

**Anthropology**

**ANTH 512 Language in Culture I** [Same as LING 512] (Smalls) W 2:00 PM - 4:50 PM

This first of our two core theoretical courses in linguistic anthropology pays particular attention to language in culture. Examines the historical development of the field and its debates, and its relationships with socio-cultural anthropology. Develops theoretical and critical analytical skills needed in contemporary ethnographic research.

**Curriculum and Instruction** \*[some of these are cross listed with ENGL]

**CI 509 Curriculum Research** (Dressman) M 4:00PM – 6:50PM

Reviews the principal methodologies used in research on curriculum problems; emphasizes subject-analytical, large-scale survey, experimental, case methods, and clinical studies; emphasizes the conceptual and practical problems in such research.

**CI 550 Methods of Educational Inquiry** (Paquette) M 5:00PM - 7:50PM

Offers a graduate-level introduction to research in education, including quantitative, qualitative and mixed methods designs and approaches. Key concepts include: identifying a research problem, reviewing the literature, design and analysis, communicating evidence, and the ethics of research. Students should gain the ability to effectively evaluate and critique design/methods sections of research publications; plan and design research studies; and organize a presentation of research to an audience of peers.

**CI 562 Ling and the School Curr** (McCarthy) W 4:00 PM – 6:50PM

Analyzes linguistics for the school curriculum including dialect diversities, use of language in social contexts, and variations in oral and written forms of language. Gives attention to classroom discourse in US and international settings, and ethnography of communication.

**CI 563 Writing Studies--An Introduction to Theory** (Prior) W 1:00PM - 2:50PM

An Introduction to Theory, Research, and Practice. This seminar offers an introduction to writing studies, an interdisciplinary field that emerged in the 1980s and explores the theory, research and practice of writing in any context (school, workplace, home, community). Across these contexts, the course will examine such issues as how to study and engage with writing processes; the collaborative nature of writing and varied types of authorship; intersections of writing with other modes (reading, talk, visual representation) and varied technologies (paper, screen and other materials for production

and distribution); the nature of specialized genres and genre systems; and situated forms of learning and pedagogy (whether formal or informal). This seminar aims to help students engage in scholarship in writing studies. Each student, for example, will select a journal in the field to present in class (and identify shared readings that illustrate the journal and relate to their own interests). Beyond common readings, participation in activities, and regular informal writing, each student will also select, explore and write on an issue central to their own interests in greater depth.

**CI 569 Topics in Discourse and Writing--Economies of Literacy** (Prendergast) R 1:00PM - 2:50PM

You lived the practice during the strike, now read the theory. This course presents the opportunity to examine the conversation between two domains of knowledge: economics and literacy studies. Economic theory has long influenced research in literacy. Similarly, economics is filled with metaphors that speak of literacy. We will read classic texts in literacy studies with and against texts in economics that inform them, are misused by them, and/or that they could inform. In addition to course readings, students will serve as collectors of economic theory (either by sitting in on an economics lecture on campus or joining a MOOC) and will bring that knowledge back to the class. Students will have choice in devising their final project for the class, whether a traditional seminar paper, or proposal for further study.

**Communication**

**CMN 496 Culture and Communication** (Koven) TR 3:30 – 4:50pm

Identifies theories and methods of culture in everyday talk. Topics include cultural variability in ways of speaking, in negotiating interactions, and in displaying identities (gender, ethnic, national, class, generational, and so forth) and will address how people make relevant connections to multiple communities in interaction. Focuses on the study of cultural dimensions of interaction in an era of "globalization," in which people participate in multiple groups with fluid boundaries.

**CMN 538 Seminar Rhetorical Theory-- Rhetorics of Recognition** (Cisneros) T 2:00PM - 4:50PM

This course will examine three dominant rhetorics of recognition: citizenship, rights, and notions of shared humanity. Rather than providing a comprehensive study of each of these three key terms, the course will approach them as discourses through which claims are made for social and political acknowledgment, respect, and/or membership. In other words, our goal will be to study origins, effects, and expressions of citizenship, rights, and humanity as languages used to demand recognition in US and (to a lesser degree) international political culture.

