

## CWS Recommended Courses Spring 2020



**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.

### African American Studies

#### **AFRO 531 / Race and Cultural Critique**

(Rana) W 2:00PM – 4:50PM

Introduction to graduate level theoretical and methodological approaches in Comparative Race Studies. As a survey of theories of race and racism and the methodology of critique, this course offers an interdisciplinary approach that draws from anthropology, sociology, history, literature, cultural studies, and gender/sexuality studies. In addition, the study of racial and cultural formation is examined from a comparative perspective in the scholarship of racialized and Gender and Women's Studies.

This class will be held in the Department of Asian American Studies Conference room at 1208 W. Nevada St., Urbana

#### **AFRO 597 / Race, Rights, and Power**

(Harrison) R 9:30AM - 12:20PM

This course examines some of the recent trends in anthropologists' (inter)disciplinary conversations on race, racism, and anti-racism. Emphasis is on the multiple modalities and dimensions of racialization--race making, remaking, and attempts at unmaking—in different parts of the world. The central question asked is how racialized hierarchies, disparities, marked and unmarked identities, and the multi-scalar patterns of discrimination, aggression, and violence have formed, been restructured, and become loci of contestation through a continuum of epistemological, cultural, spatial, and sociopolitical practices. Also, racialization's implications for citizenship, migration and mobility, human rights, and the social ontology of being and nonbeing will be explored.

Same as ANTH 515 (section FH)

### **Anthropology**

#### **ANTH 515 (Section JD) / Abolition**

(Beauchamp and Paik) T 1:00PM - 3:50PM

Focused on the theories and practices of abolition, this interdisciplinary graduate seminar examines the radical, yet realizable, possibilities of abolition in its many forms. We will consider the dense web of relationships that extend far beyond the prison as a material structure, tracing the many different sites and effects of the prison industrial complex as well as the multiple efforts to dismantle it. At the same time, we will follow what Frederick Douglass and Angela Davis call "abolition democracy," which positions abolition as a process of creation rather than simply of dismantlement. Accordingly, the course looks closely at practices that redirect resources away from systems of oppression and toward imagining and building new conditions where all can survive and thrive.

Same as ENGL 563

#### **ANTH 515 (Section EK) / Narrative**

(Kramer) T 2:00PM - 4:50PM

No description provided

#### **ANTH 515 (Section FH) / Race, Rights, and Power**

(Harrison) R 9:30AM - 12:20PM

This course examines some of the recent trends in anthropologists' (inter)disciplinary conversations on race, racism, and anti-racism. Emphasis is on the multiple modalities and dimensions of racialization--race making, remaking, and attempts at unmaking—in different parts of the world. The central question asked is how racialized hierarchies, disparities, marked and unmarked identities, and the multi-scalar patterns of discrimination, aggression, and violence have formed, been restructured, and become loci of contestation through a continuum of epistemological, cultural, spatial, and sociopolitical practices. Also, racialization's implications for citizenship, migration and mobility, human rights, and the social ontology of being and nonbeing will be explored.

Same as AFRO 597 (section FH)

**ANTH 515 (Section JD) / Queer Anthropology**

(Davis) MW 4:00PM - 5:20PM

No description provided

**ANTH 565 / Race and Cultural Critique**

(Rana) W 2:00PM - 4:50PM

No description provided. Same as AFRO 531, AAS 561.

**Art—Design**

**ARTD 420 / Disability Design**

(McDonagh) TR 2.00PM – 4.40PM

Focuses on user-oriented, collaborative approaches to designing new products and services, with special emphasis on designing for people with disabilities. Students gain an understanding of the product development process by exploring empathic design research approaches, while working directly with prospective clients. Course work centers on designing products for mass production, and on recognizing opportunities to re-engineer existing products.

**Art—Education**

**ARTE 501 Issues in Art Education: Arts-Based Research**

(Travis) W 4:00PM - 6:40PM

This course offers an exploration of the theories and practices of arts-based research methodology. This form of qualitative inquiry is rooted in the arts at the intersection of the humanities, social sciences, and education and employs artistic, performative, narrative, ethnographic, and phenomenological methods. This course welcomes all students from the Graduate College.

Additional fees may apply. See Class Schedule. May be repeated to a maximum of 16 hours.

A student registered in one or more Art & Design course(s) exhibiting this message, will be assessed a \$95 facility use fee once each term.

