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

76-100 is a portfolio-based, academic reading and writing course for multilingual students, particularly those who are not native speakers of English or who consider English to be their weaker language. The course introduces students to U.S.-centric readers' expectations for an academic style, and students practice meeting those expectations at the sentence, paragraph, and whole text or genre levels. 76-100 instructors work individually with students so that they will develop methods for controlling their particular reading and writing processes, including their linguistic expression. Students who take this course qualify through an online placement test that is administered through the university prior to the fall semester.

Each 76-100 course is structured by the same reading and writing objectives of the course, but some courses present different themes for reading and discussion. These themes and their related questions are posted below so that students can select a topic that interests them.

Section K
Aurora Tsai MWF 9:30-10:20
Why Do We Play?
Humans play not only as children, but also as adults in the form of sports, video-games, role plays, and other recreational activities. This section of 76-100 will investigate why we play. We will read a variety of texts that address different types of play and the effects of play in everyday life, work, and society. Some of the questions we will try to address include: What is the definition of “play”? How does play influence us as individuals? What amount of play do we need as children and adults? While we engage with this set of questions, 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 to understand how readers experience text and what effects our choices as authors have on readers. In addition, students will have the chance to propose their own projects to promote beneficial forms of play among CMU students or other settings of their choice.
Section A
Jessica Harrell 10:30-11:20

Representing my Self in Language . . Being Myself in Language

What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second—language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.

Section B
Tim Dawson 11:30-12:20

Representing my Self in Language . . Being Myself in Language

What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second—language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.

Section C
Amanda Berardi 11:30-12:20

Representing my Self in Language . . Being Myself in Language

What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second—language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.

Section D
Mary Glavan 11:30-12:20

Representing my Self in Language . . Being Myself in Language

What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second—language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.
Section E
Mary Glavan 12:30-1:20
Representing my Self in Language . . . Being Myself in Language
What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second--language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.

Section F
Pia Maria Gomez Laich 12:30-1:20
Why Do We Play?
Humans play not only as children, but also as adults in the form of sports, video-games, role plays, and other recreational activities. This section of 76-100 will investigate why we play. We will read a variety of texts that address different types of play and the effects of play in everyday life, work, and society. Some of the questions we will try to address include: What is the definition of “play”? How does play influence us as individuals? What amount of play do we need as children and adults? While we engage with this set of questions, 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 to understand how readers experience text and what effects our choices as authors have on readers. In addition, students will have the chance to propose their own projects to promote beneficial forms of play among CMU students or other settings of their choice.

Section G
Will Penman 1:30-2:20
Representing my Self in Language . . . Being Myself in Language
What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second--language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.

Section H
Tim Dawson 2:30-3:20
Representing my Self in Language . . . Being Myself in Language
What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second--language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English.
Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.

**Section I**  
**Will Penman 3:30-4:20**  
*Representing my Self in Language . . . Being Myself in Language*  
What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second—language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.

**Section J**  
**TBD TR 9:00-10:20**  
*Representing my Self in Language . . . Being Myself in Language*  
What does it mean when we choose to write in another language? How does multilingualism shape our identities and our perspectives about the world? How do we write with an authentic voice in English? In this section of 76-100, we will read and write a variety of different texts about the general theme of what it means for someone to use more than one language. For our class, we will specifically focus upon themes related to using English as an additional—or second—language. Throughout the semester, we will summarize, compare, and respond to other writers who discuss various topics related to the various ways we might relate to English. Finally, in response to these sources we will have read throughout the semester, we will write our own positions about our relationship(s) with the languages we use. By the end of the semester, students will submit a portfolio of their semester’s work, including their own texts about the course theme and their reflections about their own writing processes and error patterns in academic English.

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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.

Interpretation and Argument (76-101) is a course that serves as a foundation for many reading and writing tasks you’ll experience in college and in your life. The course serves as the First-Year Writing course requirement at Carnegie Mellon University, and it also translates into the First-Year Writing course requirements at many other universities. While we can’t guarantee that in 76-101 you’ll engage in exactly the same kind of reading and writing practices found within your discipline or professional context, we can guarantee that you can (and should!) adapt and use many of the rhetorical strategies and language patterns in other academic and professional communication contexts.