**English**

**ENG 505/CI 563 Writing Studies--An Introduction to Theory** (Prior) W 1:00PM - 2:50PM

An Introduction to Theory, Research, and Practice. This seminar offers an introduction to writing studies, an interdisciplinary field that emerged in the 1980s and explores the theory, research and

practice of writing in any context (school, workplace, home, community). Across these contexts, the course will examine such issues as how to study and engage with writing processes; the collaborative nature of writing and varied types of authorship; intersections of writing with other modes (reading, talk, visual representation) and varied technologies (paper, screen and other materials for production and distribution); the nature of specialized genres and genre systems; and situated forms of learning and pedagogy (whether formal or informal). This seminar aims to help students engage in scholarship in writing studies. Each student, for example, will select a journal in the field to present in class (and identify shared readings that illustrate the journal and relate to their own interests). Beyond common readings, participation in activities, and regular informal writing, each student will also select, explore and write on an issue central to their own interests in greater depth.

**ENG 584/CI 569 Topics in Discourse and Writing--Economies of Literacy** (Prendergast) R  
1:00PM - 2:50PM

You lived the practice during the strike, now read the theory. This course presents the opportunity to examine the conversation between two domains of knowledge: economics and literacy studies. Economic theory has long influenced research in literacy. Similarly, economics is filled with metaphors that speak of literacy. We will read classic texts in literacy studies with and against texts in economics that inform them, are misused by them, and/or that they could inform. In addition to course readings, students will serve as collectors of economic theory (either by sitting in on an economics lecture on campus or joining a MOOC) and will bring that knowledge back to the class. Students will have choice in devising their final project for the class, whether a traditional seminar paper, or proposal for further study.

**ENGL 593 Prof Seminar College Tchg** (McDuffie) T 9:30 AM – 11:50 AM

This is a course for graduate students new to the teaching of college composition. We will explore writing pedagogy theories and best practices in teaching writing, from cornerstone concepts like writing as a process to contemporary research on genre and transfer. We will theorize and develop pedagogical approaches to topics such as: teaching rhetoric and argument; maintaining language diversity, including second-language writing; cultivating digital literacies and research skills; responding to and evaluating student writing; and developing teaching identities. The required work for this course includes weekly readings, active participation in class discussion, short writings, and reflective teaching materials.

### **Educational Policy Studies**

**EPS 431 New Learning** (Kalantzis) \*online 7:00 PM – 8:20 PM

Education is in a state of flux - transitioning from traditional architectures and practices to new ecologies of teaching and learning influenced by the tremendous social and technological change of our times. What changes are afoot today in workplaces, civic life and everyday community life? What are their implications for education? What are the possible impacts of contemporary social transformations on teaching and learning - including in the areas of technology, media, globalization, diversity, changing forms of work in the "knowledge society", and, in these contexts, changing learner needs and sensibilities? This course explores three pedagogical paradigms: "didactic", "authentic" and "transformative" learning. It takes a historical perspective in order to define the contemporary dimensions of what we term "new learning". It prepares participants to make

purposeful choices and link particular theories/instructional approaches to individual and group learning goals.

**EPS 518 Philosophical Issues in Technology and Education** (Burbules) W 4:00 PM - 6:50 PM

Examines philosophical issues in the construction, justification and transmission of knowledge, as they pertain to educational processes.

**EPS 531 Critical Race Theory & Educ** (Dixson) M 6:00 - 8:50PM

Focuses on critical race theory as a critique of racism and the law in U.S. society and discusses its current applications to education policy and research in K-12 schooling and higher education. Also looks at how critical race theory can be used as a methodological lens for policy analysis and educational research.

**EPS 506 Ubiquitous Learning** (Cope) \*online M 7:00 PM - 8:30 PM

This course explores the dynamics of learning using mobile computing devices, broadly defined to range from mobile phones, tablets and laptops to interesting new possibilities raised by emerging technologies such as wearable devices and a potentially pervasive "internet of things". Our journey will take us through museums, galleries and parks - real and virtual. We will visit new media and gaming spaces in which either incidental or explicit learning is taking place. We will look at sites of informal as well as formal learning - extraordinary classrooms offering blended learning opportunities, as well as new forms and modes of out-of-school and self-directed learning.

