Department of English

Spring 2017

Graduate Course Descriptions

Updated: October 10, 2016

Information is subject to change
ADVISING NOTE on 9 and 12 units for 700- and 800-level Courses:

The number of units for which you take courses listed as 9, 12 (9 or 12 units) depends on the specific graduate degree program in which you are enrolled. The guidelines below describe policy relevant to each of the programs. Exceptions to these guidelines to accommodate unusual circumstances can be made, but require the approval of your program director: Suguru Ishizaki for Rhetoric, Jon Klancher for LCS, and Necia Werner for MAPW.

For courses listed as “9, 12 units,”

- For courses for which there is a choice between 9 and 12 units (generally rhetoric courses), MAPW students register for 9 units.
- MA in Rhetoric students generally register for 4 courses at 9 units each.
- MA in LCS students register for 3 courses at 12 units each.
- Ph.D. students register for 3 courses at 12 units each.

Instructors for these courses will adjust the workload according to the number of units for which you’re registered.

76-717  Contemporary American Fiction
Instructor:  Jeffrey J. Williams
Meetings:  T 6:30 p.m. to 9:20 p.m.
Units:  9, 12
Open to:  MA and PhDs in LCS; MA in Rhetoric or MAPWs as room allows

No one seems to know quite how to define contemporary American fiction. It’s clear that fiction has changed since the 1960s and ’70s, the heyday of postmodernism, but it’s not clear what exactly characterizes the work that has come since. In this course, we will read a selection of American fiction from the 1980s to the present and try to get a sense of its main lines. In particular, we’ll look at the turn to “genre,” the expansion to multicultural authors, and the return to realism. Also, we will consider how it relates to American society. Authors might include Chimamanda Ngozi Adichie, Junot Diaz, Jennifer Egan, Bret Easton Ellis, Jonathan Franzen, Chang-Rae Lee, Emily St. John Mandel, Gary Shteyngart, and Colson Whitehead.

76-725  Intertextuality
Instructor:  John Oddo
Meetings:  TR 1:30 p.m. – 2:50 p.m.
Units:  9, 12
Open to:  MA in Rhetoric and MAPWs; LCS MA if room allows

What do we mean when we say that someone has “twisted” our words, or that our words have been “taken out of context”? Why is Martin Luther King Jr. best remembered for saying, “I have a dream,” and not for saying, “War is the greatest plague that can affect humanity”? What are political “talking points” and how are they perpetuated? How does a claim (unfounded or not) become a fact? How does a fact become a myth? These are just some of the questions that we will consider. More specifically, this is a course in how meaning changes as texts created in one context and for specific purposes are repeated, cited, and used in other contexts and for other purposes, sometimes related and relevant, sometimes not. More technically, we’ll be focusing on the rhetorical nature of intertextual discourse. Our goal will be to examine the ways that people of all kinds including politicians, journalists, and scientists strategically draw upon and transform the statements, arguments, and evidence of other people to promote their own viewpoints or
purposes. We will begin by investigating scholarship that views language as an extended conversation in which people struggle to have their own voices heard, and other voices countered or even suppressed. Later, we will survey a number of studies that suggest how individuals and organizations recontextualize and reinterpret prior discourse for persuasive ends. More specifically, we will analyze how the micro-features of the language (for example, qualifications, evaluations, and attributions) are used to persuade audiences that certain assertions are (not) factual, that certain speakers are (not) authoritative, and that certain proposed actions are (un)desirable. Ultimately, you will conduct your own research on intertextual rhetoric on a topic of specific interest to your academic or professional goals.

76-731   Dissenters and Believers: Romanticism, Revolution, and Religions  
Instructor: Jon Klancher  
Meetings: TR 10:30 a.m. to 11:50 a.m.  
Units: 9, 12  
Open to: MA and PhDs in LCS; MA in Rhetoric or MAPWs as room allows

We usually think of the American and French revolutions as primarily political, but they also confronted dominant religious beliefs and generated alternatives ranging from enthusiasm and pantheism to atheism. We will explore the literary and political meanings of religious belief and dissent in major writers like Samuel Coleridge, Thomas Paine, Edmund Burke, William Wordsworth, Matthew Lewis and others who grappled with Protestantism, Catholicism, Dissent, and such interesting extreme alternatives as evangelicalism, enthusiasm, pantheism, and atheism. Two interpretive papers and in-class presentations will be required.

