CWS Recommended Courses Sp 18

Anthropology

ANTH 557 Social Construction of Space (Silverman) MWF 04:00PM - 04:50PM
Consideration of anthropological, archaeological, and related disciplinary perspectives on space, place, landscape, the built environment, and architecture. Coursework encompasses critical review of major theoretical literature and case studies of ancient and modern societies.

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

CI 507 Prob Trends in Spec Fields- Qualitative Analysis of Video Data (Krist) R 04:00PM - 06:50PM
This course explores how to build and support claims about learning and development using video recordings as a primary data source. We will consider ethical/political and methodological issues related to collecting, selecting, and reducing video data; leveraging appropriate analytic tools and practices; representing analyses; and addressing validity, reliability, and generalizability of claims. Students will analyze video data of their choosing (either their own or provided by the instructor) to build and support a claim. We will primarily focus on questions of learning in K-12 classrooms, though students with an interest in other environments (e.g., museums, family interaction, clinical interviews, everyday activity) are encouraged to join.

CI 507 Prob Trends in Spec Fields-Learning and the Body (Lindgren) W 04:00PM - 06:50PM
This course explores how body movement and physical engagement with the environment is related to how people learn. We will explore embodied cognition and related ideas from philosophy and psychology and apply them to educational contexts. The course will examine the ways that body activity has been employed in curricula and other learning interventions, and students will be exposed to new technologies that can respond to gestures and other embodied actions. Students will design their own embodied learning activities around a topic of their choosing.

CI 508 Urban Schools & Schooling (Gutierrez) T 05:00PM - 07:50PM
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 (no instructor yet) T 04:00PM - 06:50PM
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 565/ENGL 582 Topics Research and Writing--Digital Rhetorics (Gallagher) R 01:00PM - 02:50PM
What are digital rhetorics? How is reading and writing changing in various digital environments? This course will introduce students to the various theories and debates surrounding the term digital rhetoric through a survey of the field(s). We will touch on augmented reality, social media, physical computing, and computational rhetoric. The class contains two projects: a taxonomy of digital rhetorics and a final project. This final project can range from a teaching unit on digital writing to a publishable academic article or literature review to a media-rich installation.

CI 566/ENGL 583 Topics Writ Pedagogy & Design--Queer Pedagogies in Writing Studies (Pritchard) W 04:00PM - 07:00PM
This course examines scholarship at the intersections of writing pedagogy and LGBTQ studies to engage, complicate, and contribute to the scholarly conversation called "queer pedagogies." As we do so, we will keep in mind two guiding questions: What might we identify as the intellectual, political, and cultural work of queer pedagogies in the teaching of writing? What do queer writing pedagogies make possible alongside disciplinary boundaries and boundary crossings of literary, rhetorical, historical, critical race/ethnic, feminist, and LGBTQ studies? The course will begin with a historiography of how writing instruction and LGBTQ studies began to engage one another, with particular emphasis on the challenges posed to the teaching of writing as it engaged the then nascent field of LGBTQ studies in the formative years of this critical conversation. We will then turn to studies focused specifically on teacher and student identity, examining how identity-based experiences inside and outside of writing classrooms impact the intersections of LGBTQ life, culture, and politics in the teaching of writing. After this, the course will move to examine works that have addressed productive tensions in queer pedagogies scholarship, with special attention to texts that help us to interrogate the ways race, class, citizenship, gender, disability, and other identities corroborate and complicate one another as embodied identities, political positions, and cultural formations. Students will be responsible for regular readings, participation in critical class discussions, a short essay, and a final project consisting of a shorter seminar paper and/or designing a course unit wherein they employ queer pedagogies in their own teaching at UIUC, in another school, after-school, or community literacy program setting. The course will conclude with short student presentations about the course units you designed.

CI 569/ENGL 584 Topics Discourse and Writing-- Genre Theories and Histories (Russell) M 03:00PM - 04:50PM
Genre theory has been around for a long time (maybe forever), and it has found a home in a lot of disciplines (literature, linguistics, rhetoric, film, psychology, computer science, and so on). This course considers how theorists from several different fields have approached the study of kinds, classes, and sorts. If genres aren't simply sets of texts similar in form and content, what are they? What does it mean to think of a genre as rhetorical and social, cognitive and coercive? How do genres orchestrate not just cultural productions but cultural expectations and relations? Where do genres come from for that matter? This seminar will be particularly interested in theories of genre that take root in historical perspectives, tracing the development of a single genre--the religious treatise, the architecture notebook, the resume, the dissertation, the anthropological monograph, the pastoral poem, the animal autobiography--over time. How do generic patterns (in form, content, situation, exigence, audience, action) take and then shift shape? What prompts a genre to change and how much can it do so before it becomes a different genre? How do genre histories enrich genre theories? This course is open to graduate students of all disciplines and subfields.

Communication

CMN 538 Seminar Rhetorical Theory--Rhetoric in Context (Finnegan) W 02:00PM - 04:50PM
This seminar takes up the role of context in rhetorical research. Notions of context play a foundational role in rhetorical scholarship. Yet context itself has served, as Charles Morris and Kendall Phillips put it, as "rather a silent partner, presumed and to varying degrees practiced but not theorized, not an articulated methodological issue." Our goal in the course will be to explore historical approaches to context and to map contemporary ways that scholars place rhetoric in context. Topics and concepts we will take up include the text-context relationship, rhetorical situation, intertextuality, panhistoriography, social knowledge, form and genre, rhetorical biography, the archive, circulation studies, and rhetorical/performative traditions.