**EPS 575 Cultural Studies and Critical Interpretation** [same as MDIA 575] (McCarthy) TR 3:00 - 4:50PM

Explores the history, applications and limitations of various theoretical and methodological approaches to the study of contemporary culture and popular media. Examines debates and issues within cultural studies and with other schools of thought. The impact of cultural studies across the disciplines.

**EPS 590 Advanced Graduate Seminar-- Lang, Id & Poli of Schooling** (Dyson) W 4:00 PM-6:50PM

Language is, in one way or the other, at the root of our identities, our relationships with others, and, indeed our world view. Moreover, in school, language use—discourse—is a site of sociocultural differences and of gross inequities. Indeed, it is impossible to understand how schools become places of privilege and oppression without this understanding. How is language linked to the sociocultural history and political structure of a country, and to the identity of a speaker? What do basic questions about language, development, and variation have to do with education in a multidialectal, multilingual world? Through readings from classics in the field, to textbook definitional chapters, to read aloud fiction capturing language's variety, the course aims to provide a conceptual foundation for those interested in these questions (no previous linguistic education required) and a place to explore key language concepts. Although emphasis will be placed on the situation in the U.S., the politics of Englishes globally will be included, as will changing visions of

oral/written relationships, code-switching/meshing (and communicative hybrids like spoken word). All students will be allowed intellectual space to pursue their interests.

**EPS 590 Advanced Graduate Seminar-- Written Language in Contemporary Childhood**  
(Dyson) M 4:00PM - 6:50 PM

Around the globe, literacy is associated with the work of childhood. The question arise, how does written language—particularly composing—begin in diverse childhoods across societal differences? How does composing find a niche in children’s communicative and representational repertoire? What experiential, cultural, and media resources do children bring to school to meet its compositional demands? What issues of equity arise? How do conceptions of children and literacy in this country relate to those internationally? This course uses primarily a sociocultural frame to examine contemporary childhoods, literacies, and development, with emphasis on children’s cultures and their use of symbols to make—and to re-imagine—a world. Course materials include readings on the nature of literacy, development, and contemporary childhoods in media-saturated times, including my own research books. Although students’ interests may vary widely, course material itself will emphasize literacy in young children’s lives; students may apply course concepts to a range of human situations.

**Gender and Women’s Studies**

**GWS 550: Feminist Theories & Methods** (Nguyen) M 1:00PM - 3:50PM

Interdisciplinary study in diverse feminist theories and methods produced in and across various disciplines. Contemporary philosophical and theoretical developments in the study of gender to specific histories of class, race, ethnicity, nation and sexuality.

**Information Science**

**IS 518 Community Informatics** (Williams) R 9:00AM - 11:50AM

Survey of an emerging field that studies how local, historical communities use information and communication technologies or otherwise access, create, organize, and share information. Covers key principles for working in libraries or the wider non-profit/public sectors as individuals, organizations, and communities harness new technologies and media. Prepares both professionals and researchers, whatever their technology background. Especially useful for those interested in public or community libraries, youth services, university public engagement, social work, education, and anyone interested in working with or studying underserved communities.

**IS 590 IBO Inquiry-Based Learning** (Bruce) R 5:30PM - 7:30PM

Inquiry-based learning is a powerful way of thinking about learning as it occurs in libraries, museums, community centers, homes, workplaces, or online, as well as in formal settings, such as schools and universities. It implies the creation of environments in which learners are actively engaged in making meaning through personal and collaborative inquiry. It does not ignore the usual focus on content/skills: “What should be taught?,” or method: “How should we teach?” but begins with even more basic questions about the nature of learning and life.

<https://chipbruce.net/teaching/inquiry-based-learning-class>

## Sociology

### **SOC 583 Qualitative Research Methods** (McDermott) R 3:30 PM – 6:20PM

Introduction to field and qualitative methods in social science research, in terms of both the practical issues of conducting this type of research and the conceptual debates in the field. Methods include interviewing, participant observation, unobtrusive observation, historical/archival methods, and global ethnography.