To the student:

Many of the faculty who teach English Composition, Discover New York, and Scientific Inquiry have created a unique theme for their particular course. Browse through these different themes to see which specific courses interest you.
Spring 2016
Course Themes for FYW 1000C: English Composition

Sophie Bell

Tuesday/Friday 10:40-12:05 14602
Tuesday/Friday 12:15-13:40 14617
Tuesday/Friday 13:50-15:15 15485

“Writing as Activism on Race and Language”

In this course, students will form a community of inquiry to deepen our understandings of the role race and language play in our identities and experiences. Through writing, students will interrogate race and language in our own lives, and examine institutional forms of racism and language discrimination in areas such as education, housing, criminal justice, health care, employment, and the beauty industry. The semester will culminate in presentations of students’ digital research on questions of systemic racism. Through producing these texts, students will develop a shared, transformative understanding of the role of race and language in all of our lives.

We will discuss code-switching, vernacular language, racial micro- and macroaggressions, colorblindness, respectability politics, and institutional racism as they apply to the experiences of students in the class. We will create Spoken Word performances with poet mentors from Urban Word NYC; conduct interviews and other forms of qualitative research such as focus groups, Photovoice projects, and surveys; and use the university's library databases to join academic, as well as community, conversations on the topics students choose to explore. We will look at activist writing that engages innovatively with race and language to offer a vision of a more just society from the “Students’ Right to their Own Language” statement of 1972 to Occupy Wall Street in 2011, and #BlackLivesMatter in 2014 and beyond.

This course assumes that writing and race are both difficult and important topics, and that by facing them together we will have a valuable learning experience, generating original, transformative ideas and writing.

Raquel Corona

Monday/Thursday 9:05-10:30 14596

In this course, the particular subject of interest is YOU! You will read and write, and then do some more reading and writing in hopes of being able to gain an awareness of who you are and how you view your identity. Through this sense of self-awareness we will explore what is important to you and help you define why it’s important. Once you have a good grasp of your identity we will then explore what this means in the larger context of the various spaces you navigate (family, friends, community, school, work, etc.).

We will explore all these ideas through the act of reading and writing specifically. In reading various works we will also begin to think about and answer the following questions: As a reader, what kind of preconceptions do you bring to the texts you read? Why write? To whom are “we” writing? Is it important to know the answer to the previous question before you write? The hope is that you will also bring your own questions to the table, and we will work collaboratively to create them over the course of the term.
“Writing Diversity, Reading Culture”

In President Obama’s second Inaugural speech he states, “We, the people, declare today that the most evident of truths – that all of us are created equal is the star that guides us still, just as it guided our forebears through Seneca Falls and Selma and Stonewall...” All three of these historical moments sought to attain greater legal rights for their participants. Obama’s statement is indicative of the uncompromising element of diversity as foundational to American values. With an ever-increasing minority population, the re-election of America’s first Black President, polarizing religion wars, and a more encompassing civil rights agenda that includes women’s and LGBTQ communities, what might diversity mean for 21st century American culture? What role do we as individuals and groups play in defining diversity? What is the role of the university in defining our discussions about diversity? Through critical reading, writing and thinking we will explore these questions in depth while engaging how diversity shapes our attitudes about racial and ethnic difference, sexuality, politics, popular culture, and higher education.

Exploring Our World

This first-year writing course aims to explore a variety of ideas and values through various writing and reading assignments. Throughout the semester, we will take a sociological approach to literature and writing; gender, class, race and historical and cultural context will be used as springboards for our discussions and writing. How are these things represented in the world around us? How do these shape our understanding of the world? How have dominant hierarchies impacted our understanding of the world?

This course is about interrogating the status quo via honest questioning and examination. We will explore our own assumptions and ideas about the identity constructions listed above and see how they are challenged, reflected, or complicated by our readings and experiences. This course invites you to ponder your own roles, identities, and the extent to which you are shaped by your own cultural experiences.

Travel and Travel Writing

This course will approach First Year Writing through the themes and texts of travel and travel writing.

Whether you have traveled extensively or always just desired to, this course will offer students the opportunity to write about these experiences while thinking critically about the role of traveler, the purpose of travel, and the larger ideological and academic matrix in which travel studies is situated. We will explore topics such as: psychogeography, mapping, colonial discourse in travel writing, the institutions of travel, travel as privilege, the gender of travel, the Glocal, as well as others.
Students will read various travel narratives, become familiar with some of the key terms, debates, and critiques that comprise travel studies, and write about their own travels and travel experiences as we attempt to see the travel text as a unique genre for achieving the goals of Freshman Writing and Core Studies. Students who have studied abroad (or who would like to) are welcome and encouraged to write about their experiences and critically reflect on them.