We hope that this course prepares you to think about what a reader needs from you in order to believe your written arguments, as well as how you need to effectively plan and strategize your own reading, research, and writing processes. We want you to build your expertise in analyzing the demands of new academic literacy and communication tasks, and we also want you to work actively toward adapting that expertise for communication tasks beyond this course toward your own discipline and profession.

Our curriculum does not allow our students to write arguments in a vacuum that aren’t accountable to a socially networked group of scholars. We believe that kind of writing is irresponsible and does not allow readers to engage with new positions. The sequence of assignments in the course is based upon the moves that experts make when they are writing their original research—something that we call an Argument Contribution. For someone to contribute an argument, that person needs to first analyze individual arguments and then synthesize multiple arguments into clearly defined perspectives.

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 to choose from.

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
J.D Ho MWF 8:30-9:30
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 and civil-rights era arguments regarding the legitimacy of civil disobedience, and consider how contemporary culture may challenge, update, or extend such arguments. Students may pursue inquiry into issues such as the role of violence in resistance, 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 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 conversation on political resistance.

Section B
TBD 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 and civil-rights era arguments regarding the legitimacy of civil disobedience, and consider how contemporary culture may challenge, update, or extend such arguments. Students may pursue inquiry into issues such as the role of violence in resistance, 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 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 conversation on political resistance.

Section BB
Susan Tanner MWF 8:30-9:20
What is privacy in the digital age?

We live in an age of exposure. We voluntarily share intimate details about ourselves with the public via social media and yet feel violated when the government or big business tracks that information. In this course, we will examine privacy from the perspectives of law, public policy and science/technology. We will begin with a historical look at privacy laws and philosophies and then examine contemporary legal and popular notions of privacy from a public policy perspective. As we read, we will examine changing conceptions of privacy concerns and the ways in which technological developments enhance or infringe upon privacy rights. Our readings will enable us to participate in the ongoing debate about privacy in the contexts of national security, celebrity, the internet, and even our homes. Over the course of the semester, students will learn to strategically analyze privacy arguments, synthesize multiple viewpoints and perspectives and participate in the scholarly conversation about privacy. The final project will be an academic paper that encourages students to use the knowledge they are developing within their specialized fields of study to contribute to the overall discussion from their unique disciplinary perspectives.

Section C
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 National Security Agency and corporations such as Google are collecting more of our private information than ever before; is US society thus beginning to reflect Greenwald's nightmare vision? Or is bulk data collection actually relatively benign, as
officials and supporters of such policies often claim? Since proponents of bulk data collection argue for its benefits to community well-being, should we even consider the potential costs to an individual’s privacy? What about the potential costs to society if whistle-blowers, journalists, and activists find their expression and action increasingly restricted by these policies? 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. They will ultimately craft their own informative, critical, and rhetorically effective discourse about privacy, security, and the present-day circumstances of US politics.

Section CC
Susan Tanner MWF 9:30-10:20
What is privacy in the digital age?
We live in an age of exposure. We voluntarily share intimate details about ourselves with the public via social media and yet feel violated when the government or big business tracks that information. In this course, we will examine privacy from the perspectives of law, public policy and science/technology. We will begin with a historical look at privacy laws and philosophies and then examine contemporary legal and popular notions of privacy from a public policy perspective. As we read, we will examine changing conceptions of privacy concerns and the ways in which technological developments enhance or infringe upon privacy rights. Our readings will enable us to participate in the ongoing debate about privacy in the contexts of national security, celebrity, the internet, and even our homes. Over the course of the semester, students will learn to strategically analyze privacy arguments, synthesize multiple viewpoints and perspectives and participate in the scholarly conversation about privacy. The final project will be an academic paper that encourages students to use the knowledge they are developing within their specialized fields of study to contribute to the overall discussion from their unique disciplinary perspectives.