76-746   Angels and Diplomats: Renaissance Poetry from Wyatt to Milton  
Instructor: Christopher Warren  
Meetings: TR 3:00 p.m. to 4:20 p.m.  
Units: 9, 12  
Open to: MA and PhDs in LCS; MA in Rhetoric or MAPWs as room allows

The starting point for this course is a question at the nexus of theology, politics, and art that no less central to the age of Shakespeare and Milton than it is today: how should power be represented? Biographically, many canonical poets of the sixteenth and seventeenth centuries worked as ambassadors, representing power abroad (Wyatt, Sidney, Donne, Marvell). Many more poets including Shakespeare and Milton thematized diplomacy, in both its divine and more worldly forms. What, then, can structures of mediation like diplomacy and angelic intervention tell us about works like Sidney’s sonnet sequence Astrophil and Stella, Shakespeare’s Hamlet, or Milton’s Paradise Lost? And what can Renaissance poetry tell us about topics such as sovereignty, immunity, license, fidelity, automation, and accommodation? The course will include introductory and contextual readings from Genesis, Pseudo-Dionysius, John Calvin, Thomas Hobbes, Alberico Gentili, and George Puttenham.

Assignments and class discussions will be occasions to practice historically-informed criticism; to compare conceptual structures within seemingly distinct domains of history and thought; and to articulate major fissures and changes in Renaissance angelology, diplomatic practice, and literary craft.

76-752   Listening Spaces  
Instructor: Rich Purcell and Rich Randall  
Meetings: TR 3:00 p.m. to 4:20 p.m.  
Units: 9, 12  
Open to: MA and PhDs in LCS; MA in Rhetoric or MAPWs as room allows
The proliferation of portable as well as computerized audio technologies has radically changed the way the human beings listen, consume, and produce music and sound. With the emergence of "cloud" storage services like Dropbox, Amazon, and Google you can effortlessly store and share music files anonymously or with friends. Services like Facebook, Pandora, Spotify, Last.fm, Amazon, and iTunes use finely tuned algorithms to make musical recommendations and in the process further personalize your experience as a consumer of music. All of these services, many of which are virtual, have come to mediate our intensely personal and communal experiences with music. The Listening Spaces seminar seeks to understand the overwhelming impact these mediating technologies have had on our social, political and personal interactions with music. Foundational readings will include Jonathan Sterne's MP3: The History of a Format, Alexander Galloway's Gaming: Essays on Algorithmic Culture, Trebor Scholz's Digital Labor: The Internet as Playground and Factory. The seminar will be focused around developing and completing critical projects that cross technological and humanistic boundaries.

76-760 Literary Journalism Workshop
Instructor: Jane McCafferty
Meetings: TR 3:00 p.m. to 4:20 p.m.
Units: 9, 12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

Literary Journalism is non-fiction writing about the people and places in the world that might be overlooked by traditional journalism. Concerned more with those whose lives are outside of the traditional spot-light, literary journalism enriches our sense of who inhabits the contemporary world. Reading the stories of other lives can help us understand our own, by enlarging and deepening the context in which we understand our humanity. In this class, you will read a variety of professional literary journalism, and be asked to write your own. You’ll have chances to interview people you know, and don’t know, and write their stories, along with an assignment that invites you to capture your family history. You’ll write about Pittsburgh places, and you’ll learn how the stories of your own life can become literary journalism when you learn to contextualize them, and connect them to larger issues. The concerns and goals of Literary Journalism overlap with memoir, creative non-fiction, and magazine writing. The class is run as a seminar and demands high level of student involvement.

76-761 Topics in Digital Humanities: Corpus Rhetorical Analysis
Instructor: David Kaufer
Meetings: MW 3:00 p.m. to 4:20 p.m.
Units: 9, 12
Open to: MA in Rhetoric and MAPWs; MA in LCS as room allows

This course investigates methods for analyzing rhetoric as it mainly exists in digital environments (e.g. blogs, newsgroups, homepages, political sites, Facebook and so on). The focus will be on verbal rhetoric, but students who wish to analyze visual rhetoric interactively with verbal rhetoric will be welcome to do so. In the first part of the course, we will review various methods for analyzing digital texts descriptively (viz., concordance, collocate and keyword analysis) and inferentially, through multivariate analysis (e.g., manova, factor analysis, discriminant analysis, cluster analysis). To learn these methods, in the first half of the course, we will use simple textual data sets supplied by the instructor. In the second half of the class, students will choose their own digital environments to analyze and they will be expected to write publishable-quality rhetorical analyses of these environments. To meet this expectation, students will need to do considerable background research in the digital environments they are studying.
76-773  Argument
Instructor: Chris Neuwirth
Meetings: MW 3:00 – 4:20 p.m.
Units: 9, 12
Open to: MA in Rhetoric and MAPWs; MA in LCS as room allows

This course is an introduction to the theory and practice of argument. The course begins with an overview of major theories of argument followed by consideration of a variety of topics in argument production, analysis, and evaluation, often applying the principles we study to specific cases in class. Students will each select a type or genre of argument—whether academic, practical, professional, or otherwise—upon which to focus their research throughout the course. Students will begin by developing short assessments of the value and relevance of major theories of argument to the type of argument they are researching, then develop their own approach to argument analysis and apply it to an example of that type of argument, before producing an original argument of the type they have been studying by the end of the course.

