



## **CWS Recommended Courses Fall 2019**

\*\*Courses highlighted in blue are new additions

**Please note:** This list is a resource for CWS graduate students to consider potential courses that may be useful across disciplines. It is not an official list of courses that will count or are required for Writing Studies. Please refer to the CWS website for more information on concentration requirements. You may have to contact instructors directly for information about course availability, prerequisites or overriding registration requirements.

### **American Indian Studies**

#### **AIS 459 Topics in American Indian Lit** (Byrd) TR 12:30PM - 1:45PM

Native American and Indigenous Nonfiction Writing Nonfiction writing has been central to Native American and other Indigenous literary and intellectual histories for over two centuries. This course focuses on the trajectories of those histories of writing, including consideration of authors from the 18th to the 21st centuries. The course will include a broad range of nonfiction writing, from life writing to journalism to memoir to film. We will also examine recent scholarly work about the history of Native American books and the adoption of the technology of writing by Indigenous people. Authors will include Sherman Alexie, N. Scott Momaday, Louise Erdrich, Gertrude Bonnin, William Apress, Samson Occam, Gerald Vizenor, Alanis Obomsawim, and Lee Maracle. Rhetoric and Writing Studies students are welcome.

### **Anthropology**

#### **ANTH 518 Language in Culture II** (Smalls) T 5:00PM - 7:00PM

Part II of the core theoretical seminar in linguistic anthropology. Continues examination of historical developments in the sub-field and its debates, and relationships with socio-cultural anthropology. Develops theoretical and critical analytical skills needed in contemporary ethnographic research. Same as LING 518. Prerequisite: Graduate Standing.

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

#### **CI 508 Urban Schools and Schooling** (Gutierrez) T 5:00PM - 7:00PM

This course is for anyone interested in issues of education in urban settings. It provides an overview of sociopolitical perspectives on teaching and learning for Latina/o, African American, American Indian, English learners, and other marginalized youth. The course explores how issues of identity and power are negotiated by students, communities, and teachers. Participants in the course will

develop an understanding on how racism, classism, and the politics of language operate within urban schools. An emphasis of the course is on solutions that address social justice.

**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.

Same as EPOL 550, EPSY 573, and SPED 550. 4 graduate hours. No professional credit.

**CI 555 Advanced Educational Technologies for Engagement and Interactive Learning**

(D'angelo) W 2:00PM - 4:50PM

This course examines technologies that seek to promote and sustain engagement in learning, both in formal and informal settings. Topics covered include educational games, artificial intelligence, virtual environments, mobile devices, affective computing, pedagogical agents, narrative learning environments, and more. A highly interdisciplinary approach is taken by blending theory and evidence from psychology and education with discussions of technological advances. Students in the class will be expected to work in teams to design and implement a prototype for a problem of their own choosing.

**CI 562 Linguistics and the School Curriculum** (McCarthy) T 4:00PM - 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.

Prerequisite: Admission to a doctoral program.

**CI 563 Writing Studies** (Prior) R 3:30PM - 6:50PM

Reviews theory and research on the social and historical development of writing systems, including consideration of the relationship between oral and written language, writing and other graphic representation systems, alternative technologies, the evolution of writing systems, and the social functions of literacy.

Prerequisite: Admission to the graduate programs of a unit offering the graduate specialization in Writing Studies, or consent of instructor.