Section D
Jamie Smith MWF 9:30-10:20
Never Tickle a Sleeping Dragon: Harry Potter and Popular Culture
In 1997, J.K. Rowling first published Harry Potter and Philosopher’s Stone. Since then, the Harry Potter series has been the most widely sold book franchise to date. It has been translated into 67 languages, made into eight blockbuster films, excessively commercialized and even built into a theme park. With all of this excitement, the main question our 76-101 course will explore is: are the Harry Potter books “good”? Why or why not? What has made Harry Potter so popular in our culture, and is this popularity deserved? We will consider issues related to Harry Potter and education; for instance, how do we reconcile the novels’ current status in popular culture with a more formal literary tradition? Additionally, we will interrogate the economic status of the Harry Potter series: is the formidable franchise merely a money-making game? Or are technological and social media like Pottermore revolutionizing the way we read and consider cultural literature? Finally, we will explore how literary critics (both inside and outside of academia) view the novels from an ethical standpoint; namely, are the Harry Potter books harmless entertainment, or do they promote potentially dangerous ideologies for children? In this course, we will look at a collection of articles, excerpts and film that explore these very questions. As a class, we will converse around all of the Harry Potter novels, though students need not have read the series previously. Students will demonstrate their ability to analyze and synthesize the arguments around perspectives on Harry Potter in popular culture. At the end of the course, students will have the opportunity to develop their own contributions to the ongoing discussion regarding Harry Potter’s place in culture, academia, and the marketplace.

Section DD
Nisha S. MWF 9:30-10:20
By the People, For the People? News, New Voices, and New Media
Media scholar Jay Rosen claims that the Internet and Web 2.0 technologies have given “the people formerly
known as the audience” new opportunities to contribute to public discourse – as citizen journalists, bloggers, and social media users. Many debate the value and effect of this shift from a one-to-many to many-to-many model of media distribution and public communication. How does this shift affect news and public discourse? What’s valuable about the contributions of “amateurs” as compared to those of “professionals”? What role does social media play in political change and democracy? These questions have significance not only for public policy, but also for how we as individuals negotiate our roles as consumers and producers of networked public discourse. Engaging with the issues and problems surrounding the rise of participatory media means entering a conversation; 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 conversation.

**Section E**

David Cerniglia MWF 9:30-10:20  
**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 EE**

Kitty Shropshire MWF 10:30-11:20  
**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 and civil-rights era arguments regarding the legitimacy of civil disobedience, and consider how contemporary culture may challenge, update, or extend such arguments. Students may pursue inquiry into issues such as the role of violence in resistance, 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 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 conversation on political resistance.

**Section F**

Julie Bowman MWF 10:30-11:20  
**Shakespeare Sampler**

In the preface to a 1725 edition of Shakespeare’s works, Alexander Pope wrote: “It is not my design to enter into a Criticism upon this Author; tho’ . . . of all English Poets Shakespeare must be confessed to be the fairest and fullest subject for Criticism...” Indeed. Shakespeare has been the subject of literary criticism for centuries. As a vehicle for developing critical reading and writing skills, this section of 76-101 focuses on the literary and cultural criticism that has circulated around Shakespeare and one of his works. We will enter into the ongoing
conversation with and about one of Shakespeare’s plays and, in the process, discover the various arguments that have been made about (1) Shakespeare and his preservation in the canon; and (2) the aesthetic, literary, and cultural interpretations of the play we read. At the close of the course, students will be able to summarize an argument about Shakespeare and his works, synthesize the major theoretical debates in literary and cultural criticism of a play, and present an argument of their own.