76-774  Software Documentation
Instructor: Stephanie Trunzo
Meetings: M 6:30 – 9:20 p.m.
Units: 9, 12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

This course teaches best practices for creating software documentation (user assistance) for internal and external users. We will analyze many forms of software user assistance and discuss their roles in the progressive disclosure model: Provide the right information to the right user at the right time. The course emphasizes quality task-oriented writing and focuses on the basic skills needed to educate and guide users, while introducing important industry trends like topic-based authoring, single sourcing and reuse, and DITA. Students will complete a series of short homework assignments and several larger projects to reinforce the principles and provide experience in all phases of creating software documentation, including peer review. Readings and published documentation examples will provide a bridge between theory and practice. No textbook required, but students may be required to purchase necessary software (a DITA editor).

76-778  Literacy: Educational Theory and Community Practice
Instructor: Linda Flower
Meetings: TR 1:30 – 2:50 p.m.
Units: 9, 12
Open to: MAs and PhDs in Rhetoric; MAPWs; MAs in LCS as room allows

Literacy has been called the engine of economic development, the road to social advancement, and the prerequisite for critical abstract thought. But is it? And what should count as literacy: using the discourse of an educated elite or laying down a rap? Competing theories of what counts as “literacy”—and how to teach it—shape educational policy and workplace training. However, they may ignore some remarkable ways literacy is also used by people in non-elite communities to speak and act for themselves. In this introduction to the interdisciplinary study of literacy—its history, theory, and problems—we will first explore competing theories of what literacy allows you to do, how people learn to carry off different literate practices, and what schools should teach. Then we will turn ideas into action in a hands-on, community literacy project, helping urban students use writing to take literate action for themselves. As mentors, we meet on campus for 8 weeks with teenagers from Pittsburgh’s inner city neighborhoods who are working on the
challenging transition from school to work. They earn the opportunity to come to CMU as part of Start On Success (SOS), an innovative internship that helps urban teenagers with hidden learning disabilities negotiate the new demands of work or college. We mentor them through Decision Makers (a CMU computer-supported learning project that uses writing as a tool for reflective decision making.) As your SOS Scholar creates a personal Decision Maker’s Journey Book and learns new strategies for writing, planning and decision making, you will see literacy in action and develop your own skills in intercultural collaboration and inquiry. You can visit the Intercultural Inquiry website at http://english.cmu.edu/research/inquiry/two.html to see what other community literacy mentors learned in this collaborative inquiry with their teenage partners, and can preview Decision Makers at www.cmu.edu/thinktank

76-785 Introduction to Discourse Analysis  
Instructor: Barbara Johnstone  
Meetings: MW 10:30 a.m. to 11:50 a.m.  
Units: 9, 12  
Open to: MA in Rhetoric and MAPWs; MAs in LCS as room allows

“Discourse” is language: people talking or signing or writing. Discourse analysts ask and answer many kinds of questions about how and why people do the things they do with language. We study the structure of written texts — the semi-conscious rules people use to organize paragraphs, for example — as well as the unconscious rules that organize oral discourse such as spontaneous stories and arguments. We study how people show each other how to interpret what they say as foreground or background information, casual remark or solemn promise, more of the same or change of topic. We look at how grammar is influenced by what people need to do with language, and how discourse affects grammar over time. We explore how children and other language learners learn how to make things happen with talk and writing. We ask how people learn what language is for, from exchanging information to writing poetry to perpetuating systems of belief. We analyze the choices speakers and writers make that show how they see themselves and how they relate to others. (Choices about how to address other people, for example, both create and reflect relationships of power and solidarity.) We study how people define social processes like disease, aging, and disability as they talk about them, and how language is used to mirror and establish social relations in institutional settings like law courts and schools as well as in families and among friends. This course touches on a selection of these topics and gives students practice in paying close attention to the details of language. The course is meant for anyone whose life work is likely to involve critical and/or productive work with language: writers and other communication designers, critics who work with written or spoken texts, historians, actors, sociologists, and so on.

In addition to regular attendance, reading, and participation in class, requirements include five assignments, each requiring a different facet of discourse analysis, and a final project resulting in a 10-12 page paper for students in 76385 or a 15-20 page paper for students in 76786.