Roseanne Gatto

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“(re)thinking memoir, (re)imagining the book”

This section of FYW 1000C revolves around a semester-long book project written about what you are burning to tell the world. Your book will reflect your personal history, and include stories you have grown up with and stories you wish to pass on. Think of the stories you hope are told years from now. I would also like for you to think about how these histories have shaped who you are as well as whom you hope to be. In doing this work you will be drawing on a variety of sources to deepen and contextualize your narrative. You will be asked to move beyond the surface of your story and think critically about the social implications of writing a text of this nature. The book you write will not die in this class, or my office, or on your hard drive. At the end of the semester you will submit a hand-made book and then determine where you will send a copy. Think about whom would best benefit from reading this book. Where can this book do the most good?

Stephanie Gray

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“Writing the Self Through the City and Place, Keepin’ It Real”

We live in one of the most diverse and remarkable metropolises in the world – yet this large city is comprised of countless neighborhoods, places, and people – millions of people, including YOU, all with a story (and maybe a mystery or secret) behind each and every one. In this class you will navigate your own story and sense of self through reading and writing about our city (and other places) and the many stories behind them, in order to create your own. We will write several types of pieces where we explore notions of self through place, NYC, and our own relationships to our city or place. We will write our own narratives, portraits, and analysis of different places and works we will read – mostly nonfiction, but ending with a special series of fiction short stories based on the author’s real life.

We will explore all of these different elements of place and the personal for inspiring the writing of our essays, journals, research piece, and reflection with our end of semester portfolio. With so many interesting aspects to our class theme, there WILL be something for everyone to pursue – something YOU are interested in and excited by. While we will be working with this theme and focused assignments, within them you will always be able to choose YOUR specific topic/subtopic, so make it fun for YOU!

We will learn that writing is a continual learning process rather than just a finished product to be evaluated and graded, end of story. Think of the analogy of a writer’s practice to that of an athlete and musician – do they do a perfect long jump or symphony on the first try? It’s about practice, practice and not always what we think is perfection. Besides supporting your continuing development of written sophistication and innovative/real life research (not the typical research you might always think of) this class will introduce you to different and exciting writing strategies through essays and a creative research work, and will culminate with a portfolio, with a personal reflection. We’ll write journals in which you will express your personal take/interpretation on the reading as well as what you think the writer is trying to express. Writers we will read and become inspired by include nonfiction works of: Touré, Colum McCann, “The Long Winded Lady”/Maeve Brennan, E.B. White, Sandra Cisneros, Jane Jacobs,
Edmund Berrigan, Sloane Crosley, Nora Ephron, and others, as well as to be announced, yet to be published readings we’ll find on blogs and news sites that fit in with the explorations in our class (a little surprise can’t hurt!)

Tina Iemma

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“Voicing Self: Identity, Community, & Education”

FYW 1000C is a writing intensive course designed to engage students in the writing process. While the majority of class discussions will revolve around students’ writing, essays and excerpts of various texts will be read and analyzed for their content, language and structure. By examining readings and composing related essays that use the common modes of writing, such as narration, description, argumentation/persuasion and analysis, students will look at topics of interest in the fields of identity, community and education. The work produced will be fueled by the students’ interests, experiences, passions and beliefs within these fields. Each week students should expect to spend a considerable amount of time reading, developing their own ideas, writing and actively engaging in the conversation of composition. The goal is to engage students’ thought processes as well as broaden their perspectives to help them become more critical thinkers and reflective writers.

Abriana Jette

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“In Love & War: Discovering the Self through Rhetoric”

Welcome to FYW1000C! This class will change the way you use, read, and understand language. First, we will focus inward to gain a greater understanding of the ideas which make us tick. After we’ve established a strong grasp on our own “self” or “identity”, we will observe the way we identify with others: how we love, how we laugh, and maybe even why we find happiness in some cases but not others. These conclusions will be based on feedback and comprehension of literary texts that address the philosophical concept of love. Once we’ve tried to put our own definition on the ultimate human experience, we’ll explore external influences like the media, national security, and the philosophy of commodification to see if these external influences coincide with and/or positively/negatively impact our internal desires.

That might sound complicated. It’s not. We’ll tackle this mission by reading the masters, the experts of the field, the writers who have chosen the best words and put them in the best order. We will study them and learn the rules of rhetoric. Occasionally, we might even break some of those rules.

