First-Year Writing Program
Fall 2017
Course Descriptions

Brief Overview of First-Year Writing Options

At Carnegie Mellon, all undergraduate students are required to fulfill a First-Year Writing course requirement (usually 76101), and some multilingual students need to fulfill two requirements (76100 and 76101). Additionally, some students have received an invitation to fulfill their FYW requirement by enrolling in an Advanced First-Year Writing section, 76102.

Some multilingual students who take an online placement test administered through the Department of English will take two courses in the First-Year Writing Program: 76100 and 76101. (76100 course descriptions are listed on page 2).

All students can enroll into 76101, Interpretation and Argument to fulfill their FYW course requirement. (76101 course descriptions are listed on pages 3-18).

By invitation, some students may enroll into 76102, Advanced First-Year Writing Option: Special Topics, to fulfill their FYW course requirement. (76102 course descriptions are listed on page 19.)

*This version of the document was updated on 8/16/2017 and is subject to change.
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. In the course, students develop a rhetorical and linguistic toolkit of resources for accommodating the needs of readers within a North American university context. Students read and write short arguments and then revise those arguments throughout the semester for their portfolios. By the end of the course, students should be able to articulate a stronger understanding of themselves as writers of academic English, which should include identifying particular areas of strength and areas that they need to develop further. Students who take this course qualify through an online placement test that is administered through the university prior to the fall semester.

Each of the 76-100 courses below share the same theme for their readings:

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 language choices in academic English.

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<td>TR 1:30-2:50</td>
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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 (76101) is a course that serves as a foundation for many reading and writing tasks you’ll experience in college and in your professional life beyond your undergraduate years. While we can’t guarantee that in 76101 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 communication strategies you have practiced in the 76101 classroom.

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 all of the courses are meant to help students build a repertoire of rhetorical and linguistic resources for adapting to writing tasks beyond the first year.

Unless otherwise noted, each 76101 section is structured by a sequence of cumulative assignments that leads students through an inquiry process that ultimately leads to a final contribution paper. There are standard assignments and approaches across the sections, but each instructor offers a different perspective from which students can experience the reading and writing instruction. Instructors select different sets of readings, and of course students may find some readings more interesting or appealing than others. While we do encourage students to pursue their interests, 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.

*Please note: The faculty for sections BB, C, CC, EE, F, and VV are piloting new curricular options for students. These sections are team taught, with one instructor teaching the first half of the semester and another teaching the second half of the semester. Students will be able to pick a sequence of two courses from three 7-week “mini” writing course options within a semester’s time. (Despite the “mini” structure of the course, students need only enroll in one section.) These options include Writing about Data, Writing about Public Problems, and Writing about Art, Literature and Culture. Descriptions follow throughout the document.

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**

**Rachel Mennies Goodmanson MWF 8:30-9:20**

*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 WW**

**Tim Dawson MWF 8:30-9:20**

*Race, American Identity, and Public Policy*

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

**Section B**

**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. This year we will additionally see its spin-off series, *Fantastic Beasts and Where to Find Them*. 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 literary culture? In what ways does *Harry Potter* compare with other commercially successful series (*Star Wars, The Hunger Games, the Marvel universe*)? 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 BB**

Rachel Mennies Goodmanson & Danielle Wetzel / Susan Tanner MWF 9:30-10:20

*Pilot Section: Writing about Literature and Culture / Writing about Public Problems (see p. 3)*

**Section BB Part 1: Writing about Art, Literature, and Culture**

In 1967, Roland Barthes (a French literary critic) wrote an essay claiming that the author is dead. If the author is dead, how do we proceed with reading, analyzing, and writing texts? If the author is dead, why should we? This 76101 course uses artistic, literary, and cultural texts (e.g., poetry, short story, lyrics, video clips) to introduce students to a variety of academic reading and writing practices that enable students to discuss texts and evidence from multiple perspectives. We will examine how literary and cultural scholars write about texts (defined broadly), how they make claims, provide reasoning, and use textual support to argue for particular ways of seeing cultural objects. Throughout the semester, students will draw upon prior strategies and develop new ones for close reading and critical analysis in order to produce their own thesis-driven arguments about why texts matter. We will consider and write about the extent to which these reading strategies are relevant for other kinds of reading and analysis by comparing texts from a variety of different disciplinary contexts.

**Section BB Part 2: Writing about Public Problems**

If all problems required a simple fix, we could don our Avenger costumes, pick up Thor’s hammer, and right the world’s wrongs. But most problems aren’t so simple. Most of the problems we encounter require careful investigation and research so that we might propose solutions that connect with others to make change. In this 76101 class, we will learn how public problems are defined and argued across a range of texts, including proposals, op-ed genres, and white papers. By analyzing a range of proposal texts, we will identify the different kinds of legwork necessary to write a successful proposal, arguably one of the most challenging aspects of writing a persuasive recommendation for change. We will examine how writers unpack problems rhetorically and use evidence to argue solutions for different stakeholders who may not share common values. We will learn strategies for evaluating and synthesizing data from existing research to use in a proposal argument. By the end of the course, students will write their own proposal that recommends a solution and a feasible plan for solving a real problem.