76-789 Rhetorical Grammar  
Instructor: Mary Glavan  
Meetings: MW 9:00 a.m. – 10:20 a.m.  
Units: 9, 12  
Open to: MA in Rhetoric and MAPWs; MAs in LCS as room allows

The objective of the course is to provide writers with a standard framework for identifying and authoritatively discussing the grammatical forms and constructions of Written English and some of the standard conventions of usage and punctuation, and also to gain an understanding of the role of grammar in making stylistic decisions. The course will involve some linguistic analysis and practice in the parsing (diagramming) of sentences, recognition of types of
constituents in the sentence, and control of the standard grammatical terminology that goes with these types. The rhetorical functions of grammatical constructions will be emphasized all along.

76-790  Style
Instructor: John Oddo
Meetings: TR 10:30 – 11:50 a.m.
Units: 9, 12
Open to: MA in Rhetoric and MAPWs; MAs in LCS as room allows

In classical rhetoric, “style” is a term that refers not to what we write but how we write. Yet considerations about how we write – coherence, emphasis, concision, shape, diction, and elegance – can never be fully separated from an understanding of what, why, and for whom we are writing. Ideally, then, far from being an exercise in expressing personal idiosyncrasies, revising style means understanding a set of strategic choices and always weighing these choices in relation to questions such as, “Who is my audience?” and “What is my purpose?” This course will have two main objectives: (1) to help you develop a repertoire of stylistic options and a critical vocabulary for discussing those options, and (2) to give you the opportunity to put this knowledge into practice when revising writing. Two recurring questions for us will be the following: if style depends on both the rhetorical situation of a text and knowledge of specific guidelines, how can we ever say that we have achieved “good” style? Should stylistic rules or practical experience carry more weight in the decisions we make as writers?

76-794  Healthcare Communications
Instructor: Mario Castagnaro
Meetings: W 6:30-9:20 p.m.
Units: 9, 12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

Healthcare Communications is a writing-intensive course designed for students interested in how healthcare information is developed by researchers, healthcare providers and writers and communicated to patients and their families, the general public, and other experts. Throughout the course, we will explore where people find medical information, how they use and evaluate it, and what challenges writers face in supporting informed healthcare decisions while communicating ideas that can be complex, provocative and sometimes frightening. We will read and discuss published literature dealing with issues in health literacy, clinical research, and patient care. We will also learn the basics of reading, understanding, and interpreting the research literature and communicating research findings to non-experts. Early in the semester, you’ll choose a medical area of interest that you will research using sources such as journals, articles, books and web sites, as well as direct contact with appropriate medical, healthcare, and/or research professionals. For your final project, you will write and design materials that will meet a specific need or gap you identify in existing information. The final project could be a magazine article, a website, patient education material such as brochures or training materials, or another vehicle that emphasizes accurate, informative and engaging writing. In addition, there will be several short writing assignments to build the research and writing skills needed to effectively communicate healthcare information. A background in health, medicine or science is not necessary for this course, but a willingness to learn about these areas is essential.

76-795  Science Writing
Instructor: Mark Roth
Meetings: TR 10:30 a.m. to 11:50 a.m.
Units: 9, 12
This course will teach students how to write clear, well-organized, compelling articles about science, technology and health topics for a general audience. Students will learn how to conduct research on scientific topics using primary and secondary sources, how to conduct interviews, and how to organize that information in a logical fashion for presentation. For writing majors, the course will increase their understanding of scientific research and how to describe it accurately and completely to a general audience. For science majors, this course will teach them how to craft fluid, powerful prose so that they can bring their disciplines to life. The course is not intended just for those who want to become science journalists, but for anyone who may have the need to explain technical information to a general audience, whether it is an engineer describing a green building project at a public hearing, a doctor describing the latest research on a disease to a patient advocacy group, or a computer programmer describing new software to his firm’s marketing staff. Students will get a chance to read several examples of top-notch science writing and interview researchers, but the primary emphasis will be on writing a series of articles -- and rewriting them after they’ve been edited. The articles will range from profiles of scientists to explanations of how something works to explorations of controversies in science. Students should expect to see their writing critiqued in class from time to time, in a process similar to what journalists routinely go through. The goal will be clarity and verve; the ethos will be mutual learning and enjoyment.