## **Asian American Studies**

### **AAS 561 / Race and Cultural Critique**

(Rana) W 2:00PM - 4:50PM

Introduction to graduate level theoretical and methodological approaches in Comparative Race Studies. As a survey of theories of race and racism and the methodology of critique, this course offers an interdisciplinary approach that draws from anthropology, sociology, history, literature, cultural studies, and gender/sexuality studies. In addition, the study of racial and cultural formation is examined from a comparative perspective in the scholarship of racialized and Gender and Women's Studies.

This class will be held in the Department of Asian American Studies Conference room at 1208 W. Nevada St., Urbana

### **AAS 590 / Writing Minoritarian Aesthetics**

(Ruiz) T 3:30PM – 5:50PM

For bell hooks, "aesthetics is more than a philosophy or theory of art and beauty; it is a way of inhabiting space, a particular location, a way of looking and becoming," or too, a pathway into the complicated social life of minoritarian subjects. In assessing such complexity, this course will go beyond the aesthetic as merely a visual and aural practice and include the particularities of touch, taste, smell, and the full sensorial effects of the body. To land in the realm of the senses, we will work with, but mostly depart from traditional constructions of aesthetic theory by turning to performance studies, literary theory, visual culture, cultural studies, and ethnic and area studies. By addressing how the aesthetic informs our understanding of difference, politics, resistance, and the cultural spaces of the communal, we will also attend to how scholars write the aesthetic into existence, and in consequence embark upon new ways of writing with aesthetic forms.

Same as ENGL 564.

## **Community Health**

### **CHLH 407 Disability, Culture & Society**

(Chiu) W 2:00PM - 4:20PM

Examines the cultural and social contexts of disability, their consequences for the experience and management of disability, and implications for cultural competence in disability-related research and practice.

Same as ANTH 404, KIN 407, and REHB 407.

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

**CI 446 Culture in the Classroom**

(Castillo) W 5:00PM - 8:00PM

Explores cultural, political, and social factors that affect learning and teaching. Introduces students to the fields of educational anthropology and multicultural education and to the application of cultural information to curriculum development and classroom practice. The 3-hour undergraduate version and 4-hour graduate version meet the Cross-Cultural Studies for Teaching Limited-English-Proficient Students requirement for Bilingual and/or ESL Teaching Approval or Endorsement from the Illinois State Board of Education.

3 undergraduate hours. 2 or 4 graduate hours. Course is online.

**CI 507 / Critical Theory in Literacy Research**

(Willis) R 4:00PM - 6:50PM

No description provided.

**CI 517 / Bilingual and ESL Assessment**

(Martinez Negrette) M 5:00PM – 7:50PM

Explores the role of assessment in education of culturally and linguistically diverse students in K - 12 classrooms. Current trends in assessment in the United States will be analyzed as well as how assessments are used for the identification and placement of bilingual and ESL students. The use and scoring of language proficiency assessments will be examined along with various forms of classroom-based assessment. Meets ISBE assessment requirements for a bilingual and ESL teaching approval or endorsement.

Same as LLS 517. 4 graduate hours. No professional credit. Prerequisite: CI 433 and CI 477 or consent of instructor. Class is online.

**CI 537 / Discourse in STEM Classrooms**

(Gonzalez-Rivera) M 5:00PM - 7:50PM

An overview of relevant literature regarding discourse in STEM classrooms with emphasis on teachers' perspectives, students' perspectives, and interactions between the teacher and the students. Discusses research methodologies for the study of discourse in STEM classrooms and implications of research for the education and the professional development of pre-service and in-service teachers.

Prerequisite: Acceptance into a graduate program.

### **CI 544 / Education Reforms and Inquiry**

(Hug) T 6:00PM - 8:50PM

This course examines the history of educational reform efforts since the 1950s from the lens of inquiry, teaching and learning. The course examines developments in our understandings of inquiry as a pedagogical approach and set of instructional outcomes in middle and high school STEM education, as well as implications for instruction in classrooms.

Course is online.

### **CI 550 / Methods of Educational Inquiry**

(Cromley) 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 550, and SPED 550.

### **CI 556 / Learning and the Body**

(Lindgren) W 4:00PM - 6:50PM

This course explores how body movement and physical engagement with the environment is connected to how people learn. We will explore embodied cognition and related ideas from philosophy, cognitive science, the learning sciences, the arts, etc., 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 we will discuss new technologies that can respond to gestures and other embodied actions.