Section FF
Emily Mohn-Slate MWF 10:30-11:20
Gender and Popular Culture
What does it mean to be a woman? A man? John Gray, author of the popular book *Men are from Mars, Women are From Venus*, claims men and women “think, feel, perceive, react, respond, love, need, and appreciate differently.” In what ways do gender narratives affect our lives and behaviors, and what assumptions underlie these narratives? How does popular culture shape the way we define our gender? And, how does gender intersect with sex, power, politics, culture, and our social worlds? This section of 76-101 will consider debates about gender and its relationship with popular culture. Students will engage with academic and popular arguments via essays, literature, film, television, advertisements, music, and other media to interpret different perspectives in the ongoing conversation about gender. We will explore narratives about women, men, and transgender people via gender studies, masculinity studies, cultural studies, neuroscience, sociology, and psychology. Throughout the semester, students will analyze and synthesize arguments about gender and popular culture. Once students understand the landscape of these issues, they will be able to contribute their own convincing argument to the conversation.

Section G
Danielle Wetzel MWF 10:30-11:20
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 and civil-rights era arguments regarding the legitimacy of civil disobedience, and consider how contemporary culture may challenge, update, or extend such arguments. Students may pursue inquiry into issues such as the role of violence in resistance, 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 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 conversation on political resistance.

Section H
Maria Poznahovska MWF 11:30-12:20
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 and civil-rights era arguments regarding the legitimacy of civil disobedience, and consider how contemporary culture may challenge, update, or extend such arguments. Students may pursue inquiry into issues such as the role of violence in resistance, 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 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 conversation on political resistance.

Section HH
Jamie Smith MWF 11:30-12:20

Pride, Prejudice and Popularity

Jane Austen has been one of the most beloved and influential writers of the past two hundred years. Recently, her works and personal life have become the subjects of film, spin-off novels, and fan culture, and this course will examine the causes and effects of that popularity. As a class, we will ask: what makes Jane Austen so fascinating? What does it mean to study Jane Austen in an academic context, and what can Austen scholarship tell us about genre, history, cultural capital, authorial intent and the literary canon? How has Austen been branded and commoditized by film and tourism industries? We will also consider how Austen functions in popular culture, and how ideas about fan communities, antiquarianism and participatory culture influence our perceptions of her works. Finally, we will debate how her novels can help us explore and understand identity categories like gender, sexuality, race, nationality and class. In this course, we will look at collections of articles, excerpts, and films that explore these ideas; additionally, we will converse around Pride and Prejudice, though students need not have read this novel previously. Students will demonstrate their ability to analyze and synthesize the arguments around perspectives on Jane Austen in popular culture. At the end of the course, students will have the opportunity to develop their own contributions to the ongoing discussion regarding Austen’s place in the literary and cultural spheres.

Section I
Jessica Wilton MWF 11:30-12:20

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 seem 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 II
Ryan Roderick MWF 11:30-12:20

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 J
Garrett Stack MWF 11:30-12:20
Environment, Technology and, Progress
From bottle caps to the homes we live in, everything we touch comes at a price. As science and technology continue the rapid progression spurred by industrialization, we are finding ourselves in an increasingly complex society. Part of this complexity is the interconnectivity between ourselves, our progress, and the natural world. But what is the cost of our progress? How do we understand the environment in which we live? How can we harmonize this understanding with our ever-increasing technological advances? This course will examine these issues and perspectives surrounding the role of humanity and our relationship with the natural environment. To do so, we will read arguments from a variety of perspectives and eras in order to get a “big picture” view of humanity, technology, and the environment. We will draw upon authors from a variety of contexts, including industrialist Andrew Carnegie, environmentalist John Muir, and entrepreneur Bill Gates. We will also consider dystopian visions of the future as represented in the film Wall-E and the novel Feed. In doing so, this course will focus on the points of tension that exist between technological advancement and environmental awareness, and the problem spaces that arise when arguments for progress conflict with arguments about conservation and the role of the consumer.