**Section C**

Susan Tanner/ Nisha Shanmugaraj MWF 9:30-10:20

*Pilot Section: Writing about Public Problems / Writing about Data (see p. 3)*

**Section C Part 1: Writing about Public Problems**

If all problems required a simple fix, we could don our Avenger costumes, pick up Thor’s hammer, and right the world’s wrongs. But most problems aren’t so simple. Most of the problems we encounter require careful investigation and research so that we might propose solutions that connect with others to make change. In this 76101 class, we will learn how public problems are defined and argued across a range of texts, including proposals, op-ed genres, and white papers. By analyzing a range of proposal texts, we will identify the different kinds of legwork necessary to write a successful proposal, arguably one of the most challenging aspects of writing a persuasive recommendation for change. We will examine how writers unpack problems rhetorically and use evidence to argue solutions for different stakeholders who may not share common values. We will learn strategies for evaluating and synthesizing data from existing research to use in a proposal argument. By the end of the course, students will write their own proposal that recommends a solution and a feasible plan for solving a real problem.
Section C Part 2: Writing about Data

Our lives are increasingly shaped by writing that involves numbers: newspapers routinely report the latest medical trends; politicians support their agendas with both dubious and credible statistics; parents use data to decide where to buy a house and where to send their kids to school. This section will focus on interpreting and making arguments using mainly numerical data but also qualitative data. We will look at research from a range of disciplines—including psychology, education, medicine, engineering, and the sciences—and note how writers select and analyze the data they collect. We will also examine what happens to this research when it is picked up by the popular media. Students will also practice collecting and analyzing their own data and reporting it to suit the needs of various stakeholders. Students in data-driven majors will find the section useful preparation for communicating in their disciplines. Students in other fields will learn how to critique and respond to the many ways that numbers shape our lives. This section presumes a basic ability to calculate averages, percentages, and ratios, but no advanced mathematical or statistical preparation. Instead, this section provides a fascinating look at how numbers and words intersect to create persuasive arguments in academic, professional, and popular contexts. Students will compare and analyze texts that make arguments with data, practice rhetorical strategies for synthesizing and representing data so that by the end of the class, students will apply these strategies to write an original data-driven research proposal.

Section CC

Nisha Shanmugaraj / Rachel Mennies Goodmanson MWF 9:30-10:20
Pilot Section: Writing about Data / Writing about Literature and Culture (see p. 3)

Section CC Part 1: Writing about Data

Our lives are increasingly shaped by writing that involves numbers: newspapers routinely report the latest medical trends; politicians support their agendas with both dubious and credible statistics; parents use data to decide where to buy a house and where to send their kids to school. This section will focus on interpreting and making arguments using mainly numerical data but also qualitative data. We will look at research from a range of disciplines—including psychology, education, medicine, engineering, and the sciences—and note how writers select and analyze the data they collect. We will also examine what happens to this research when it is picked up by the popular media. Students will also practice collecting and analyzing their own data and reporting it to suit the needs of various stakeholders. Students in data-driven majors will find the section useful preparation for communicating in their disciplines. Students in other fields will learn how to critique and respond to the many ways that numbers shape our lives. This section presumes a basic ability to calculate averages, percentages, and ratios, but no advanced mathematical or statistical preparation. Instead, this section provides a fascinating look at how numbers and words intersect to create persuasive arguments in academic, professional, and popular contexts. Students will compare and analyze texts that make arguments with data, practice rhetorical strategies for synthesizing and representing data so that by the end of the class, students will apply these strategies to write an original data-driven research proposal.

Section CC Part 2: Writing about Art, Literature, and Culture

In 1967, Roland Barthes (a French literary critic) wrote an essay claiming that the author is dead. If the author is dead, how do we proceed with reading, analyzing, and writing texts? If the author is dead, why should we? This 76101 course uses artistic, literary, and cultural texts (e.g., poetry, short story, lyrics, video clips) to introduce students to a variety of academic reading and writing practices that enable students to discuss texts and evidence from multiple perspectives. We will examine how literary and cultural scholars write about texts (defined broadly), how they make claims, provide reasoning, and use textual support to argue for particular ways of seeing cultural objects. Throughout the semester, students will draw upon prior strategies and develop new ones for close reading and critical analysis in order to produce their own thesis-driven arguments about why texts matter. We will consider and write about the extent to which these reading strategies are relevant for
other kinds of reading and analysis by comparing texts from a variety of different disciplinary contexts.

Section X
Rachel Kravetz MWF 9:30-10:20
Boycotts, Bullets, Bits? Political Resistance and Forms of Protest
“Disobedience,” according to Henry David Thoreau, “is the true foundation of liberty.” If we assume Thoreau is right that political resistance is necessary to preserve political freedom, then it raises the question: protest how? With marches? With armed resistance? With digital tools like Low Orbital Ion Cannons? This course engages with historic and contemporary questions about the legitimacy, value, and efficacy of different forms of political dissent and resistance and their role in political systems. We analyze political theories regarding civil disobedience and freedom of speech, and consider how protest in specific contexts may challenge, update, or extend those arguments. Students may pursue inquiry into issues such as the value of different expressions of dissent, the legitimacy of hacktivism, and the value of digital media for social movements. In an era marked by patterns of resistance that range from the Arab Spring, to #occupy, to Operation Ferguson, addressing these questions helps us reflect on both our own cultural and political histories as well as our roles as global citizens. Interrogating the value of historic and contemporary forms of protest means entering a conversation; in this course, you will develop analytical skills to identify features—some more flexible and some less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.