Konstandinos (Dean) Kritikos

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FYW 1000C is an intensive writing course required of St. John’s University undergraduates. The work of the course involves an investigation into various means of composing texts, such as the relationships between brainstorming, reading, research, revising, and editing. Students will work in a workshop setting, sharing their writing and responding to the work of their classmates. The course offers students an introduction to writing studies, an opportunity to experiment with their own developing styles, a chance to explore a range of compositional and rhetorical strategies, and the opportunity to research ideas and topics of relevance to their own lives and chosen disciplines. The course seeks to show that writing is a process of thinking and a powerful medium for the intellectual, social, and professional growth of both students and teachers.
### Sharon Marshall

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“Making the Familiar Strange and the Strange Familiar: Composing and Analyzing Texts, Conducting Research, Constructing Arguments and Experimenting with Code Meshing, Genre Mashing, Remixing, and Telling It Like It Is”

Have you ever looked at a familiar object with a magnifying glass or kaleidoscope or viewed a specimen through a microscope? Maybe you like to take pictures of yourself on your phone or computer and have played around with funny effects that rearrange your features and make your own face an unfamiliar sight. These are examples of making the familiar strange by noticing details that you might not have seen if you hadn’t taken a closer or different look. In this English composition class you will look closely and differently at language, your life experiences and the cultures that give rise to them. Writing will be the lens and method that will allow you to notice, analyze what you notice and think critically about it. You’ll make the strange familiar when you use writing and digital technologies to create and examine texts, explore new ideas, research complex issues, and when you write and learn in a community with other students. Throughout the semester you’ll be reading, listening to, and responding to the work of other writers in the class. You’ll also be analyzing and reflecting upon how you write, the qualities and conventions associated with different types of writing and ways of composing, and the challenges presented by each assignment. The main assignments are a cultural memoir and a multimedia research project based on a question or issue that concerns you and has implications for society and the world.

### Manny Martínez

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“Race, Culture and Identity”

We will be exploring the ways in which race and culture influence our sense of identity, and how those identities can be challenged when the lines between races and culture begin to disappear.

### Patricia Medved

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### Cara Messina

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**Sean Murray**

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*These classes are hybrid; the second day of class is held on-line.

**“Writing for Social Justice”**

Cheap fast food, energy-saving light bulbs, stereotypes in reality television, our privacy on social networking sites... What do these seemingly disparate topics have to do with each other? They all connect to the theme of social justice. As our world continues to grow in size and complexity, we must grapple with pressing questions about how to build the most ethical society possible. Individually and collectively, we must ask, ‘What’s the fairest, most responsible way forward?’ when working through the countless dilemmas facing our communities. Because social justice is a concept that applies to numerous issues, you will have opportunities to investigate topics that speak to you, whether they be related to education, the environment, the economy, health care, peace and war, gender, race, or social class (to name just a few). As we move through various writing projects, we will ask questions related to audience and genre: What do readers expect from a piece like this? What conventions should I take seriously? Which rules can I break? Class sessions will often function as writing workshops where we propose our initial ideas, share drafts, elicit feedback, and reflect critically on that feedback. At the semester’s end, we will put together portfolios that illustrate our journeys as writers and critical thinkers.

**Michael Reich**

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**Tara Roeder**

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**“Traversing Genre”**

Welcome to FYW 1000C! This course will give you the opportunity to explore writing through multiple lenses and approaches. For the next few months, we will become a community of writers, thinking about our craft and looking at how a variety of texts—especially your own and those of the other writers in class—work.
The texts you create this semester will come out of your passion, your experiences, and your beliefs, and they will grow as you critically re-envision them. I will not give you a list of topics to write about; this course will allow you the opportunity to create your own content, exploring concepts like self, family, memory, place, culture, and politics through the use of forms such as memoir, essay, documentary, manifesto, poetry, graphic text, literary analysis, and letter. Students in the past have done amazing work designing their own projects, creating graphic novels that incorporated historical research, spoken word poetry that was later performed at open-mics, hand-crafted books containing fairy tales and family histories, non-linear memoirs, documentaries, pieces of investigative journalism, and a variety of essays that explored everything from straight-edge culture to graffiti to how to buy a car that fits your budget. Now you will have the opportunity to craft your own vision as a writer while exploring the conversations surrounding various genres.

As you compose your texts, both your work and you as a writer will grow in significant ways. We’ll look at writing both as an act of self-construction and a way of connecting to a larger world, and we’ll engage in a process of dialogue with each other, one that includes drafting, sharing, responding, listening, and revising. We’ll move through various genres, exploring their possibilities and pushing their boundaries, as we attempt to make meaning out of issues we care deeply about.