CMN 538 Seminar Rhetorical Theory--Classical Rhetoric (O'Gorman) T 02:00PM - 04:50PM
This class consists of an in-depth introduction to the main outlines of the history of rhetorical theory in antiquity, with the bulk of attention given to ancient Greek rhetorical theory as it intersected with democracy, empire, and the rise of "philosophy." Class readings (in translation) will focus on the Sophists, Plato, and Aristotle. Students will be expected to read, write, and discuss.

English *[some of these are cross listed with CI]*

ENGL 582/CI 565 Digital Rhetoric Methodologies (Gallagher) R 01:00PM - 02:50PM
What are digital rhetorics? How is reading and writing changing in various digital environments? This course will introduce students to the various theories and debates surrounding the term digital

rhetoric through a survey of the field(s). We will touch on augmented reality, social media, physical computing, and computational rhetoric. The class contains two projects: a taxonomy of digital rhetorics and a final project. This final project can range from a teaching unit on digital writing to a publishable academic article or literature review to a media-rich installation.

ENGL 583/CI 566 Queer Pedagogies in Writing Studies (Pritchard)W 04:00PM - 05:50PM
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histories enrich genre theories? This course is open to graduate students of all disciplines and subfields.

Educational Policy Studies

EPS 554 New Media and Literacies (Kalantzis) *online M 07:00PM - 08:30PM
This course is designed to address issues of language and literacy, not only for language arts teachers, but all educators in all disciplines and at all levels, where students are required to represent their knowledge in writing as well as other media. It will introduce the 'Multiliteracies' theory of literacy learning which recognizes that the contemporary communications environment is increasingly multimodal. Written language today is more closely connected with oral, visual, gestural, tactile and spatial modes. To remain relevant, effective pedagogy needs to connect with the new communications media, and to explore their underlying processes. The course will focus on current trends in literacy instruction, not only in language arts or composition classes, but academic literacies across all curriculum areas. The course will also investigate the implications of new media of language and literacy and explore the implications of developments in the contemporary media, particularly the new, digital media.

EPS 570 Postcolonial Theory & Methodology (McCarthy) R 12:00PM - 02:50PM
Since the 1990s, scholarship focusing on center-periphery relations has grown considerably. This scholarship is often identified with postcolonial theories of education and society. The purpose of this course is to acquaint students with this body of literature that addresses the way in which post-independent states are currently engaged in massive institutional transformations in light of globalization. Ultimately, we will explore the theoretical and methodological traditions foregrounded in postcolonial research and their implications for educational policy.

EPS 590 Advanced Graduate Seminar--Adv Qualitative Research (Dyson) M 04:00PM - 06:50PM

EPS 590 Advanced Graduate Seminar--Education & Stratification (Trent) T 01:00PM - 03:50PM

Gender and Women's Study

GWS 580 Queer Theories & Methods (Nadeau) W 03:00PM - 05:50PM

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

GWS 590 Topics in GWS--Critical Disability Studies (Beauchamp) M 02:00PM - 04:50PM

This interdisciplinary graduate seminar takes up "critical disability studies" in two intertwined ways. In one sense, it explores the critical theoretical and political frameworks that the field of disability studies offers: how does this field interact with and challenge related interdisciplinary fields? In what ways does disability studies both draw from and move beyond identity politics? What new approaches does disability studies suggest for questions of access, health, embodiment, and knowledge production? In another sense, it critically assesses the field as it currently stands, and imagines its possibilities: what might disability studies exclude even (especially) as it is often grounded in accessibility and inclusion? How is the category of disability produced through militarization, colonization, human rights frameworks, and globalized labor practices? What new forms of knowledge production could disability studies open up?

Information Science

IS 515 Media Literacy for Youth (Tilley) T 09:00AM - 11:50AM
& (Martaus) Online R 06:30-08:30PM
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.

IS 518 Community Informatics (Williams) T 04:00PM - 06:00PM
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 527 Literacy, Reading, and Readers (Smith) T 06:30PM - 08:30PM
Reading and literacy play a central role in all areas of LIS, as well as in education, communication, literature, and writing studies. This course considers reading as a physical, social, and educational activity that is historically and culturally situated. It provides a multidisciplinary investigation into different forms of literacy and how people acquire them. Drawing upon scholarship in LIS, education, literature, history, sociology, psychology, and anthropology, and with special consideration given to age, gender, class, religion, and culture, we will expand upon traditional notions of literacy and explore the range of scholarly approaches to the study of literacy, reading, and readers. For assignments, students choose between an experiential track, which offers practical

experience through volunteer work in a literacy tutoring position, or a scholarship track, which features a research project without a volunteer component. All students have the same weekly readings and share knowledge gained from their volunteer placement and research.

Sociology

SOC 471 Collective Action & Revolution (Bayat) MW 10:00AM - 10:50AM
Contemporary theory and research on the life course of social gatherings ranging from small scale and local to nationwide collective actions by people in pursuit of social and political change. Discusses the logic of practice in political, religious and street crowds; collective action of disperse people; and broad-based revolutionary mobilizations. Cases include pre-modern and modern movements from the western and non-western societies.