Section D
Tim Dawson MWF 10:30-11:20
Race, American Identity, and Public Policy
How closely linked are ideas about race and ideas about American identity? How should race be addressed in the public policies developed by a nation founded on the principle of equality before the law? Given the election of Barack Obama, recent U.S. Census data revealing that more people are identifying as multiracial, and projections that the U.S. will be a “majority minority” country by 2050, some argue that traditional lines of racial distinction are no longer relevant, with some going so far as to suggest we have entered a postracial era. However, the very idea of postracial and the category of multiracial suggest that ideas about race continue to play an important role in how we think about individual and group identity in America. In this course we will consider various ideas about “race”, how these ideas relate to other ways of thinking about individual and group identity, and how (or whether) public policies should address racial distinctions. In this course students will learn and practice specific strategies for critically analyzing the arguments in academic and popular essays, contemporary news accounts, and documentary film. Students will write three major papers: an academic summary, an academic synthesis of various positions on an issue related to the course topic, and, finally, a paper that proposes the students’ contribution to a discussion about race and otherness in America. In the process of developing these papers, students will learn and practice specific analysis and planning skills for drafting and revising academic arguments, and they will learn and practice specific strategies for analyzing their own written work and the written work of their peers.

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Section E
Rebecca Wigginton MWF 10:30-11:20
Cyborgs, Microchips, and Neural Lace: Technology and the Human Body
What is the relationship between technology and (or in) the human body, and what could it be? At Code Conference 2016, Elon Musk suggested that “we are already cyborgs,” and as far back as the 1960s, Marshal McLuhan’s groundbreaking work in media studies argued that we’ve always used technology as extensions of ourselves. This course invites you to consider the possible and acceptable forms that human-implanted digital and AI technology may take in the future and what forms they have already taken in the present. Given that this shift is already happening, and that many experts are confident that this is the next big turn in our technological and human evolution, we will not limit our course discussions to whether or not it “will” or “should” occur, but we will instead focus on consideration of what forms human-implanted technology is already taking and seems likely to take next, and what the implications these forms have for ethics, medicine, “big data,” and the law. As we do this, we will enter into an ongoing conversation taking place in a variety of fields, and read one novel that imagines what human-implanted technology might look like in the near future—M.T. Anderson’s Feed (2002). In this course, you will develop skills in the fundamental practices of critical reading and academic writing and apply them to complete assignments in which you analyze arguments, synthesize perspectives on central problems, and finally contribute your own argument to the conversation on human-implanted technology.

Section EE
Natalie Suzelis / CP Moreau MWF 10:30-11:20
Pilot: Writing about Literature and Culture/ Writing about Data (see p. 3)

Section EE Part 1: Writing about Art, Literature, and Culture
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Section F
Danielle Wetzel / Natalie Suzelis MWF 10:30-11:20
*Pilot: Writing about Public Problems / Writing about Literature and Culture (see p. 3)*

Section F Part 1: Writing about Public Problems
If all problems required a simple fix, we could don our Avenger costumes, pick up Thor’s hammer, and right the world’s wrongs. But most problems aren’t so simple. Most of the problems we encounter require careful investigation and research so that we might propose solutions that connect with others to make change. In this 76101 class, we will learn how public problems are defined and argued across a range of texts, including proposals, op-ed genres, and white papers. By analyzing a range of proposal texts, we will identify the different kinds of legwork necessary to write a successful proposal, arguably one of the most challenging aspects of writing a persuasive recommendation for change. We will examine how writers unpack problems rhetorically and use evidence to argue solutions for different stakeholders who may not share common values. We will learn strategies for evaluating and synthesizing data from existing research to use in a proposal argument. By the end of the course, students will write their own proposal that recommends a solution and a feasible plan for solving a real problem.

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Section Y
Joanna Wolfe & CP Moreau / Danielle Wetzel MWF 10:30-11:20
*Pilot: Writing about Data / Writing about Public Problems (see p. 3)*

Section Y Part 1: Writing about Data
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Section FF
Daniel Dickson LaPrade MWF 11:30-12:20
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 G
Josh Zelesnick 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 regarding civil disobedience and freedom of speech, and consider how protest in specific contexts may challenge, update, or extend those arguments. Students may pursue inquiry into issues such as the value of different expressions of dissent, the legitimacy of hacktivism, and the value of digital media for social movements. In an era marked by patterns of resistance that range from the Arab Spring, to #occupy, to Operation Ferguson, addressing these questions helps us reflect on both our own cultural and political histories as well as our roles as global citizens. Interrogating the value of historic and contemporary forms of protest means entering a conversation; in this course, you will develop analytical skills to identify features—some more flexible and some less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.

