based upon the arguments of others, presenting an informed, creative, and well-composed personal contribution to an ongoing discussion of... luv.