### **CI 557 / Using Theory in Teacher Education Research**

(Smith) R 4:00PM - 6:50PM

Students in this course will read a variety of theoretical viewpoints in order to frame and critically examine teacher education research. Students will be encouraged to use multiple theories to frame research questions and findings as a way to situate themselves as researchers and consider ways in which multiple theoretical perspectives can be used to examine and interpret different aspects of their research in teacher education.

### **CI 565 / Queer Feminist Methods**

(Russell) M 1:00PM - 3:50PM

Drawing on foundational to contemporary scholarship that addresses the construction of sex and sexuality, this course considers how feminist and queer theories shape what we study and how we study it. With an eye toward building critical research methods for non-normative knowledge making, the class traces the evolving political and intellectual commitments formulated in and by these two fields, often in articulation with other considerations of power and difference (e.g., race, class, ability, age); asking, “How do queer and feminist theories advise us to navigate erasure and recovery, abjection and inclusion, evidence and speculation, identity and intersectionality, cultural critique and counterpublic activism?” The course engages work from a variety of disciplines to forge a finer sensibility to what historically and presently constitutes queer feminist work, but it uses recent writing studies scholarship as a springboard for the class to create their own queer feminist methodological priorities. No prior knowledge of queer or feminist studies required, students from all disciplines welcome.

Same as ENGL 582.

### **CI 569 / A Social History of Illiteracy**

(Mortensen) W 1:00PM - 3:50PM

Think illiteracy is useless? Ever since “illiterate” circulated as an epithet on the cusp of the American Revolution, ever since antebellum enumeration of the nation’s “illiteracy” revealed stark regional disparities in educational access, ever since “illiteracy” in the white countryside became a benchmark against which white metropolitan progress could be evaluated, ever since “illiteracy” became excuse enough to bar African American citizens in the South from voting, ever since anxiety about English-language “illiteracy” justified delaying statehood for territories

expropriated from México, ever since “literacy” emerged as a euphemism for “illiteracy” in the campaign to limit immigration from Asia and Europe—ever since the founding of the United States and through its emergence as a global superpower, illiteracy has proven, time and again, to be so pervasively useful that its usefulness is scarcely noticed. To explore how illiteracy has been used over time in the U.S., toward what ends, for whose benefit, and at what costs, we will read and discuss relevant scholarship from a range of academic disciplines: writing studies, of course, but also rhetorical studies, literary studies, history, sociology, and economics. Additionally, we will examine numerous primary documents or their digital surrogates. Your presentations and writing for the seminar should enable you to investigate questions germane to your research interests.

Same as ENGL 584.

### **CI 590 / Information and Communication Technologies for Education Development**

(Castillo) T 1:00PM – 3:50 PM

The importance of the relationship between education, technology, and social-economic development is increasing in the US and around the world. What are new information and communications technologies (ICTs), how are they being deployed, and for what reasons? This course will review basic definitions, explore current and new efforts to utilize ICTs in educational contexts, and compare how context and culture affect learning and teaching outcomes that utilize technology. A particular focus in this course will be on how ICTs are deployed in high-poverty contexts where diversity can make ICT4D particularly challenging. Materials will be primarily based on a set of readings taken from the recent international development literature.

### **Communication**

#### **CMN 529 (Section JL) / Organizational Rhetoric**

(Lammers) M 2:00PM - 4:50PM

This course will consider rhetoric in and of organizations as well as rhetorical methods in the study of organizational communication. We will review recent literature in organizational communication and management theory that uses rhetorical analysis; explore the connections between classical rhetoric and corporate and administrative rhetoric; and consider the role of rhetoric in organizational identification, identities, strategy, and ethics.

#### **CMN 529 (Section MK) / Language, Culture, and Identity**

(Koven) TR 12:30PM - 1:50PM

We will discuss how people use language in ways that signal a range of interactional and socio-cultural meanings. We will explore a number of classic and contemporary approaches that address how language use both seems to “reflect” and create interpersonal and sociocultural contexts. More specifically, we will cover a range of approaches to the study of the relationships between language use and processes of social identification, often understood in terms of seemingly more durable, broader-level rubrics, such as ethnicity, race, class, gender, sexuality, the nation-state, diaspora, generation, etc. Although no previous background is required for this course, students must be willing, however, to read, synthesize, and discuss material from a range of disciplines.