Vittoria Rubino

Monday 17:00-19:50 14611
Tuesday/Friday 17:00-18:25 14614

“Narratives”

The theme for our course is “narratives.” Maya Angelou once said, “There is no greater agony than bearing an untold story inside you.” Writing about one’s life is a powerful human need—we will use our time to construct a variety of narratives concerning our own lives and the lives of characters. This section of composition is designed to help you gain confidence in your creative process. Throughout the semester, you will learn how to analyze and critique your own writing and the writing of others. We will have group discussions and writing workshops, creating a space to share and enhance our writing. Writing is always a public and social interaction, meaning we will not only be working together on reading and writing projects, but also learning how to foster a writing community. Ultimately, you will develop the ability to think critically, creatively, and nurture your own voice.

Anna Sicari

Tuesday/Friday 13:50-15:15 14632  
Tuesday/Friday 15:25-16:50 14634

Ridding Ourselves of Doubt: Writing, Experimenting with Genre, and Putting Our Voices Out There

Welcome to FYW 1000C! This class is designed to make us write—and then write again; we will be exploring the process of writing, and how we talk about ourselves and the world around us through language. Everyone has something that interests them and therefore, everyone has something that they can write (and write well) about. Our readings will include memoirs, short stories, essays, poems, manifestos, journalistic pieces, blogs-- & then some—in order to inspire us and see ourselves as writers and to put our voices in conversation with the world. What kind of writer are you and what do you want to write about? These are the kind of questions we will be reflecting on throughout the semester and figuring out both individually and as a class.
William Torgerson

Thursday*  10:40-12:05  14600
Thursday*  12:15-13:40  14683  Hon 1030C
Distance Learning  on-line  14681

*These classes are hybrid; the second day of class is held on-line.

Introduction to Writing Studies: The Writer’s Workshop

The goal of this course is to reignite enthusiasm for writing by allowing students lots of choices when it comes to their reading and writing projects. The course will begin with students creating what are called “writing territories,” an activity that asks students to list some people and places they know well, classes they wish were offered, and to give a sample schedule of their daily life. As the students become writers in the class they will begin to read about the craft of writing from other writers. To write in a workshop will mean that students read and write every week and work in small groups where they respond to one another’s writing. The final project will be a multimodal online writing portfolio that makes use of words, images, sound, video, and principles of design.
“Public Health and New York City”

Over the past century, New York City has undergone drastic changes in the field of public health. In this course, students will study the history of public health in the city and will explore past and current public health epidemics and initiatives, from yellow fever to tuberculosis to obesity. Students will also learn to understand and evaluate various public health programs and the effects on various populations, focusing in particular on the social inequalities associated with health.

“Urban Governance and Modern Development”

This course will explore the expansion of New York City’s urban form from the colonial era to the present day as directed by municipal authorities and private interests.

“No New Yorker Left Behind: Neighborhoods and Social Change in NYC”

As New York City has undergone several social, ethnic, and economic evolutions, in this course, students will explore and investigate these changes within and among select neighborhoods over time. Students will also learn to develop a critical lens to identify and explain how structural forces, social processes, and individuals shaped these changes.

Phyllis Conn

Tuesday
15:25-16:50 13449
16:51-18:15

Wednesday
10:40-12:30 12498 Honors
12:31-13:30

Wednesday
13:50-15:40 12508
15:41-16:40
“Immigration and Sports in the Global City”

Students examine the connection between sports and migration in New York City to explore the city’s history. Topics will include the attraction of basketball in crowded late 19th century tenement districts; the integration of baseball with the Great Migration of the 20th century; and the rise of cricket and soccer with increased migration from the subcontinent, Latin America, and Africa after World War II.

Rachel Dolce

Wednesday 10:40-12:30 12497
12:31-13:30

“Immigration to New York City”

One of the greatest influxes of immigration to the United States occurred in the late 19th and early 20th centuries to New York City. Those that immigrated to New York City during that time as well as their descendants molded and shaped what is known as “The Greatest City in the World.” This course will strive to give students a better understanding of the humble beginnings and often difficult circumstances of the immigrants that came to New York City during this time. This course will examine the immigrant experience in a broad context and then delve into two case studies: The Italian and Jewish Experiences.

Matthew Donnelly

Wednesday 10:40-12:30 12500
12:31-13:30

Wednesday 13:50-15:40 14363
15:41-16:40

Wednesday 17:00-18:50 14368
18:51-19:50

“Historical NYC”

This DNY course will include in-depth discussions with respect to immigration, race and ethnicity, religion, wealth and poverty, politics, government and economics, the environment, as well as the arts, parks and recreation and sports of New York City.

Heather Dunn

Wednesday 7:30-9:20 10797
9:21-10:20

Wednesday 10:40-12:30 11972
12:31-13:30

Wednesday 13:50-15:40 13002
15:41-16:40

“NYC Street and Museum Art”

In this multi-media class, students will explore how public and street art, as well as the Hip-Hop culture have impacted the art establishment of New York City. Focus will be placed on graffiti artists such as TAKI 183, Basquiat, Haring, Lady Pink, and buildings such as 5 Pointz and the Bushwick Collective. As a class, students will
also explore many diverse NYC neighborhoods and art movements, starting with SoHo in the 1950s, and ending with Bushwick in 2014.