Section JJ
Aqdas Aftab MWF 11:30-12:30
As we engage in conversations about gender in a global setting like CMU, how do we evaluate our own everyday actions that influence women around the world? As the definition of “feminism” evolves based on other global political changes like the increasing visibility of women politicians, how do we reflect on our gendered positions within a global context? This course will examine the debate around women’s rights and gender justice in a global era. Women’s issues worldwide are becoming more and more visible because of different feminist movements. Recently, many global debates have been taking place regarding the effectiveness of different feminist movements worldwide. While some activists think that human rights need to be understood in a universal framework, others emphasize the importance of localized and culture-specific feminist movements. Activists and feminist scholars are also in contention regarding which women need most attention—and which speakers are authorized to represent certain women. In this debate about gender activism, scholars discuss how certain political conditions, like the war on terror, may influence the experiences and representations of women. How do different social and political movements influence the dominant representations of non-Western women, such as the stereotype of the veiled Middle Eastern woman? How do women’s issues relate to other social issues like racism and imperialism? In this course we will evaluate different scholarly and journalistic articles that explore the role of social movements centered on women’s empowerment. Although the scholars we will read are united in their purpose to improve women’s lives worldwide, they disagree about the consequences of certain kinds of women’s movements in the context of globalization. By examining this debate between scholars about the most ethical ways to advance women’s rights globally, we will identify how certain writers construct their arguments. Students will analyze one particular argument, synthesize various arguments, and contribute their own perspective on gender activism in relation to other global conditions.
Section K
Ryan Mitchell MWF 11:30-12:20
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 on-going 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 V
TBD MWF 11:30-12:20
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 and civil-rights era arguments regarding the legitimacy of civil disobedience, and consider how contemporary culture may challenge, update, or extend such arguments. Students may pursue inquiry into issues such as the role of violence in resistance, 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 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 conversation on political resistance.

Section KK
Pavithra Tantrigoda MWF 12:30-1:20
Climate Change and Us
Rising temperatures, melting glacial and sea ice, draughts, stronger rainstorms, and warming oceans have made us increasingly aware of the harmful effects of man-made climate change today. These changes have led climate scientists to come to a consensus that we have entered a new geological era called “anthropocene” where humans are having an irreversible impact on the Earth’s ecosystems through the increased use of fossil fuels, machinery, and ecological destruction. There are debates among climate scientists, states, policy makers, economists, environmental activists, academics and lawyers as to the extent and nature of these changes in the environment, its current and future effects on us, and the possible ways of mitigating the negative effects of climate change. In this section of 76-101, we will examine how climate change is defined and addressed by these various stakeholders. We will examine critical responses to the issue, ranging from those who are
convincled that global warming is a serious (if not catastrophic) environmental concern and favor aggressive regulatory interventions to lessen its effects to those who are skeptical of mainstream climate science and oppose governmental intrusions in the marketplace. We will read a range of academic essays, magazine articles, interviews and documentary film that address these different views regarding climate change. We will also analyze and synthesize arguments within these texts and, finally, develop our own contribution on the politics and discourse of climate change.

Section L
Pierce Williams MWF 12:30-1:20
Drawing Lines Around the Arts, Humanities, and Sciences
What is the relationship between the Arts, Humanities, and the Sciences? For those working in the liberal and fine arts, the loaded question of “So, what exactly do you hope to do with your [English, History, Fine Arts, Theater] degree?” is all too familiar. For those working in mathematics, engineering, or the “hard” sciences, it can be frustrating to encounter some assumptions about how science and technical expertise is bland, non-creative, and strictly logic-based. And yet the writing of such contemporary authors as David Foster Wallace, whom we will read, dissolves these distinctions, employing artful expression to relay complex scientific and mathematical ideas, or vice versa. Many authors have also employed rigorous scientific thinking to illuminate art, literature, and music. Historically, writers from Benjamin Franklin to Humphrey Davy have taken issue with the distinction between the arts, the humanities, and the sciences, claiming that a balance of each is necessary for harnessing the full potential of the human intellect. This very old debate between the disciplines continues in contemporary debates over not only funding for school programs and research, but also what the public should most emphasize in education: the humanistic production of “well-rounded, culturally literate” individuals, proficiency in the expressive potential of the arts, or the technical preparation of eventual participants in the world economy through emphasizing sciences, math, engineering, and business skills. This class interrogates assumptions about types of knowledge and examines these assumptions in the popular imagination. By engaging in debates about the distinctions associated with these disciplinary boundaries, we will explore our own assumptions about how productive the arts/sciences distinction is. In some cases it may be, in others it may not. Over the course of the semester, we will analyze and synthesize the arguments of a number of writers and experts in order to formulate our own positions, concluding by making a unique contribution to a discourse community within this disciplinary debate.

