

CWS Recommended Courses for Spring 2017

ANTH 471 (Davis) Ethnography Through Language MW 3:00-4:20

Overview of theoretical perspectives and methodologies in linguistic anthropology, including sociolinguistics, ethnography of communication, performance and poetics, discursive practices, and structural analyses.

CMN 529 (Koven) Seminar Communication Theory: "Language, Culture & Identity" TR 5:00-6:20

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 529 (Barley) Seminar Communication Theory: "Knowledge, Tech & Organizing" R 2:00-4:50

This course examines how organizations seek to harness diverse knowledge. We will draw on literatures from Communication, Management, and Information Science to explore how diverse knowledge can benefit organizations, the challenges produced by such diversity, and the mechanisms for overcoming these knowledge barriers. Along the way we will also consider the complex ways that communication technologies relate with knowledge management processes. Topics covered will include but are not limited to: interdisciplinary teams, expertise, communities of practice, transactive memory, knowledge networks, data representations, boundary objects, and knowledge management systems.

CMN 538 (Cisneros) Seminar Rhetorical Theory: "Rhetoric & Social Movements" T 2:00-4:50

This course has two main and intersecting goals: 1) to survey some of the major rhetorical approaches to and debates within the study of social movements and protest, and 2) to develop an interdisciplinary toolbox of key concepts, theories, and methodologies for the study of social protest and social movement(s).

There are many ways to study social movements, and we will read widely throughout the course, but our main emphasis will be on the study of social movements from a (critical) communicative/rhetorical perspective. That is, rather than focus on social theories of social movement formation, organization, and mobilization, our focus will be on the rhetorical and

discursive dimensions of social movement, including agents, audiences, tactics, communication media, and the contexts of social change. The first half of the course will review the history of social movement scholarship in rhetorical studies, situating rhetorical approaches within broader interdisciplinary trends and mapping the main contemporary trajectories of social movement study. Along the way we will examine thorny theoretical problems such as the status of “movement,” the nature of rhetorical leadership in social movements, collective rhetorical agency, effectivity, and the role of violence. Through empirical work on a variety of movements (civil rights, feminism, anti-war and counterculture movements, alter-globalization, environmental movements, Occupy, and the Arab Spring), the second half of the course will survey major concepts and methodologies for the study of social protest and social change. Topics discussed may include concepts like framing, emotion, collective identity, networks, and culture, and methodologies such as textual analysis, participant observation, and historiography.

CMN 538 (Murphy) Seminar Rhetorical Theory: “Conceptual Criticism” W 2:00-4:50

This class explores a series of critical concepts for the ways that they might illuminate public address and rhetorical theory. Each week will explore a particular concept, including readings on the notion itself, public address that exemplifies it in action, and larger theoretical projects to which it has contributed. I hope in this way to work in the middle ground between text and theory. Students will spend the semester working on a seminar paper and this should be an excellent choice for a methods requirement.

CI 482 (Dressman) Social Learning and Multimedia W 4:00-6:50 pm

Learning in multimodal environments from a social and cultural perspective. Topics include the formation and expression of individual and group identity across multiple contexts, including social networking, online gaming, reality television programs, streamed video, and in online courses. Assignments include both analytic and project-based tasks, with an emphasis on implications for formal learning environments.

CI 550 (Lane) Methods of Educational Inquiry T 4 :00- 7:00

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.

ENGL 482 (Gallagher) Writing Technologies MWF 10-10:50

This class examines the impact online writing technologies have on our reading and writing practices. The class will investigate the relationship between today’s digital platforms, i.e., Twitter, Reddit, Snapchat, and earlier methods of writerly communication such as cuneiform tablets, scrolls, the printing press, and letter writing. We will address some of challenges writing technologies pose, including the role gender, race, and class play in social media as well as legal and ethical challenges writers face in the 21st century. Assignments include (a) a mid-term and

final paper, (b) class participation, and (c) a creative media project about the history of an obsolete writing technology.