Section GG
Maggie Goss MWF 11:30-12:20
What’s New in the News? Developments in News Media Journalism
On April 15th, 2013, two pressure cooker bombs exploded during the Boston Marathon in Massachusetts, killing 3 people and injuring an estimated 264 bystanders. Following the attack, a police officer was shot and killed. In a rush to report the story, the New York Post wrongly identified a so-called suspect of the bombing,
placing that individual's photos in front-page newspapers. Soon other news outlets followed suit, and controversy arose over the way in which details of the event were reported. Although the Post denied any errors in reporting, their case points to concerns regarding how journalistic news outlets should cover events. This event also raises questions about what role news coverage should play in our society and what effect 'real time' reporting has had on the news. How have methods of distribution and gathering information shaped the process of journalistic news coverage? What values are associated with these shifting processes? Should events be reported quickly or accurately? These questions represent issues surrounding credibility, accuracy, ethics, and timeliness in reporting. They are important to consider not only because the majority of Americans hear about current events through news media coverage, but also because concerns surrounding such coverage shape how information is disseminated to the public. In this course, students will analyze and synthesize arguments to develop their own original research question. They will develop that question into a written research proposal for a final paper. That final paper will ultimately contribute to the conversation on how developments in methods of distribution, gathering and filtering information, and even the political climate have (re) shaped journalistic news coverage.

Section H
Greg Laski MWF 11:30-12:20

Democracy and Deliberation: The Intellectual Work of Citizenship

“Democracy” is one of the most frequently invoked but least interrogated terms in American public life. In this class, we will critically examine competing definitions of “democracy,” both as ideal and practice. Among other questions, we will ask: What is “democracy,” and what does it mean to be “democratic”? What are the different forms that democracy can take? How do we conceive of the possibilities and problems associated with democracy, especially as this political form purports a commitment to liberty, equality, free expression, and open debate? In what sense is it possible for citizens to engage in the exercise that is a standard definition of democracy: the act of “self-government”? Moving beyond the notion that voting is the essential expression of democratic participation, we will study what political theorists refer to as “deliberative democracy,” a version of democracy that requires the active, informed participation of citizens in public conversations about issues vital to the common good. In this regard, we will explore—and test out—the ways that the academic skills of interpretation, argumentation, and research might be considered crucial democratic capacities.

Section HH
Scott Riess MWF 11:30-12:20

Baristas and Bohemians: Issues in Gentrification from Paris to Pittsburgh

In 1964, British sociologist Ruth Glass coined the term "gentrification" to describe the displacement of lower-class Londoners. In the half-century since then, the debate over the renovating and revitalizing of previously lower-class districts into middle-class neighborhoods has emerged as a major issue intersecting the fields of sociology, architecture and urban planning, and public policy, and touching on problems of racial disparity, class, and deindustrialization, among many others. From Paris to Jakarta, Sydney to Johannesburg, and even right here in Pittsburgh, gentrification is remaking cities all over the globe. This course is designed to explore the claims being made about gentrification. Guiding this discussion is this: What are the theoretical causes and practical effects of gentrification? With Gen X and millennial citizens spearheading a return to the urban core of many cities, Pittsburgh included, understanding the causes, effects, and controversies of gentrification has never been more important. In this course, you will develop rhetorical reading and writing skills while analyzing popular and academic articles addressing gentrification. 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 (comparative genre analysis, research proposal, and contribution) will scaffold you toward becoming clearer academic writers and the creators of convincing arguments that add to the conversation about gentrification.

Section I
Hannah Ringler MWF 11:30-12:20

What is my nationality, and how do I know?

What is your nationality (American, Chinese, French, Indian-American)? More importantly, how do you
know? Is it your family tree? Birthplace? Language? Culture? DNA? Passport? In this section of 76-101, we will grapple with these ideas to ask ourselves, what is nationality? Students will read popular and scholarly arguments about different ways that we can understand who we are as individuals, and what makes up a national people. We will try to understand the different reasons that someone might call themselves one nationality, and why that is a difficult choice. For example, can you call yourself “Irish” if you great-great grandparents immigrated to America from Ireland? Can you call yourself “Japanese” if you are an American emigrant? Can you call yourself “Korean” if only one parent is Korean? In essence, if so many factors can make up how we talk about nationality, what do we call ourselves when some of those conflict? We’ll discuss why these are difficult questions, how their answers vary, and why this matters to us. In this course, students will engage with these ideas by drawing upon their own experiences and expertise and listening to others. Students will learn to analyze texts for their arguments, synthesize their ideas, and learn the skills needed to participate in a scholarly conversation. After having read and analyzed a variety of arguments on this issue, students will write a formal research proposal and paper by drawing upon their knowledge from this class and their own disciplines.

Section J
Peter Mayshle MWF 12:30-1:20

The Rhetoric of Space: Places of Learning, Difference, and Public Memory

Places “speak” because places hold meaning. How places embody and convey their meanings is the subject of this course. Building on theoretical work in rhetoric studies and postmodern geography, we will consider how ideas about space and place inform literacy, difference, and public memory. How do the spaces and places where we learn inform and shape how we learn? What are the relationships between space/place and gender, race, social class, sexual orientation, and other categories of social identification or social experience? How does the way we experience built environments, particularly ones fraught with memory, inform the meaning-making practices that occur at these sites? We will investigate a variety of spaces/places, including classrooms, our neighborhoods, walking tours, museums, memorials, and even cyberspace. In short, this course will explore the question: how is space and place rhetorical? And because this is a foundational writing course, you will practice what it means to write for, within, and beyond the academy, as you develop skills in critical reading and academic writing and apply them to analyze arguments, synthesize various perspectives on central problems, and finally contribute your own argument to the conversation on rhetorical space.