Section LL
Maggie Goss MWF 12:30-1:20
What’s New in the News? Developments in Investigative 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 develop skills in critical reading and academic writing and apply them to analyze arguments, synthesize perspectives, and finally, contribute their own argument to the conversation about how developments in methods of distribution, gathering and filtering information, and even crowdsourcing have reshaped journalistic news coverage. Additionally, throughout the semester students will bring in examples of news reporting and analyze representations of stories, as well as consider how the authors we read might respond to different forms of reporting.
Section M
Jess 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 seem 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 MM
Matt Lambert MWF 12:30-1:20
Pittsburgh: the Landscape of a City

When we think of Pittsburgh, we often envision the Golden Triangle, an image popularized by countless paintings and photographs of the city. But what might have someone seen if beholding the area 300 years ago? What might they have seen 100 years ago? 50 years ago? What will they see in the future? In this class, we will examine the development of Pittsburgh from a frontier wilderness to a 21st Century technological urban hub. In doing so, we will look at the special obstacles the region’s unique geography and landscape held for the builders of Pittsburgh, the effects of pollution on Pittsburgh’s civic character and residents, and the effects of various urban reform movements in Pittsburgh of both national and local origins—from the City Beautiful Movement of the late 19th and early 20th century to the more recent redevelopment, urban gardening, and public arts projects in neighborhoods like East Liberty. In looking at the physical, economic, and cultural changes occurring in Pittsburgh over the years, we will hone in on debates over problems concerning urban design in the city. These will include problems associated with social issues like race and class (e.g. debates over public space, gentrification, and controversial civil works projects) as well as those associated with the environment (e.g. “green” building, natural resource extraction, and air pollution). Over the course of the class, we will learn strategies to help us analyze and synthesize the various positions and approaches in these debates and eventually contribute our own argument to one of them. Furthermore, in order to better envision and understand Pittsburgh’s history, we will visit one or two places near CMU (e.g. Schenley Park). There will also be opportunities to go to events and places on and off campus, particularly those that pertain to the various issues and problems we will discuss.

Section VV
Julie Bowman MWF 8:30-9:20
Shakespeare Sampler

In the preface to a 1725 edition of Shakespeare’s works, Alexander Pope wrote: “It is not my design to enter into a Criticism upon this Author; tho’ . . . of all English Poets Shakespeare must be confessed to be the fairest and fullest subject for Criticism...” Indeed. Shakespeare has been the subject of literary criticism for centuries. As a vehicle for developing critical reading and writing skills, this section of 76-101 focuses on the literary and cultural criticism that has circulated around Shakespeare and one of his works. We will enter into the ongoing conversation with and about one of Shakespeare’s plays and, in the process, discover the various arguments that have been made about (1) Shakespeare and his preservation in the canon; and (2) the aesthetic, literary, and cultural interpretations of the play we read. At the close of the course, students will be able to summarize an argument about Shakespeare and his works, synthesize the major theoretical debates in literary and cultural criticism of a play, and present an argument of their own.
Section N
Daniel Dickson LaPrade MWF 1:30-2:20

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 NN
Alex Helberg MWF 1:30-2:20

Boycotts, Ballets, 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 and civil-rights era arguments regarding the legitimacy of civil disobedience, and consider how contemporary culture may challenge, update, or extend such arguments. Students may pursue inquiry into issues such as the role of violence in resistance, 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 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 conversation on political resistance.