**CMN 538 / Writing Rhetorical Histories**

(Finnegan) R 2:00PM - 4:50PM

This seminar explores a research approach known as “rhetorical history.” We can think of rhetorical history in a number of ways: as the historical study of rhetorical events, the study of non-contemporary public address, the placing of rhetorical acts in their context, the reading of history as a series of rhetorical problems, or the study of rhetoric to reveal its connections to the history of ideas. The course has three parts. First, we will examine the role of history in rhetorical scholarship. Second, we will take up the role of archives and related methods in rhetorical research. Part Three functions like a workshop, where students in the class will research and write their own rhetorical history project proposals. This course is appropriate for any graduate student who is interested in exploring rhetorical/historical perspectives on research. Previous graduate-level coursework in rhetoric is recommended, but not required.

**English**

**ENGL 504 / Theories of Cinema**

(Turnock) T 1:00PM - 4:50PM

This course begins with a review of basic and formative film theory, understood within the historical context in which it was and is written and received. Building on this groundwork, the course then moves on to consider rhetorical aspects of film theory and asks what theories film scholars can use to address the relationships among film, politics, and society.

Same as MACS 504, CWL 504

**ENGL 563 / Abolition**

(Beauchamp and Paik) T 1:00PM - 3:50PM

Focused on the theories and practices of abolition, this interdisciplinary graduate seminar examines the radical, yet realizable, possibilities of abolition in its many forms. We will consider the dense web of relationships that extend far beyond the prison as a material structure, tracing the many different sites and effects of the prison industrial complex as well as the multiple efforts to dismantle it. At the same time, we will follow what Frederick Douglass and Angela Davis call "abolition democracy," which positions abolition as a process of creation rather than simply of dismantlement. Accordingly, the course looks closely at practices that redirect resources away from systems of oppression and toward imagining and building new conditions where all can survive and thrive.

Same as ANTH 515 (section AB)

### **ENGL 564 / Writing Minoritarian Aesthetics**

(Ruiz) T 3:30PM – 5:50PM

For bell hooks, "aesthetics is more than a philosophy or theory of art and beauty; it is a way of inhabiting space, a particular location, a way of looking and becoming," or too, a pathway into the complicated social life of minoritarian subjects. In assessing such complexity, this course will go beyond the aesthetic as merely a visual and aural practice and include the particularities of touch, taste, smell, and the full sensorial effects of the body. To land in the realm of the senses, we will work with, but mostly depart from traditional constructions of aesthetic theory by turning to performance studies, literary theory, visual culture, cultural studies, and ethnic and area studies. By addressing how the aesthetic informs our understanding of difference, politics, resistance, and the cultural spaces of the communal, we will also attend to how scholars write the aesthetic into existence, and in consequence embark upon new ways of writing with aesthetic forms.

Same as AAS 590.

### **ENGL 578 / Science, Technology, and Speculative Fiction**

(Littlefield) R 1:00PM – 3:50PM

Ever wonder about the science and technology behind some of your favorite speculative fiction? Or the ways that speculative fiction influences science, technology, and medicine? What are the complex stories behind the bio-tech of *Oryx and Crake* or *Gattaca*, the medical advances of *The Postmortal*, or the cyborgs of *Company Town*? In this course, we'll explore the multi-directional traffic between literature, technology, science, and medicine. We'll pay particular attention to marginalized voices, the impact of feminist science studies, and the methodologies of

interdisciplinary fields. We'll focus on practical assignments: a book review, a research paper on a topic of your choosing, and some alt-ac writing for online and social media spaces. Course texts will include plenty of critical/theoretical texts, and speculative fiction of all kinds: novels, television shows, short stories, flash fiction, video games. This graduate course is intended to serve students in a wide range of disciplines, from the sciences, the humanities, and the social sciences. Although our focus will be on speculative fiction, we will engage in an interdisciplinary dialogue about science, technology, and literature that welcomes many different perspectives. No previous experience with science, technology, or speculative fiction is expected or required :)

### **ENGL 582 / Queer Feminist Methods**

(Russell) M 1:00PM - 3:50PM

Drawing on foundational to contemporary scholarship that addresses the construction of sex and sexuality, this course considers how feminist and queer theories shape what we study and how we study it. With an eye toward building critical research methods for non-normative knowledge making, the class traces the evolving political and intellectual commitments formulated in and by these two fields, often in articulation with other considerations of power and difference (e.g., race, class, ability, age); asking, “How do queer and feminist theories advise us to navigate erasure and recovery, abjection and inclusion, evidence and speculation, identity and intersectionality, cultural critique and counterpublic activism?” The course engages work from a variety of disciplines to forge a finer sensibility to what historically and presently constitutes queer feminist work, but it uses recent writing studies scholarship as a springboard for the class to create their own queer feminist methodological priorities. No prior knowledge of queer or feminist studies required, students from all disciplines welcome.