Section JJ
Scott Riess MWF 12:30-1:20

Baristas and Bohemians: Issues in Gentrification from Paris to Pittsburgh

In 1964, British sociologist Ruth Glass coined the term "gentrification" to describe the displacement of lower-class Londoners. In the half-century since then, the debate over the renovating and revitalizing of previously lower-class districts into middle-class neighborhoods has emerged as a major issue intersecting the fields of sociology, architecture and urban planning, and public policy, and touching on problems of racial disparity, class, and deindustrialization, among many others. From Paris to Jakarta, Sydney to Johannesburg, and even right here in Pittsburgh, gentrification is remaking cities all over the globe. This course is designed to explore the claims being made about gentrification. Guiding this discussion is this: What are the theoretical causes and practical effects of gentrification? With Gen X and millennial citizens spearheading a return to the urban core of many cities, Pittsburgh included, understanding the causes, effects, and controversies of gentrification has never been more important. In this course, you will develop rhetorical reading and writing skills while analyzing popular and academic articles addressing gentrification. 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 (comparative genre analysis, research proposal, and contribution) will scaffold you toward becoming clearer academic writers and the creators of convincing arguments that add to the conversation about gentrification.

Section K
Daniel Dickson LaPrade MWF 12:30-1:20
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 KK
Sophie Wodzak MWF 12:30-1:20
Journalism in the digital age: where do we go from here?
The internet has changed the way we consume news. In their struggle to keep up with the 24-hour news cycle and find new ways to generate revenue online, many news outlets have changed the way they generate and distribute content: Headlines serve as clickbait, pundits flood the airwaves, and comedy news shows compete with traditional media. Is this the end of journalism as we know it? In this section of 76-101, we will examine the effects the internet is having on fundamental journalistic values such as accuracy and fairness, and consider whether it is possible to preserve these values in the new digital media landscape. Students will analyze the challenges facing journalism today, and synthesize experts’ opinions about how best to cope with these challenges. By engaging with the course readings and conducting their own research, students will make predictions about where journalism is headed in the 21st century, and offer their own suggestions for how to cope with the various challenges it faces.

Section L
Alex Helberg MWF 12:30-1:20
Living in Public: The Role of the Internet in Society and Politics
Former CEO of Google Eric Schmidt once famously quipped that the internet has become “the largest experiment in anarchy” that humanity has ever seen. Indeed, since its popular inception in the late 1980s and early ’90s, the internet has inspired waves of doomsday-predictors and techno-utopians alike to forecast the ways in which the internet will radically change daily life and the institutions of society. In this course, we will seek to understand the foundational perspectives on the internet and its relation to politics and social change by analyzing written work on the subject from both academic and popular genres, and formulating our own positions in writing. We will read authors who discuss the social and political functions of online platforms, those who debate the role of business and government in creating and influencing internet technologies, as well as those who examine case studies of international social movements such as Occupy and the Arab Spring, which heavily involved the use of new media and the internet in shaping societal politics and culture. These readings will allow us to interrogate a number of important questions: Does the internet change the way we think about citizenship in our societies? Does it serve the interests of mass media corporations and authoritarian governments through the marketization of communication and content, and open a Pandora’s Box of new avenues for surveillance? Or does it serve the interests of citizens by creating new roles for democratic participation, expanding individual freedom of expression, and increasing citizens’ ability to raise awareness and collectively organize? Can we really call technologies like the internet fundamentally liberatory and democratic when over 15% of Americans and 60% of people in the world don’t have (or don’t want) access to them? Throughout this course, we will learn about and practice a variety of writing strategies for analyzing arguments, identifying and comparing different written genres, synthesizing approaches in a specific academic controversy, and ultimately, discovering ways to contribute our own arguments to real-world scholarly conversations surrounding the relationship of internet-based technologies to the shape of politics and the realization of social change worldwide.

Section LL
Maggie Goss MWF 12:30-1:20
What’s New in the News? Developments in News Media Journalism
On April 15th, 2013, two pressure cooker bombs exploded during the Boston Marathon in Massachusetts, killing 3 people and injuring an estimated 264 bystanders. Following the attack, a police officer was shot and
killed. In a rush to report the story, the New York Post wrongly identified a so-called suspect of the bombing, placing that individual's photos in front-page newspapers. Soon other news outlets followed suit, and controversy arose over the way in which details of the event were reported. Although the Post denied any errors in reporting, their case points to concerns regarding how journalistic news outlets should cover events. This event also raises questions about what role news coverage should play in our society and what effect 'real time' reporting has had on the news. How have methods of distribution and gathering information shaped the process of journalistic news coverage? What values are associated with these shifting processes? Should events be reported quickly or accurately? These questions represent issues surrounding credibility, accuracy, ethics, and timeliness in reporting. They are important to consider not only because the majority of Americans hear about current events through news media coverage, but also because concerns surrounding such coverage shape how information is disseminated to the public. In this course, students will analyze and synthesize arguments to develop their own original research question. They will develop that question into a written research proposal for a final paper. That final paper will ultimately contribute to the conversation on how developments in methods of distribution, gathering and filtering information, and even the political climate have (re) shaped journalistic news coverage.