**Roxanne Earley**

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New York City is home to a diverse range of inhabitants, whose communities have transformed the urban landscape into a network of neighborhoods- each distinct and unique in character. Increasing pressures from climate change and environmental pollution continue to influence policy and practice for city planners, both at the government and community levels. While city agencies prepare to mitigate the toxic effects of industrial contamination and adapt our waterfront to protect it from storm surge and flooding, community based planners combat a legacy of environmental discrimination whereby the city’s poorest and minority residents have had to bear more than their fair share of an increasing environmental burden. This class will help students Discover New York through the lens of our environment and the challenges we face moving forward in an age of environmental awareness and climate change.

**Juan Fernandez**

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“The Socio-Political Landscape of New York City Post-World War II”

This course will examine New York City’s rise as a global city during the last half of the twentieth century, and into the 21st century. In particular, New York City will be analyzed decade by decade in order to examine the myriad of issues the City faced on its quest to becoming a leading center for tourism, politics, and economics. Social problems will also be explored, including racial unrest during the 1960’s, the City’s fiscal emergency of 1975, the crime epidemic of the 1980’s, and the handing of the 9/11 attacks. Finally, New York City’s renaissance during the 1990’s will also be examined.

**Caroline Fuchs**

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“Exploring NYC through Comics”

In this course we will explore graphic narratives (“comics”) in the context of New York City. From Stan Lee’s Spider Man to Will Eisner’s Contract with God, New York City is an ever-present character in the landscape of the comic arts. In addition to learning how to read “comics” critically, we will examine their historical and cultural development, with a particular emphasis on the presence of the New York landscape. We will explore the
ways in which New York City is portrayed in this visual/textual medium, and the vital role that NYC played in the development of the comics industry.

Victoria Funez

Wednesday 10:40-12:30  12496
12:31-13:30

“Criminal Minds of New York City”

Whether it was the rise of rival ethnic gangs at Five Points, the tragedy of the Triangle Shirtwaist Factory fire, or the sensationalism of the trials for John Gotti, Jr., New York City has witnessed its share of headlines portraying crimes since its beginnings as a thriving trading post in the 17th century. Yet the question remains as to whether unique social conditions in New York City propagated several of these criminal acts and behaviors in the first place. In this course, students will learn about the history of New York City through the lens of criminology, which refers to the study of the causes, nature, and extent of crime and its respective social responses. Upon examining crime as a social phenomenon, students will be able to apply criminological theories to relevant figures and events in New York City—“the city that never sleeps”—especially in regards to crime.

Paul Gawkowski

Wednesday 10:40-12:30  12495
12:31-13:30

Wednesday 13:50-15:40  13004
15:41-16:40

“Public Transit and Development of New York”

From the founding of New Amsterdam by the Dutch to the building of the subways, transportation has played a critical role in the development of New York. The course will examine the role that transportation played in the economic growth of New York City, including its development as the leading port in the United States which attracted waves of immigrants to New York. It will also show how the development of the subways in the early 20th Century shaped the City, allowing it to absorb those immigrants thus enabling New York to become the preeminent city in the United States.

Meghan Gilbert-Hickey

Wednesday 10:40-12:30  15466
12:31-13:30

Wednesday 13:50-15:40  15469  Honors
15:41-16:40

“The Popular Perspective: New York in the Public Imagination”

This course will focus on the (inter)national lore about New York City through the lens of popular television, film, music, literature, and culture. We will think about the public perception of the city as a whole, as well as individual boroughs, and will also examine the conflation of the entire city with, for example, Times Square. Discussions may include hip hop and indie Brooklyn, Sex and the City Tours, the the New York City of Friends as compared to that of How to Make it in America or Girls.
Nancy Greco

Wednesday 7:30-9:20  12489
9:21-10:20


This course will examine the history, government, and contemporary urban life of New York City, with a focus on the key events that have shaped New York into the city it is today. In learning about important events and developments like the Triangle Shirtwaist Fire, the era of Robert Moses, and the attack on the World Trade Center, we will explore the physical and social development of New York and the complexity of everyday life in the city.

Haiba Khalil

Wednesday 7:30-9:20  12491
9:21-10:20

“Political Theater and Film in New York”

The purpose of the DNY: Political Theater and Film course is to learn about the junctures at which performing arts and politics intersect in New York. The class is designed to examine the theatrical form that emerged as a response to political and social changes in New York. The course will trace the history of New York through important social and political movements and the political theater and film that demonstrate the joys and sorrows of underrepresented groups and/or cultures. We will examine and interpret how art reflects political ideals, desires, or troubles during different time periods in New York history.