Same as CI 565.

### **ENGL 584 / A Social History of Illiteracy**

(Mortensen) W 1:00PM - 3:50PM

Think illiteracy is useless? Ever since “illiterate” circulated as an epithet on the cusp of the American Revolution, ever since antebellum enumeration of the nation’s “illiteracy” revealed stark regional disparities in educational access, ever since “illiteracy” in the white countryside became a benchmark against which white metropolitan progress could be evaluated, ever since “illiteracy” became excuse enough to bar African American citizens in the South from voting, ever since anxiety about English-language “illiteracy” justified delaying statehood for territories expropriated from México, ever since “literacy” emerged as a euphemism for “illiteracy” in the campaign to limit immigration from Asia and Europe—ever since the founding of the United

States and through its emergence as a global superpower, illiteracy has proven, time and again, to be so pervasively useful that its usefulness is scarcely noticed. To explore how illiteracy has been used over time in the U.S., toward what ends, for whose benefit, and at what costs, we will read and discuss relevant scholarship from a range of academic disciplines: writing studies, of course, but also rhetorical studies, literary studies, history, sociology, and economics. Additionally, we will examine numerous primary documents or their digital surrogates. Your presentations and writing for the seminar should enable you to investigate questions germane to your research interests.

Same as CI 569.

### **ENGL 586 / Critical Technology Studies**

(Byrd) W 1:30PM - 4:20PM

This seminar will read key texts in critical technology studies to consider how race, gender, indigeneity, and sexuality shape the code and machines that shape us. In addition to critical readings by scholars including Wendy Hui Kyong Chun, Ruha Benjamin, Safiya Noble, and Tara McPherson, we will also be looking at critical approaches to videogames as the occasion for our inquiry to understand how feminist, indigenous, queer, and critical ethnic studies approaches might transform how we think about and beyond representations, algorithms, and social media.

### **ENGL 593 / Proseminar in the Teaching of Film**

(Capino) M 1:00PM - 3:50PM

No description provided.

Prerequisite: Graduate standing in the Department of English or consent of instructor. Students needing the proseminar for their programs will be given priority enrollment.

### **Education Policy, Organization and Leadership**

#### **EPOL 532 / Researching Race in Education**

(Dixson) M 4:00PM-6:50PM

This course focuses on the methods and methodology that education researchers engage to research educational equity as it relates to race, racism and racial equity in education. Drawing on the research methods literature in the social sciences, humanities and education, this course is appropriate for graduate students in education, sociology, anthropology, and others who have an interest in research methods, methodology and educational issues.

**EPOL 585 / Ethnographic Methods in Education**

(Dyson) W 4:00PM - 6:50PM

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.

**Educational Policy Studies****EPS 500 (Section QM) / Introduction to Qualitative Research**

(Kang) R 7:00PM - 9:00PM

No description. Class is online.

**EPS 500 (Section ZG) / Perspectives on Global Studies**

(Witt) M 6:00PM - 7:50PM

Global Studies is an emerging and rapidly changing field. It is well on the way to becoming a new field of study among the major research universities in the United States and abroad. It is also more than a discipline. Today it is increasingly expected that holders of graduate degrees—whether professional degrees in Medicine, Law or Business, Masters or Ph.D.—also acquire an understanding of key global concepts and debates along with training in their primary disciplines. This course provides that much-needed analytical and methodological understanding. Class is online.

**EPS 510 / Traditions in Philosophy of Education**

(Burbules) T 5:00PM - 6:50PM

Analyzes major trends and primary sources in philosophy of education, drawing mainly from the 20th century. Movements covered will include pragmatism, concept analysis, phenomenology, feminism, and Marxism/Critical theory. This course is required of all Philosophy of Education graduate students.

Prerequisite: An appropriate 300- and 400-level coursework in philosophy, philosophy of education, or consent of the instructor.

**EPS 529 / Education and Human Rights**

(Dhillion) T 7:00PM - 9:00PM

Introduces students to varieties of definitions of citizenship - ranging from nation-specific practices and obligations to human rights-based global citizenship - and their relationship to globalized education and public problem solving. Readings include canonical texts on political organization and responsibilities as well as contemporary theories discussing transnational, global, and cosmopolitan citizenship. Also covers the challenges and promises of diversity, statelessness and non-citizenship participation, particularly in educational concerns but also more broadly. Class is online.