**CI 566 Researching Pedagogical Research** (Mortensen) W 2:00PM – 4:50PM

What has research in writing studies done for college composition pedagogy? We will seek answers to this and related questions in the field's professional literature, assessing how (and how well) the literature has addressed the perceived needs of student writers and their teachers. We will examine, too, how (and how well) writing studies research has attended to the institutional settings in which teachers and students labor. That these labors are sometimes alienated from the work of research is no secret. We will explore who benefits from and is harmed by this alienation, and will speculate

about what would happen were the divide between teaching and research better bridged. Two recent attempts at such bridging—Writing about Writing and Teaching for Transfer—are among several examples we will investigate. Our investigation will include considerations of practicality, which will lead us to review how faculty effort in the humanities is typically allocated across categories of teaching, research, and service, and how these categories are typically proportioned according to institutional mission. Comparative cases drawn from arts and STEM disciplines will provide additional perspectives on domain-specific pedagogical research. Seminar presentations and papers will be shaped to accommodate various audiences that have a stake—or believe they have a stake—in how college composition is taught. Same as ENGL 583.

**CI 569 Topics in Discourse and Writing--Rhetoric and the Body** (Russell) M 3:30PM - 6:00PM

The discipline of rhetoric has been around for an estimated twenty-six centuries, and, for the majority of that time, it has been described as an art of language. While the measured performance of writing, speaking, debating, arguing, and persuading in words has long been at the heart of rhetoric, so too have veins of rhetorical thinking long been concerned with bodies. Bodies have been variously read as conduits of, complements to, or liabilities in rhetorical performance; they are sometimes seen as objects to be trained or styled in the service of persuasion, sometimes as themselves arguments persuasive precisely because they bypass words. This seminar will explore theories of the body as it has emerged in rhetorical thinking, ancient to contemporary. Coursework will focus on key concepts from rhetoric (e.g., delivery, gesture, elocution, comportment, style, ethos, timing, spectacle), but it will also draw on ideas that animate thinking about bodies across disciplines (e.g., performativity, materiality, affect) and mobilize various matrices for complicating how we think of “able” and “ideal” bodies (e.g., disability, gender, race, class, sexuality). In addition to reading theories of rhetoric and the body, this course will invite you to engage in and reflect on embodied activity.

**CI 578 Biliteracy Development of Young Children** (Nunez Cortes) R 4:00PM - 6:50PM

Helps students understand the language and literacy development of young bilinguals. Students will develop an understanding of the issues in biliteracy research, explore the diversity of research topics and perspectives in biliteracy research, and learn to think and write critically about research on early biliteracy development.

**Communication**

**CMN 538 Rhetoric of Black Freedom** (Murphy) W 2:00PM - 4:50PM

The Rhetoric of the Black Freedom Movement 1948-1984 explores the languages that justified equal rights for African Americans leading to, during, and shortly after the classical phase of the civil rights movement. It attends to movement rhetoric, white supremacist discourse, legislative and political debates as well as some of the extensive secondary rhetorical literature on civil rights. In particular, the course will (tentatively) proceed through a series of mini-rhetorical biographies, exploring key figures in the movement and beyond.

Restriction(s) Restricted to Graduate - Urbana-Champaign.

**CMN 538 Arendt and Rhetorical Theory** (O’Gorman) M 2:00PM - 4:50PM

Since her untimely death in 1975, Hannah Arendt has held a critical if peculiar place in political theory and philosophy, and a pervasive but largely unexamined place in rhetorical studies. In her

own day, Arendt was neither a rationalist nor a romantic, neither a modernist nor what would soon be called a “post-modernist,” and neither a political scientist nor a political philosopher. Rather, she saw herself a thinker, above all a thinker of the “political.” And her thinking about the political, as David Marshall has written, “was essentially rhetorical” (Marshall, “The Origins and Character of Hannah Arendt’s Theory of Judgment,” 376). This graduate seminar will examine the rhetorical-political thinking of Arendt by reading five of her key postwar works: *Origins of Totalitarianism* (1951), *The Human Condition* (1958), *Between Past and Future* (1961), *On Revolution* (1963), *Eichmann in Jerusalem* (1963), and *Crises of the Republic* (1972). Our goal will be to trace the evolution of Arendt’s thinking about rhetoric and politics from her pathbreaking critique of totalitarianism in *Origins* to her devastating critiques of the U.S. war state in and around the Vietnam War. Along the way, we will read selected secondary scholarship on Arendt, and track the relevance of her thinking for our contemporary political crises. This graduate seminar is suitable for, and open to, all graduate students in all humanistic fields of study. There is no prerequisite, and it is assumed that students will have little knowledge of Arendt’s work coming in. In addition to regular participation, students will be expected to produce a quality seminar paper.