ENGL 583 (Ritter) Writing Program Administration: Theory and Practice T 1:00-2:50 PM

This seminar will focus on the theory and practice of writing program administration in the context of both the field of Writing Studies and the ongoing dichotomy between “management” and faculty (including non tenure-track) that characterizes, if not dramatically shapes, the operations of writing programs on US college campuses. While our primary focus will be writing program work at the first-year/general education level, we will also consider allied sites of writing, such as writing centers and WAC/WID programs. We will examine and interrogate—as well as experiment with—methodologies for policy creation and maintenance, data collection and research, and archival practices in program administration, in addition to examining the theories informing those methods.

By the end of the seminar, students will be able to (1) Locate and situate key institutional and curricular issues facing writing program administrators (WPAs) today; (2) Understand the historical conditions under which WPAs have labored and how those histories affect current WPA theory and practice; (3) Differentiate between multiple theories of leadership, management, and administration, including those rooted in collaborative models; and (4) Articulate the relationship between the intellectual work of writing program administration and sound program leadership.

Writing assignments for the seminar tentatively include an extended case study, policy analysis, critical book review, and a job “package” (statement of administrative philosophy, mock job letter, and accompanying materials). In addition, active participation and deep engagement with weekly readings is expected. This course is open to MA and PhD students in English/Writing Studies as well as graduate students from outside the department, however, students from outside English are strongly encouraged to consult with the instructor before registering.

ENGL 584 (Schaffner) Comp Theory and Practice “Protest Rhetorics” M 1:00-2:50

We live in a world that is seething with protest rhetoric. By looking at the expressive tactics deployed in an array of contemporary movements coming from both the political left and the right (e.g., #BlackLivesMatter, Second Amendment rights advocacy, environmentalism, grazing rights, Occupy Wall Street, the debate over restroom use by transgender people, and more), we will explore instances of high-stakes rhetorical action that involve social media (slacktivism?), physical occupation, gestural expression, performance, spoken and written discourse, and direct action. Students will explore contemporary protest rhetoric through various primary documents (video, images, audio recordings), journalistic accounts, academic research, and theories of communication and rhetoric. Historical work will also be encouraged. Students from departments across campus are invited to enroll and bring varied research interests and methodologies into the class.

ENGL 584 (Pritchard) Topics Discourse and Writing: “Fashion Rhetorics” M 3:00 - 4:50

In this graduate seminar we will read scholarship at the intersections of rhetoric and fashion studies, a scholarly discourse cutting across a range of disciplines and fields including rhetoric and composition, literary studies, history, performance studies, ethnic studies, and sociology. We will examine a diversity of adornment performance—past and present, in everyday life and as rendered in cultural productions (e.g. arts, literature, and film) to document the emergence of fashion and style’s impact on social, political, and economic terrain, but also a myriad of critiques of fashion and style emerging from scholarly works in the field as well as in popular media. This course will especially emphasize research on rhetoric and fashion in relation to critical race theory, feminist theory, and queer theory. Engaging this scholarship, we will posit the implications of this research for the current state and next steps of fashion as an interdisciplinary field of study generally, and what the place of that field is and can be within rhetorical studies, literary studies, American Studies, and Gender, Women’s and Sexuality Studies in particular. The course will also support the development and support of each student finding or further developing their own fashion and style studies research, writing, and creative projects, with an eye toward exploring the broad implications of their interests for theory, methodology, and pedagogy of this field. Course readings will include texts by Roland Barthes, Carol Mattingly, Minh Ha T. Pham, Valerie Steele, Tanisha C. Ford, Reina Lewis, Tiffany M. Gill, Vicki Karaminas, Anne Hollander, Elizabeth Wilson and others.

ENGL 597 (Littlefield) Literature and Other Disciplines Seminar (sec R) T 1:00-2:50
Radio, telephone, television, computers; brain imaging, pharmaceuticals, artificial hearts; fax machines, refrigerators, automobiles; artificial sweeteners, frozen food, GMOs. If you’re interested in the history of technologies; intersections between technology, science, and culture; and really great stories, then this is the seminar for you. We’ll read in and around some foundational texts from the history of technology, (feminist) science and technology studies, and literature and technology (Kittler, Kuhn, Haraway, Latour, Star, Marx, Wajcman). Then we’ll move on to some excellent case studies and fiction. Our goal is to think critically about the ways that technologies are not only invented and introduced to various publics, but how their production and use becomes ubiquitous and invisible. Topics will partially depend on student interest. All are welcome; previous experience with science and technology studies is NOT required.