Section O
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 at 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 OO
Matt Lambert MWF 1:30-2:30

Pittsburgh: the Landscape of a City
When we think of Pittsburgh, we often envision the Golden Triangle, an image popularized by countless paintings and photographs of the city. But what might have someone seen if beholding the area 300 years ago? What might they have seen 100 years ago? 50 years ago? What will they see in the future? In this class, we will examine the development of Pittsburgh from a frontier wilderness to a 21st Century technological urban hub. In doing so, we will look at the special obstacles the region’s unique geography and landscape held for the builders of Pittsburgh, the effects of pollution on Pittsburgh’s civic character and residents, and the effects of various urban reform movements in Pittsburgh of both national and local origins—from the City Beautiful Movement of the late 19th and early 20th century to the more recent redevelopment, urban gardening, and public arts projects in neighborhoods like East Liberty. In looking at the physical, economic, and cultural changes occurring in Pittsburgh over the years, we will hone in on debates over problems concerning urban design in the city. These will include problems associated with social issues like race and class (e.g. debates over public space, gentrification, and controversial civil works projects) as well as those associated with the environment (e.g. “green” building, natural resource extraction, and air pollution). Over the course of the class, we will learn strategies to help us analyze and synthesize the various positions and approaches in these debates and eventually contribute our own argument to one of them. Furthermore, in order to better envision and understand Pittsburgh’s history, we will visit one or two places near CMU (e.g. Schenley Park). There will also be opportunities to go to events and places on and off campus, particularly those that pertain to the various issues and problems we will discuss.

Section P
Ana Cooke MWF 2:30-3:20
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 and civil-rights era arguments regarding the legitimacy of civil disobedience, and consider how contemporary culture may challenge, update, or extend such arguments. Students may pursue inquiry into issues such as the role of violence in resistance, 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 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 conversation on political resistance.

Section PP
Avery Wiscomb MWF 2:30-3:20
When Things Get the Internet
"The Internet of Things ... will change everything—even humans," claims David Evans, Cisco's chief futurist. But what kind of world are we building for ourselves with our machines? In this 76-101 course we will examine contemporary debates about how automation and algorithms can change the way we read, write, learn, think, play, love, war, and work. Is the world of inanimate objects finally waking up, helping us to be smarter, more productive human beings? Or are we at risk of surrendering our core human competency: engaging with the world as freethinking people? Students in this 76-101 course will learn to interpret and analyze written and visual arguments, and to identify the underlying values, definitions, and assumptions in those arguments. Students will also learn how to synthesize a multiplicity of competing perspectives, and to articulate fundamental disagreements between those perspectives. Ultimately, students will advance their own contributions to discussions in engineering, human-computer interaction, information science, business, computer science, and media and communication technology studies.
Section Q
Steven Gotzler MWF 2:30-3:20
How Music Works
What would it mean to situate music in its cultural context? What should the role of music be in a capitalist society? In this section of 76-101, current methods and debates in the 'new musicology' will be explored as a way of understanding the social and cultural contexts within which music—as artistic representation, as work, and as a cultural commodity—can be interpreted and understood. Doing so will allow us to ask seriously: What is music good for? What should the role of music be in public education and cultural programming? And, how might our interaction with the music as listeners and consumers shape our view of ourselves, and of the world in profound and unexpected ways? In this course we will reflect on the meaning and uses of music in modern society, by examining various aspects of popular music over the last 50 years including concert spaces, musical scenes/genres, record labels, individual artists, and of course the music itself. In addition to these musical sources we will utilize academic texts, non-fiction articles, and films in our exploration of this topic.

Section QQ
Pavithra Tantrigoda 2:30-3:20
Climate Change and Us
Rising temperatures, melting glacial and sea ice, draughts, stronger rainstorms, and warming oceans have made us increasingly aware of the harmful effects of man-made climate change today. These changes have led climate scientists to come to a consensus that we have entered a new geological era called “anthropocene” where humans are having an irreversible impact on the Earth's ecosystems through the increased use of fossil fuels, machinery, and ecological destruction. There are debates among climate scientists, states, policy makers, economists, environmental activists, academics and lawyers as to the extent and nature of these changes in the environment, its current and future effects on us, and the possible ways of mitigating the negative effects of climate change. In this section of 76-101, we will examine how climate change is defined and addressed by these various stakeholders. We will examine critical responses to the issue, ranging from those who are convinced that global warming is a serious (if not catastrophic) environmental concern and favor aggressive regulatory interventions to lessen its effects to those who are skeptical of mainstream climate science and oppose governmental intrusions in the marketplace. We will read a range of academic essays, magazine articles, interviews and documentary film that address these different views regarding climate change. We will also analyze and synthesize arguments within these texts and, finally, develop our own contribution on the politics and discourse of climate change.