### English

#### **ENGL 505 Writing Studies (Prior) R 3:30PM - 6:00PM**

Writing Studies I: 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 at helping students to 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 select, explore and write on an issue for a final project related to writing theory, research, practice, or pedagogy.

Same as CI 563. Prerequisite: Admission to the graduate programs of a unit offering the graduate specialization in Writing Studies, or consent of instructor.

#### **ENGL 583 Researching Pedagogical Research (Mortensen) W 2:00PM – 4:50PM**

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teaching, research, and service, and how these categories are typically proportioned according to institutional mission. Comparative cases drawn from arts and STEM disciplines will provide additional perspectives on domain-specific pedagogical research. Seminar presentations and papers will be shaped to accommodate various audiences that have a stake—or believe they have a stake—in how college composition is taught. Same as CI 566.

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Prerequisite: Graduate standing in writing studies or consent of instructor.

**Education Policy, Organization and Leadership**

**EPOL 585 Ethnographic Methods in Education** (Herrera) T 7:00PM - 9:00PM

This course focuses on goals, nature, and methodological means of ethnographic research in educational settings broadly defined. Such research aims to describe and, moreover, to understand the ways of living of teachers, students, administrators, parents, and other participants in relevant social spaces. The class will be grounded in the disciplinary perspectives of cultural anthropology, linguistic anthropology, and cultural studies. We will have an ongoing discussion of how one conducts ethnographic research, and all members of the class will conduct their own mini-study. 4 graduate hours. No professional credit.

**Educational Policy Studies**

**EPS 531 Critical Race Theory & Educ** (Dixson) M 4:00PM - 6:50PM

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 Course** (Cope) M 7:00PM - 8:30PM

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.

### **Gender and Women's Studies**

#### **GWS 550 Feminist Theories & Methods** (Nyugen) W 3:00PM - 5:50PM

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.

Prerequisite: At least one graduate-level humanities course or consent of instructor. Contact GWS Department to register

### **History**

#### **HIST 502: Disability History** (Reagan) R 2:00PM - 3:50PM

This course focuses on the theories, methods, and historiography of disability history, a method of analysis and field that developed with the disability rights movement of the 1960s-70s. Disability history, many argue, is equally fundamental to understanding history and society as class, gender, race, sexuality, and religion. This course aims to gain deeper understanding of disability history and to improve our collective skills to think about and achieve complex, intersectional historical analyses. Topics include, for example: people with disabilities and daily life; ableism; work; representation; material culture and technology; space; ethics and the disability historian; "madness;" eugenics; medicine; sexuality; whiteness and disability studies; intersectionality of disability/race/gender; "freaks," and more. The course focuses on the U.S., but will necessarily include readings and discussion beyond U.S. borders. Introduction to potential sources and a research component included. Authors include Susan Burch, Rosemarie Garland-Thomson, Katherine Kudlick, Regina Kunzel, Paul Longmore, Kim Nielsen, and Mike Rembis among others.

### **Informatics**

#### **INFO 490 ALG: Makerspace Intro Open Studio** (Ginger) F 11:00AM - 11:50AM

This course introduces learners to the hands-on and practice-oriented stages of the design process and is the first in the Informatics Makerspace series. We explore a variety of rapid prototyping and fabrication techniques in collaboration with the CU Community Fab Lab. Weekly lectures or field trips will introduce students to the functions and educational benefits of Makerspaces, peer-to-peer learning, design processes, creativity, computational thinking, as well as opportunities to meet practicing makers. Each week or two students will tackle project prompts and set to work with a tool area in response to a simple design exploration challenge. Over the course of the semester they will have an opportunity to become familiar with the basics of several advanced small-scale manufacturing tools, such as 3D printers, laser engravers, digital embroidery machines, graphic drawing tablets and small board electronics. The class will have both group and independent work and make use of Moodle for assignment hand-in and feedback. Please note that this course will