Section M
Kendra Williamson MWF 12:30-1:20
Communication and Correctness: Language Standardization in the United States
“How are you?” “I’m doing good, thanks.” “You mean you’re doing WELL?” We’ve all encountered instances where our words are noticed and corrected, and perhaps we sometimes correct others' words. But is there a “right” way to speak? How do we define and prioritize correctness in relation to communication? This course explores the issue of language and standardization, including questions of whether the United States should have a national language, the appropriateness of stigmatized regional or racial dialects, and how individual language variation should be treated. Using readings focused on dialect, language, and language policy, students in this class will learn transferable principles of for analyzing, understanding, and writing in different genres. This course includes three papers: a comparative genre analysis that aims to identify and characterize writing features, a research proposal that synthesizes the existing conversation surrounding a research need that students identify according to their own interests, and a research paper that makes an original argument that fills that research need. By the end of the semester, students will have developed an arsenal of skills related to reading, analysis, and writing that can be extended to new contexts throughout their academic, professional, and every-day lives.

Section MM
Pavithra Tantrigoda MWF 1:30-2:20
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 N
Sophie Wodzak MWF 1:30-2:20

*Journalism in the digital age: where do we go from here?*

The internet has changed the way we consume news. In their struggle to keep up with the 24-hour news cycle and find new ways to generate revenue online, many news outlets have changed the way they generate and distribute content: Headlines serve as clickbait, pundits flood the airwaves, and comedy news shows compete with traditional media. Is this the end of journalism as we know it? In this section of 76-101, we will examine the effects the internet is having on fundamental journalistic values such as accuracy and fairness, and consider whether it is possible to preserve these values in the new digital media landscape. Students will analyze the challenges facing journalism today, and synthesize experts’ opinions about how best to cope with these challenges. By engaging with the course readings and conducting their own research, students will make predictions about where journalism is headed in the 21st century, and offer their own suggestions for how to cope with the various challenges it faces.

Section NN
Sarah Hancock MWF 1:30-2:20

*Coffee Culture: The Brand and Brew of Caffeine Addiction*

How do you take your coffee? A shot of espresso? Lots of milk and sugar? Fair-trade only? Do you like to drink your coffee in the shop that features local art? Perhaps the one with the comfy couches? In cities, coffee shops are around every corner, offering a warm beverage, usually a WiFi connection, and hopefully a seat. These public spaces are often referred to as “third spaces,” a place that is neither home nor work, but is still a place where we spend a lot of our time. Why do we choose to spend our time in particular coffee shops? Does it matter that we prefer to drink our coffee in a certain way? This course will explore the necessity of interrogating our seemingly simple, everyday choices as coffee consumers. We will investigate questions about our personal taste for our coffee drink, the space where we drink it, and the land and people who provide that product for our consumption. These questions will help us to consider our coffee choices outside of the mindlessness of routine. Throughout the semester, we will read and analyze articles from popular, academic and empirical research journals in order to propose a question to enter research-driven conversations about coffee culture. By engaging with these articles, we will be able to examine the wake of our choices on personal, local, and global scale. Over the semester, we will synthesize many authors and debates in order to form our own arguments about the implications of our coffee preferences and the necessity of understanding the weight of our coffee choices.

Section O
Rachel Kravetz MWF 1:30-2:20

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

“Disobedience,” according to Henry David Thoreau, “is the true foundation of liberty.” If we assume Thoreau is right that political resistance is necessary to preserve political freedom, then it raises the question: protest how? With marches? With armed resistance? With digital tools like Low Orbital Ion Cannons? This course engages with historic and contemporary questions about the legitimacy, value, and efficacy of different forms of political dissent and resistance and their role in political systems. We analyze political theories regarding civil disobedience and freedom of speech, and consider how protest in specific contexts may challenge, update, or extend those arguments. Students may pursue inquiry into issues such as the value of different expressions of dissent, the legitimacy of hacktivism, and the value of digital media for social movements. In an era marked by patterns of resistance that range from the Arab Spring, to #occupy, to Operation Ferguson, addressing these questions helps us reflect on both our own cultural and political histories as well as our roles as global citizens. Interrogating the value of historic and contemporary forms of protest means entering a conversation; in this course, you will develop analytical skills to identify features—some more flexible and some less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.
Greg Laski MWF 2:30-3:20
*Democracy and Deliberation: The Intellectual Work of Citizenship*

“Democracy” is one of the most frequently invoked but least interrogated terms in American public life. In this class, we will critically examine competing definitions of “democracy,” both as ideal and practice. Among other questions, we will ask: What is “democracy,” and what does it mean to be “democratic”? What are the different forms that democracy can take? How do we conceive of the possibilities and problems associated with democracy, especially as this political form purports a commitment to liberty, equality, free expression, and open debate? In what sense is it possible for citizens to engage in the exercise that is a standard definition of democracy: the act of “self-government”? Moving beyond the notion that voting is the essential expression of democratic participation, we will study what political theorists refer to as “deliberative democracy,” a version of democracy that requires the active, informed participation of citizens in public conversations about issues vital to the common good. In this regard, we will explore—and test out—the ways that the academic skills of interpretation, argumentation, and research might be considered crucial democratic capacities.