Section R
Matt Nelson MWF 3:30-4:20
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 RR
Craig Stamm MWF 3:30-4:20
Is this just a game to you?
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 reporting 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 GG
Bret Vukoder MWF 3:30-4:20
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? 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 S
Jacob Goessling MWF 4:30-5:20
The End of Nature
Wildfires and tornadoes, hurricanes and tsunamis: while these natural disasters have traditionally been considered the result of forces beyond human control, a rising number of researchers have questioned whether their increase in frequency and intensity are a result of humanity’s influence on the earth and its climate. If we are in some way responsible for the significant human and financial costs of these disasters, how might we reevaluate our attitudes and beliefs regarding nature? This course will use the threat of a drastically changing climate as a lens through which to explore the relationship between humans, technology, and nature. 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? How do we reconcile our ideas of progress with the possibility of a much darker future? To examine these questions, we will engage with 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 current situation (such as Timothy Mitchell’s Carbon Democracy) to current calls for action
(such as Naomi Klein’s *This Changes Everything*), before finally considering how writers and artists have imagined possible futures (such as in the film *Wall-E*). 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 SS
Avery Wiscomb MWF 4:30-5:20
*When Things Get the Internet*

"The Internet of Things ... will change everything—even humans," claims David Evans, Cisco's chief futurist. But what kind of world are we building for ourselves with our machines? In this 76-101 course we will examine contemporary debates about how automation and algorithms can change the way we read, write, learn, think, play, love, war, and work. Is the world of inanimate objects finally waking up, helping us to be smarter, more productive human beings? Or are we at risk of surrendering our core human competency: engaging with the world as freethinking people? Students in this 76-101 course will learn to interpret and analyze written and visual arguments, and to identify the underlying values, definitions, and assumptions in those arguments. Students will also learn how to synthesize a multiplicity of competing perspectives, and to articulate fundamental disagreements between those perspectives. Ultimately, students will advance their own contributions to discussions in engineering, human-computer interaction, information science, business, computer science, and media and communication technology studies.

Section T
Nathan Pensky TR 9:00-10:20
*TBD*

Section TT
Emily Ferris TR 10:30-11:50
*IQ and You*

You’ve heard it online, in college guides, and from your teachers back home – Carnegie Mellon students are smart (and you, no doubt, are no exception). But just what does that label mean? Is it based on your grades & test scores, your personality, your chosen field of study? Does it capture all that it took to succeed in high school or what it will take to succeed at this university and beyond? How has “being smart” gotten you to where you are today? This section of 76-101 critically examines the many ways our society defines intelligence, with careful attention paid to the tools we use to measure it and the social consequences of meeting or falling short of the standards we set. We will do so through discussion of a variety of broadly interdisciplinary readings (including selections from the neuro- and cognitive sciences, education, literacy studies, and disability studies) from both popular and academic sources. These different approaches will allow us to see the affordances and constraints inherent in each of our definitions and consider their implications for education approaches and policy, college admissions, the workplace, and other sites where we are subject to “assessment.” Additionally, we will engage this issue through writing by completing a series of major assignments that will require you to analyze and synthesize existing arguments. These will equip you with the rhetorical skills to join an ongoing academic conversation with an insightful, persuasive, and reader-based contribution of your own that in some way accounts for what’s at stake when these definitions shape how we see our world and, more importantly, each other.

Section U
Emily Ferris TR 12:00-1:20
*IQ and You*

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Section X
Rachel Mennies Goodmanson TR 12:00-1:20
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 UU
Rachel Mennies Goodmanson TR 1:30-2:50
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.