Possible texts may include, but are not limited to:

- *Empty Pleasures: The Story of Artificial Sweeteners from Saccharin to Splenda* (2010)
- *Drugs for Life: How Pharmaceutical Companies Define Our Health* (2012)
- *Magnetic Appeal: MRI and the Myth of Transparency* (2008)
- *Refrigeration Nation: A History of Ice, Appliances, and Enterprise in America* (2016)
- *The Internet of Us: Knowing More and Understanding Less in the Age of Big Data* (2016)
- *Feeling Mediated: A History of Media Technology and Emotion in America* (2014)
- *Our Biometric Future: Facial Recognition Technology & the Culture of Surveillance* (2011)
- *The End of Sex and the Future of Human Reproduction* (2016)
- fiction by Margaret Atwood, Philip K. Dick, William Gibson, Kyle Kirkland, Robert Scherrer, China Miéville, George Saunders . . .

Students can take one of two paths in this course:

- 1) Response papers and a final seminar paper (in stages: proposal, bibliography, draft)

OR

2) A set of smaller assignments but NO seminar paper; these might include a brief scholarly edition, book review, funding proposal, and/or conference paper

EOL 568 (Dunbar) Diversity, Leadership, & Policy W 7:00-9:00

This course is intended to provide students with an opportunity to study both historical and contemporary perspectives on leadership and policy in diverse contexts and to prompt reflection on their own practice. As students read, discuss, reflect on, and critique a variety of perspectives and topics such as race, class, power, cultural leadership, policy, change, diversity, and building community, they will consider how the literature informs the development of a personal philosophy of education leadership, takes into consideration moral and ethical issues, the implementation of educational policy, the purposes and nature of the task, and the complexity and diversity of educational contexts.

EPOL 585 (Dyson) Ethnographic Methods in Education W 4:00-6:50

This is the same course previously offered under EPS 590, Qualitative Research methods. The course focuses on the goals and nature of qualitative, observational study of life in educational settings, with an emphasis on ethnography, including the ethnography of communication. We discuss the nature of schools, classrooms, and other educational settings as dynamic places of relationships, power struggles, and learning. We consider qualitative educational research that approaches issues of teaching and learning as situated in particular places in complex societies. We will have an ongoing examination of how one conducts qualitative research in educational settings and, also, of the social and ethical issues involved. Members of the class will be guided in conducting a small scale but formal study in an educational setting; topics are wide-open to student interest. Writing Studies students are always welcome.

GWS 462 (Brown) Hip Hop Feminism W 3:00-5:50

Explores how hip hop has shaped the culture, aesthetics, experiences, and perspectives of an emergent generation of artists, scholars, and writers with several aims: 1) To challenge systemic social inequalities. 2) To articulate new visions of justice that depend on the power young people possess. To better understand how and why the relationship between hip hop and feminism is coherent, meaningful, and compelling, students will become familiar with artists working within and beyond various elements of hip hop (rap, graffiti, emceeing, dee-jaying, etc.), social critics concerned with documenting hip hop's cultural practices, and critical educator (broadly defined).

GWS 561 (Rana) Race & Cultural Critique T 4:00-6:30 Cross listed: AAS 561, AFRO 531, ANTH 565, LLS 561

GWS 580 (Somerville) Queer Theories & Methods W 3:00-5:50

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.

LING 550 (Bhatt) Sociolinguistics II TR 11:00-12:20

Focus on a critical examination of issues in the theory and practice of sociolinguistics concerning the study of language variation from a cross-linguistic perspective, language diversity, multilingualism, language ideology and power.

Prerequisite: LING 450 or equivalent.

LIS 527 (Hoiem) Literacy, Reading, & Readers M 10:00-12:50

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.