Thomas Kitts

Wednesday 7:30-9:20  12490
9:21-10:20

“New York in Literature and Music”

This section of Discover New York will study immigration, religion, race/ethnicity, and poverty through the lens of literature and music. Representative works studied include the fiction of Stephen Crane, John Cheever, and Jamaica Kincaid; the poems of Sarah Teasdale, Claude McKay, Frank O’Hara, and Allen Ginsberg; the non-fiction of Fanny Fern, Abraham Cahan, Langston Hughes, and Gay Talese, and the music of Leonard Bernstein, Frank Sinatra, the Velvet Underground, the Ramones, Afrika Bambaataa, the Strokes, and Jay-Z. Among other assignments and trips, students will work in small groups and explore two New York neighborhoods.

Belenna Lauto

Wednesday 13:50-15:40 14361
15:41-16:40

“Photographic New York”

This course will provide an introduction to New York City, examine it through the lens of the camera, and discuss how photography has shaped our perception of New York, its people, its structures, flavor and rhythm. Themes of immigration, race/ethnicity, religion, wealth, poverty, and the urban environment will be addressed in relation to how photographers have shaped our perception and views of history. Students are required to take field trips as part of their study, photograph, and complete 6 hours of course related service.
Paula Kay Lazrus

Wednesday 10:40-12:30 10655
12:31-13:30

“The Ever Changing City”

This course investigates how New York City went from a green lush island to an urban metropolis. This trajectory will be demonstrated through the physical transformation of the island and through the eyes and actions of those who settled here. Along the way you will develop skills that will help you navigate your academic experience and that will be applicable to your college experience and beyond. Whether you are new to town, or have lived here all your life, you will quickly find that there are many things to explore and learn about this ever-changing city.

Anthony Marzillano

Wednesday 17:00-18:50 15470
18:51-19:50

“New York City Through a Literary Lens”

This course will examine three distinct time periods in the history of New York City, through a critical literary lens. Starting with the early 1900’s and the tenement/immigration period, continuing through the 1950’s, and ending with modern day, post 9/11 New York City, this course will give students a balanced look at where the city was at the turn of the 20th century, and where it is today. Taken together with personal experiences and field-based learning, students will learn about New York City, gaining a fresh and unique perspective.

McKittrick

Thursday 17:00-18:50 13526
18:51-19:50

“New York City Through a Literary Lens”

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Daniel Milner

Wednesday 13:50-15:40 13003
15:41-16:40

“Landscapes of New York City”

New York has three landscapes: natural, built and cultural. 1000 feet of ice once covered the area. As it melted, the rough topography was revealed and then developed by nature. Over time, humans altered the natural landscape by filling marshes, blasting hills, erecting buildings and polluting waterways. Our built landscape is given life through the city’s diverse population. This course looks at all three New York landscapes and their connections.
Edward Olive

Wednesday 10:40-12:30 15453
12:31-13:30
Wednesday 13:50-15:40 14364
15:41-16:40

“New York and War”

The course is intended as an introduction for incoming freshman to the unique urban setting that is New York City, through the lens of war and conflict. Throughout the semester this specific DNY course will focus on how global conflict, conventional war, and wartime politics has directly effected New York City. Conversely due to its size, inherent capitalist nature, location, and ethnic diversity, this course must examine how New York has directly affected global conflict, conventional war, and wartime politics.

Peter Pantina

Wednesday 10:40-12:30 10524
12:31-13:30
Wednesday 13:50-15:40 12507
15:41-16:40

“Theatre Lens”

Encourages students to engage intellectually and personally with our remarkable city through the theatre perspective. The theme of our class is that New York City is an international, multi-ethnic, transformational center for theatre and the arts. Theatre is entertainment, art, literature, and architecture, yet in New York City, theatre is also an important business. It is a significant tourism and economic stimulus and an essential part of what defines NYC.

Lawrence Pitilli

Wednesday 10:40-12:30 10854
12:31-13:30

“Communication in the City”

There is always more than one way to look at anything and a great metropolis like New York certainly cannot escape any type of perception. In this course we will study how to view the people, places, and things of NYC through a conscious use of different areas of the brain. In addition, body language analysis, an investigation on how and why New Yorkers "tawk" the way they do and interesting speech and language related trivia about this city will be covered. Finally, we will learn ASL - American Sign Language - using urban related words and concepts as the basis for our vocabulary.