Section P
Pavithra Tantrigoda MWF 2:30-3:20
*Climate Change and Us*

Rising temperatures, melting glacial and sea ice, droughts, 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 PP
Rebecca Wigginton MWF 2:30-3:20
*Cyborgs, Microchips, and Neural Lace: Technology and the Human Body*

What is the relationship between technology and (or in) the human body, and what could it be? At Code Conference 2016, Elon Musk suggested that “we are already cyborgs,” and as far back as the 1960s, Marshall McLuhan’s groundbreaking work in media studies argued that we’ve always used technology as extensions of ourselves. This course invites you to consider the possible and acceptable forms that human-implanted digital and AI technology may take in the future and what forms they have already taken in the present. Given that this shift is already happening, and that many experts are confident that this is the next big turn in our technological and human evolution, we will not limit our course discussions to whether or not it “will” or “should” occur, but we will instead focus on consideration of what forms human-implanted technology is already taking and seems likely to take next, and what the implications these forms have for ethics, medicine, “big data,” and the law. As we do this, we will enter into an ongoing conversation taking place in a variety of fields, and read one novel that imagines what human-implanted technology might look like in the near future—M.T. Anderson’s *Feed* (2002). In this course, you will develop skills in the fundamental practices of critical reading and academic writing and apply them to complete assignments in which you analyze arguments, synthesize perspectives on central problems, and finally contribute your own argument to the conversation on human-implanted technology.
Section Q
Jacob Goessling MWF 2:30-3:20

The Anthropocene: Entering the Age of Humanity

In an obscure scientific journal published at the start of the 21st century, a pair of scientists asked a relatively simple yet extremely significant question: “Has humanity entered the Anthropocene?” Posed by Nobel Prize winning climatologist Paul J. Crutzen and biologist Eugene Stoermer, this question asks whether the human species has created an age where our impact on the planet is so significant that we can declare a new geological epoch called the Anthropocene, or “The Age of Humanity”. This question has sparked a debate that continues to be contested to this day, even more so as our knowledge of the possible effects of climate change improves. What does it mean to declare ourselves within the Anthropocene? And how might this lead us to reevaluate the choices we have made as a species? This course will explore debates surrounding humanity and our influence on the environment to ask: In what ways do our definitions of nature shape our use of it? Are natural resources to be used, or should they be left alone? How does the possibility of technological advancement inform our responses to the threat of climate change? And how do we reconcile our ideas of growth with the possibility of a more challenging future? To examine these questions, we will read a variety of texts (news articles, academic and non-academic essays, fiction, and film) that address the problems of a changing environment from political, economic, and cultural perspectives. We will move from arguments on the policies and beliefs which led to our present situation to current calls for action, including those which embrace technical solutions (such as Thomas Friedman, in Hot, Flat and Crowded) and those who see such an approach as only a partial answer to the problems humanity currently faces (such as those demonstrated by critics from author Wendell Berry to geographer Neil Smith). We conclude by considering how writers and artists have imagined possible Anthropocene futures, such as the “eternal engine” found in the film Snowpiercer. Over the course of the semester, we will analyze and synthesize arguments written by experts so that we can make a unique contribution to the overarching question of how we can negotiate the at times conflicting priorities of people, progress, and the environment.

Section QQ
Craig Stamm MWF 3:30-4:20

Video Games and Society

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

Section R
Rebecca Wiggington MWF 3:30-4:20

Cyborgs, Microchips, and Neural Lace: Technology and the Human Body

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ourselves. This course invites you to consider the possible and acceptable forms that human-implanted digital and AI technology may take in the future and what forms they have already taken in the present. Given that this shift is already happening, and that many experts are confident that this is the next big turn in our technological and human evolution, we will not limit our course discussions to whether or not it “will” or “should” occur, but we will instead focus on consideration of what forms human-implanted technology is already taking and seems likely to take next, and what the implications these forms have for ethics, medicine, “big data,” and the law. As we do this, we will enter into an ongoing conversation taking place in a variety of fields, and read one novel that imagines what human-implanted technology might look like in the near future—M.T. Anderson’s *Feed* (2002). In this course, you will develop skills in the fundamental practices of critical reading and academic writing and apply them to complete assignments in which you analyze arguments, synthesize perspectives on central problems, and finally contribute your own argument to the conversation on human-implanted technology.

**Section RR**  
**Craig Stamm MWF 4:30-5:20**  
*Video Games and Society*  
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**Section S**  
**Greg Laski MWF 4:30-5:20**  
*Boycotts, Bullets, Bits? Political Resistance and Forms of Protest*  
“Disobedience,” according to Henry David Thoreau, “is the true foundation of liberty.” If we assume Thoreau is right that political resistance is necessary to preserve political freedom, then it raises the question: protest how? With marches? With armed resistance? With digital tools like Low Orbital Ion Cannons? This course engages with historic and contemporary questions about the legitimacy, value, and efficacy of different forms of political dissent and resistance and their role in political systems. We analyze political theories regarding civil disobedience and freedom of speech, and consider how protest in specific contexts may challenge, update, or extend those arguments. Students may pursue inquiry into issues such as the value of different expressions of dissent, the legitimacy of hacktivism, and the value of digital media for social movements. In an era marked by patterns of resistance that range from the Arab Spring, to #occupy, to Operation Ferguson, addressing these questions helps us reflect on both our own cultural and political histories as well as our roles as global citizens. Interrogating the value of historic and contemporary forms of protest means entering a conversation; in this course, you will develop analytical skills to identify features—some more flexible and some less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.
Peter Mayshle MWF 4:30-5:20
The Rhetoric of Space: Places of Learning, Difference, and Public Memory