**EPS 570 / Postcolonial Theory & Methodology**

(McCarthy) R 12:00PM - 2:50PM

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 580 / Researching Global Education**

(Herman and Witt) T 6:00PM - 8:00PM

The course will introduce education research methodology and consider the cultural, political and ethical implications of engaging in education research in cross-cultural, global contexts. Students will learn to select an appropriate topic for research, effectively navigate and use an academic research library, conduct a literature review, and craft a literature review portion of a larger research project. Class is online.

**EPS 581 / Education and Stratification**

(Trent) T 1:00PM - 3:50PM

This course examines the varied and complex interplay between social stratification and education. Through readings covering the theoretical work on stratification and education, students will examine a variety of social inequalities, focusing mainly on educational

inequalities. With an emphasis on substantive and methodological critique of empirical works on education and stratification, this course is appropriate for any graduate student interested in the topic of educational inequalities and methodological issues relevant to research on this topic.

4 graduate hours. No professional credit. Prerequisite: EPS 420/SOC 420 or equivalent; or consent of the instructor.

### **Educational Psychology**

#### **EPSY 427 / Learning from Text**

(Stine-Morrow) T 2:00PM - 4:50PM

This course will survey the range of topics related to how we learn from text, i.e., from reading. The course will focus on reading in education settings and approaches to improving reading comprehension. Students will read secondary and primary literature and have opportunities to critique, discuss, and present the findings of this research. Topics discussed will include: eye movements during reading, grammatical structures and discourse conventions of texts that support comprehension, and how comprehension and memory for text can be measured. Assignments will include written reviews of texts and topics. Students taking the course for 4 graduate hours will also plan and present a proposed empirical study related to some topic within the course.

3 undergraduate hours. 2 or 4 graduate hours. Credit is not given for EPSY 427 if credit has been received for either PSYC 425 or LING 425.

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

#### **GWS 580 / Queer Theories & Methods**

(Moussawi) M 3:30PM - 6:20PM

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.

Prerequisite: Graduate standing.

### **Latina/Latino Studies**

#### **LLS 596 / Minoritarian Aesthetics**

(Ruiz) T 3:30PM - 5:50PM

Meets with AAS 590 and ENGL 564. For bell hooks, "aesthetics is more than a philosophy or theory of art and beauty; it is a way of inhabiting space, a particular location, a way of looking and becoming," or too, a pathway into the complicated social life of minoritarian subjects. In assessing such complexity, this course will go beyond the aesthetic as merely a visual and aural practice and include the particularities of touch, taste, smell, and the full sensorial effects of the body. To land in the realm of the senses, we will work with, but mostly depart from traditional constructions of aesthetic theory by turning to performance studies, literary theory, visual culture, cultural studies, and ethnic and area studies. By addressing how the aesthetic informs our understanding of difference, politics, resistance, and the cultural spaces of the communal, we will also attend to how scholars write the aesthetic into existence, and in consequence embark upon new ways of writing with aesthetic forms.

### **Media and Cinema Studies**

#### **MACS 485 / Making Video Essays**

(Oyallon-Koloski) MW 1:00PM - 2:20PM

This course examines the theory and practice of videographic criticism, a burgeoning scholarly practice in media and cinema studies, in a workshop-style environment. Through weekly parameter-based videographic exercises using pre-existing media of their choice, students will learn how to conduct videographic research by critically exploring media texts using non-linear editing software (Adobe Premiere Pro). A diverse variety of explanatory, algorithmic, and poetic approaches to the video essay will be covered. Assignments will include several videographic projects as well as a final synoptic video essay. An intellectual curiosity for the videographic medium is crucial, but no prior experience in media production or non-linear editing is required. Students will be responsible for storing and backing up their data, but all coursework will be conducted using University equipment and software.

### **Speech and Hearing Science**

#### **SHS 571 / Clinical Sociolinguistics**

(Hengst) MW 3:00PM - 5:50PM

Clinical application of sociolinguistic concepts for communicatively impaired populations. Focuses on language difference, and utilizes technological strategies needed for assessment and intervention with linguistically diverse populations. Includes computer analysis of talk data from language disordered and linguistically different speakers.

Prerequisite: Consent of instructor.