emphasize a degree of self-guided learning and time management, students will need to rely on online tutorials and information resources to explore methods and complete much of the work in an iterative fashion. Projects will be small and contained, in order to allow for exposure to many tools and mediums. Graduate students will have more rigorous reading assignments as well as an additional project components created to specifically relate to their area of study. Contact instructor for information about lab section enrollment.

### **INFO 490 JPU: Designing and Programming Text Based Games and Simulations**

(Pintar) TR 11:00AM - 12:20PM

In this course, you will be introduced to the "design work" of game authoring, and will apply these theoretical ideas to specific programming practices and skills. You will become proficient in Inform 7, a programming language and design system for interactive fiction (IF), and text-based computer games and simulations. By the end of the semester you will have developed a game or literary work of IF, and made a substantive contribution to a team-written, historical simulation project, dramatically recreating a key moment in Illinois history. No prior programming knowledge is required for students to be successful in the course.

### **Information Science**

#### **IS 515 Media Literacy for Youth** (Magee) M 1:00PM - 3:50PM

Provides students with theoretical knowledge and practical methods useful to librarians and other professionals working with young people and media. Building on traditional understandings of literacy, media literacy explores the consumption and production of diverse types of texts including print, images, games, and music. Topics for this course may include the role of race in media, media literacy as a catalyst for social change, and intellectual property issues related to media education. 2 or 4 graduate hours. No professional credit. All other students need department approval. Email [ischool-advising@illinois.edu](mailto:ischool-advising@illinois.edu).

#### **IS 518 Community Informatics** (Williams) W 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.

4 graduate hours. No professional credit. All other students need department approval. Email [ischool-advising@illinois.edu](mailto:ischool-advising@illinois.edu)

#### **IS 571 History of the Book** (Mak) W 10:00AM - 12:50PM

Explores the role of the book in the production and transmission of knowledge through time. Major themes include the design, materiality, and performance of reading and writing technologies. Particular attention will be paid to the graphic representation and visualization of information across media. Students will examine different approaches to the study of books and documents, including those of palaeography, diplomatics, bibliography, art history, musicology, textual criticism, digital humanities, and new media studies.

4 graduate hours. No professional credit.

## Linguistics

### **LING 450 Sociolinguistics I** (Bhatt) TR 11:00AM - 12:20PM

Introduction to the fundamental concepts, philosophy, and research methods of the study of language in its social contexts. Special attention to language spread, and language variation; language attitudes; language diversity; code-switching; language standardization; and language identity and loyalty. 3 undergraduate hours. 2 or 4 graduate hours.

## Media

### **MDIA 560 Feminist Media Studies** (Valdivia) W 6:00PM - 8:50PM

Addresses major areas of theoretical debate or interest in the broad topic of "Feminist Media Studies" and looks in depth at a number of theoretical issues which define it. Develops an understanding of historical, psychoanalytic, interpretive, and social scientific approaches to the study of film and television texts, their reception, and their production. Readings are extensive and directed toward illustrating the range of theoretical and empirical approaches applied to addressing questions of central interest in the field. Viewings will emphasize some lesser-known historical texts central to theoretical debates in the field. Viewings and readings are focused on "popular" film and television.

Same as GWS 560.

Info from Instructor: We will explore recent book length publications by scholars such as Safiya Noble, Jillian Baez, Myra Washington, Jungmin Kwon, Ralina Joseph, Sarah Projansky, Raka Shome, and Isabel Molina Guzman. . Viewings will complement the texts we are reading and emphasize some central to theoretical debates in the field.