Places “speak” because places hold meaning. How places embody and convey their meanings is the subject of this course. Building on theoretical work in rhetoric studies and postmodern geography, we will consider how ideas about space and place inform literacy, difference, and public memory. How do the spaces and places where we learn inform and shape how we learn? What are the relationships between space/place and gender, race, social class, sexual orientation, and other categories of social identification or social experience? How does the way we experience built environments, particularly ones fraught with memory, inform the meaning-making practices that occur at these sites? We will investigate a variety of spaces/places, including classrooms, our neighborhoods, walking tours, museums, memorials, and even cyberspace. In short, this course will explore the question: how is space and place rhetorical? And because this is a foundational writing course, you will practice what it means to write for, within, and beyond the academy, as you develop skills in critical reading and academic writing and apply them to analyze arguments, synthesize various perspectives on central problems, and finally contribute your own argument to the conversation on rhetorical space.

Section SS
Matt Nelson TR 9:00-10:20
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 T
Juliann Reineke TR 10:30-11:50
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 TT
Matt Nelson TR 10:30-11:50
The Culture of Sports Fandom

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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 U
Avery Wiscomb TR 1:30-2:50
What Does Technology Do?
“Technology is just a tool” Bill Gates has argued; it can be used in both good and bad ways. This common belief that technology is neither inherently good or bad—known as “technological instrumentalism”—suggests that humans can control the effects of their inventions. But is this so? This discussion-based course engages in contemporary disagreements over how today’s technologies could be altering our relationships to each other and our world. We will analyze arguments about technology and its effects on politics, society, and economic inequality, and consider how AI, robotics, and automation may challenge, revise, or extend those arguments. In this course, you will develop skills in critical reading and academic writing and apply them to analyze arguments, synthesize competing perspectives on central problems in technology studies, and contribute your own research-based project on a technology issue from a sociopolitical, scientific perspective.

Section UU
Emily DeJeu TR 1:30-2:50
Boycotts, Bullets, Bits? Political Resistance and Forms of Protest
“Disobedience,” according to Henry David Thoreau, “is the true foundation of liberty.” If we assume Thoreau is right that political resistance is necessary to preserve political freedom, then it raises the question: protest how? With marches? With armed resistance? With digital tools like Low Orbital Ion Cannons? This course engages with historic and contemporary questions about the legitimacy, value, and efficacy of different forms of political dissent and resistance and their role in political systems. We analyze political theories regarding civil disobedience and freedom of speech, and consider how protest in specific contexts may challenge, update, or extend those arguments. Students may pursue inquiry into issues such as the value of different expressions of dissent, the legitimacy of hacktivism, and the value of digital media for social movements. In an era marked by patterns of resistance that range from the Arab Spring, to #occupy, to Operation Ferguson, addressing these questions helps us reflect on both our own cultural and political histories as well as our roles as global citizens. Interrogating the value of historic and contemporary forms of protest means entering a conversation; in this course, you will develop analytical skills to identify features—some more flexible and some less flexible—within different academic genres. You will then use those skills to engage in academic inquiry, from research proposal to the research article or contribution essay that adds to the conversation about political resistance.

Section V
Bret Vukoder TR 3:00-4:20
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? 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.
General Description of 76-102, Advanced First-Year Writing: Special Topics  9 units
Gen Ed: Fulfills Category 1: Communicating requirement for H&SS and a designated writing course for other colleges.

76102 A MWF 11:30-12:20
Instructor: Korryn Mozisek

Writing about Sports and Culture

During every Olympic cycle, fans cheer on their country's athletes as they represent the nation and its ideals. Professional sports leagues are billion dollar enterprises and their superstars are household names. Sports brings fans to their feet with cheers and make them red faced with frustration. Quite simply, sports is rarely only sports. In this course, we will discuss and examine the interconnectedness of sports and culture through many forms of writing, which will include analytical, critical, creative, journalistic, and sociological genres. Whether it is a sabermetrically-focused article from Five Thirty Eight or Baseball Prospectus, a long form article from Sports Illustrated, a novel about a sporting hero, or an article examining the symbolism of flyovers at sporting events or the metaphor of the bases, sports writing shapes and influences culture. We will ask questions about how this writing frames cultural understandings about gender, race, sexuality, religion, and nationality among other issues. Over the course of the semester, students will be asked to choose a genre to write and a topic to write about. Students will conduct a review of what's been written on the topic and propose a new question or argument that should be explored within the genre and topic.

76102 B MWF 10:30-11:20
Instructor: Peter Mayshle

Fiction, Autobiography, Ethnography: How We Write Ourselves

The private in the public. The personal in the communal. The writer in the written. Fiction, autobiography and ethnography share a concern with constructing meaningful representations of the self and of the other in narrative form. In this course we will deepen our understanding of the strategies and techniques used in fiction and nonfiction, become acquainted with ethnographic writing, and explore the possibilities of interconnecting these three genres—what writer and ethnographer Ruth Behar tellingly refers to as “blurred genres.” We will read widely in a variety of ethnographic, fictional, and autobiographic genres, including literary journalism, autobiographic ethnography, the memoir, family stories, and fiction that uses first-person voices. And we will ask what writing, as a personal act of witnessing scripted in diverse genres, means for each of us in our own varied contexts.