Adela Ruiz

Wednesday 7:30-9:20 11895
9:21-10:20

“New York Immigration”

This course will examine the ways in which New York City transformed into a global city through the various waves of immigration beginning with Ellis Island and continuing today. Immigration has not only shaped the history of the city but reshaped its social world and changed the political and economic systems as well. Through
the lens of Sociology, the class will examine the various waves of immigration which led to cultural movements still relevant and thriving in present day New York City

**Juan Salas**

Wednesday 10:40-12:30 14521
12:31-13:30

Wednesday 13:50-15:40 14366
15:41-16:40

**“New York in Photography”**

In this course students will study important social activism through the use of photography. Students will also be assigned photographic projects.

**Albert Silvestri**

Wednesday 7:30-9:20 10637
9:21-10:20

**“From the Dutch to Robert Moses to Jane Jacobs, the Making of NYC's Streets”**

This course will focus on the history, government, and urban planning of New York City. We will examine the current condition of the city’s built environment and the impact it has had on its population over time. New York’s historical foundations, cultural contributions, and the national trends that it has started will be ubiquitous throughout the class.

**Dejan Trickovic**

Wednesday 13:50-15:40 15467
15:41-16:40

**“NYC: All That Jazz!”**

Although it emerged in the deep south, jazz music really came of age after it had established its presence in New York. It was here that jazz became what some have called “America’s greatest gift to humankind”! In this class we explore this interesting relationship between a music and a city. How much of New York is in jazz music and how much of the spirit of jazz – with its crafty use of improvisation, innovation, freedom to explore and, generally, “push the envelope” – is in New York? It is our bold thesis that New York was destined to become the world capital of jazz and that jazz was destined to reach its apex in the clubhouses, ballrooms and concert halls of New York City. It was a match made in heaven… and it’s still going strong.

**Benjamin Turner**

Wednesday 10:40-12:30 12723
12:31-13:30

**“New York City in the Jazz Age”**

This course will explore a particularly tumultuous point in the city’s history, when New York emerged as world-leading industrial, financial and cultural center. The course will place a special focus on social justice issues, including immigration, the Triangle Fire, the red scare, the great migration and Harlem Renaissance, women’s
rights, prohibition, and the economic boom and bust. This class will be part of a learning community with English 1000C, which will allow us to explore some of the issues raised in a more contemporary context.

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“Art in New York”

This course is an analysis of aspects of the city of New York through the lens of multiple art forms. Students will explore the world of the artists and the work they create in a city that is a center of global culture.

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“Immigration and NYC”

This course focuses on the issue of immigration and its impact upon the economic, cultural, religious, and social development of New York City in the 21st century. Through class readings, activities and discussions, campus events, research projects, and writing assignments, this course will also help enhance your transition to higher education and enrich your learning experience.
“Concepts in Biology”

The aim of this course is to familiarize students with an essential understanding of the scientific method utilizing general concepts in the biological and information sciences. The content of this course will initially expose students to a number of relevant biological concepts such as evolution, classical genetics, and molecular biology and continue to address issues relevant to information sciences and biology including biotechnology, Next Generation Sequencing and analytics.

Jennifer Chabra

Wednesday 13:50-16:40 10814

“Atomic Theory”

The overall goal of thinking critically about science (and by extension to other fields as well) is a multi-stage, multi-faceted process. The course will allow students to recognize the nature of a problem, question its elements, actively investigate those elements, reason through the results of that inquiry to possible answers, accept and refine the results of that reasoning, and finally, act on that acceptance.

Thomas DeCanio

Tuesday/Friday 12:15-13:40 13358
Tuesday/Friday 13:50-15:15 13076

“The 7 Great Ideas in Physics”

Using as a touchstone, the development of the scientific method and how scientific inquiry proceeds, this course will present the major concepts which revolutionized our understanding of the physical world. After a look at science in the ancient world, we will examine the great ideas that overturned conventional thought, including the Copernican model of the solar system, the Galilean/Newtonian view of the universe, the energy concept, entropy, and the statistical view of matter, and finally relativity and quantum theories. Emphasis will be not only on the ideas themselves, but on the context of the times and cultures in which they were formulated, and how they relate to the progress and place of science in society today.
Grace DeLise-Vangi

Monday 19:10-22:00  14340

“Forensic Science”

Students will practice the skills of scientific inquiry, scientific literacy, and scientific numeracy through the analysis of crime case studies and laboratory experiences. Using the topic of forensic science, this course will apply the principles of scientific knowledge and the skills to analyze various case studies involving crime scene investigation & crime reconstruction. Students will be asked to make careful observations, precise measurements, use the scientific method, deductive reasoning and critical thinking skills to analyze case studies. Topics covered include the history of forensic science, rules of evidence, collection and processing of evidence, trace evidence, hair and fiber, blood spatter patterns, DNA fingerprinting as well as document and handwriting analysis. The course uses lecture, discussion and laboratory exercises to enhance the student’s understanding of the scientific method in various situations and to show how crime scene investigation and forensic science really use the scientific method.

Maura Flannery

Monday/Thursday 10:40-12:05  11083

“Concepts in Biology”

Scientific Inquiry is a one-semester core course designed for students who are not planning to pursue a career in science. The aim is to make you better informed about science, but more importantly, to give you a better sense of what it is to do science, what scientific research is all about, why it is so challenging to do, and why it can be fascinating. In addition, when you leave this course, you should have a better grasp of some of science topics reported in the media and a better critical sense of the strengths and weaknesses of such reports.

Jonathan Fowler

Tuesday/Friday 9:05-10:30  10413

“Kinesiology”

The science of movement: Kinesiology teaches how our body moves and functions in athletic form. The class will focus on sports nutrition, muscle structure and function, as well as cardiovascular structure and how these relate to athletic performance. A very relevant class for student-athletes, sports management majors and anyone interested in health.

Tuesday/Friday 12:15-13:40  15480  Honors

On-line  11146

“Practical Botany”

Plants are indispensable parts of our lives. This course examines how humans use plants for chemicals, medicine, fuel, and food. An emphasis on nutrition, sustainability and drugs from caffeine to marijuana shows the relevancy of science in our daily lives.

Tuesday/Friday 13:50-15:15  12013

“Nutrition”
Food, Nutrition and Behavior will guide students through the relevant research in food choice, control of food intake and associated pathologies. Introductory anatomy and physiology will be presented in the context of taste and digestion, but main focus of the course will be on the many determinants of eating behavior including: intrapersonal (physiological and psychological), interpersonal (parental, social, cultural), environmental, and political. Specific regard will be given to the applicability of science to combating modern epidemics of chronic disease and the role of the individual, families, institutions and government.

**Kristy Lamb**

Monday/Thursday 17:00-18:25 14393

**James LaSalle**

Tuesday/Friday 12:15-13:40 15478  
Tuesday/Friday 13:50-15:15 12015

**“Origins and Conflicts”**

This course navigates through 3.8 billion years of Earth's history. The many theories of how life originated on the planet as well as, the origin of evolutionary scientific thought will be explored. The conflicting arguments surrounding creation and evolution, the origin of the first cell, the impact on diversity by micro and macroevolution, the extinction of the dinosaurs, and the dawn of humanity are just a few of the topics that will be discussed.

**Brook Lauro**

Tuesday/Friday 12:15-13:40 10414  
On-line 14030

**“Biodiversity”**

A wonderful and spectacular aspect of life on earth is biodiversity: from genes, to species, to ecosystems. There are millions of species alive today and it has taken billions of years for them to evolve to their current level of complexity. Through the lens of scientific inquiry this course examines the evolutionary path of biological diversity from how cells developed some 3.8 billion years ago, through historic mass extinctions, to present day diversity. Students learn about the evolution of fascinating organisms, past to present, for example, from dinosaurs to birds. A focus of the course is the current day losses of biodiversity due to the activities of man including: habitat loss, the introduction of invasive species and global warming. Throughout the semester we discuss conservation and environmental ethics including why species have value.

**Paula Kay Lazrus**

Tuesday/Friday 12:15-13:40 10600  
Tuesday/Friday 13:50-15:15 15486

**Kevin Moses**

Monday/Thursday 15:25-16:50 15477  
Monday/Thursday 17:00-18:25 10591

**“The Diseased State”**
The course will provide an introduction to the hallmarks of cancer, focusing on immortality and lack of growth controls of abnormal cells, capabilities acquired during the multistep development of cancerous tumors. The long history of tobacco (cigarette smoking) and lung cancer will be used to discuss Scientific Inquiry and its relationship to public health; we will cover the US tobacco litigation and the pursuit of a causation story implicating cigarette smoke. We will also examine the various stakeholders, both human and corporate citizens in such stories.

**Tricia Palma-Julme**

Wednesday 17:00-19:50  12017

“Science in the Real World”

This course introduces students to the fundamental processes of science through the exploration of specific topics in modern science.

**Pengfei Song**

On-line  12621

“Living with Microbes”

What are the 3 pounds of bacteria doing in your body? Will you get sick if you swallow your phlegm? Why is anthrax favored by bioterrorists? Can you use bacteria and urine to make electricity? If you are interested in finding answers to these questions, this is your course. We will discuss various bacteria and viruses, and how we can utilize them to develop new technologies and better human health. Approaches include in-classroom experiments, group activities, field trips and movies.

**Shola Thompson**

Wednesday 10:40-13:30  15475

Wednesday 13:50-16:40  15476