76-797 Instructional Text Design
Instructor: Chris Neuwirth
Meetings: MW 12:00 p.m. to 1:20 p.m.
Units: 9, 12
Open to: MA in Rhetoric and MAPWs; MAs in LCS as room allows

This course focuses on the planning, writing, and evaluating of instruction of various kinds, especially instructional texts. It is particularly appropriate for professional and technical writers, but also a good option for anyone interested in fields that involve substantial instruction, such as teaching or employee training. In the first part of the course, we’ll examine the recent history of instructional design and the major current theories. Then we’ll take a step back and study the concepts of learning upon which these theories are based, with particular attention to their implications for how instruction is structured. You’ll find that different learners (e.g., children, older adults) and goals (e.g., learning concepts and principles, learning to apply principles to solve novel problems, learning a complex skill, learning to change one’s behavior, etc.) require different types of instruction. In the second part of the course, we’ll look in detail at models of how people learn from texts and what features (e.g., advanced organizers, examples, metaphors, illustrations, multimedia) enhance learning under what circumstances. We will study and analyze particular types of texts. Some possible examples include an introduction to the concept of gravity; a tutorial for computer software; a self-paced unit in French; adult educational materials in health care; a workshop on sexual harassment in the workplace; or a unit to train someone how to moderate a discussion. We will also look at various methods (concept mapping, think-aloud, comprehension tests, etc.) that are used to plan and evaluate instructional text. You will do a project, either individually or in a small group (2-3), in which you design, write and evaluate instruction.

76-798 Research in English
Instructor: Doug Coulson
Meetings: MW 12:00 p.m. to 1:20 p.m.
Units: 9, 12
Open to: MAs in Rhetoric and LCS
In this course we will explore methods of researching, writing, and presenting original work in English Studies. The field of English Studies is profoundly interdisciplinary. We will strive to understand not just traditionally used methods (such as text analysis), but also more recent developments borrowed from other disciplines (such as history and sociology, anthropology, and visual studies). We will cover methods for developing topics, constructing research plans, finding and using scholarly sources and conducting field research, organizing, writing, revising, and presenting a research paper of 20-25 pages. Students will also learn how to situate their work in the context of scholarly conversation, by testing their hypotheses against alternatives and presenting their research to audiences in the field of English studies. Throughout the semester, students will develop and work on an original research project. At the end of the semester, students will give a public presentation of their research to other students and English faculty.

76-820 The Cognition of Reading and Writing: Introduction to a Social/Cognitive Process
Instructor: Linda Flower
Meetings: TR 3:00 p.m. to 4:20 p.m.
Units: 9, 12
Open to: MAs and PhDs in Rhetoric; MAs in LCS, MAPWs, and LCS PhDs as room allows

Understanding reading and writing as a social/cognitive (i.e., a socially situated thinking, feeling, problem-solving) process reveals some of the conscious and unconscious work behind the ways readers comprehend and interpret texts, and the ways writers construct and communicate meanings through them. To gain insight into the why behind the surprising things readers do with a text, we will draw on the psychology of reading, where socially constructed memory networks, cognitive schemas, and meta-knowledge actively shape interpretation. User-testing to discover the representations readers are in fact creating can be critical for many kinds of writing, from informative websites, to persuasive arguments, or engaging accounts. Turning then to writers, we will examine the key processes, from interpreting the task, to planning, revision and meta-cognitive awareness on which expert and novice writers differ.

You will also learn a set of process tracing methods for tracking these problem-solving strategies as you do two case studies. One will uncover the (sometimes radical) differences in how a set of readers actually interpret (construct the meaning of) a text you choose. The second will be an extended case study of your own thinking process on a real task you are doing outside this class. Here you are likely to uncover old unconscious habits and problems you had to solve, as well as successful strategies, which will give you new reflective insight into your own thinking as a writer.

76-824 The History, Theory & Practice of Writing Instruction
Instructor: Danielle Wetzel
Meetings: TR 12:00 to 1:20 p.m.
Units: 9, 12
Open to: Rhetoric PhD required core curriculum course; open to Rhetoric MAs; MAPWs, LCS PhDs and MAs if room allows

This seminar, known informally as "the pedagogy course," focuses on the intersections of institutional history, writing studies, and learning theory. We explore the history of English Departments with a focus on writing instruction and examine contemporary frameworks for teaching writing as well as the theoretical assumptions and material conditions on which these assumptions are based. We will be concerned with questions such as these: What are the goals and purposes of courses in writing? On what assumptions about learning and the nature of writing are they based? How are they influenced by history and by institutional and material conditions? How do they get translated into methods for teaching writing? And what methods work best for which purposes? What do we know about the effect and effectiveness of such methods? What are the central issues in writing instruction at the college level today? We'll
examine these questions from a range of perspectives and also gain experience analyzing and constructing the major components of any course: grounding principles, course design, methods, and evaluation.

Students may choose different options for the final project, depending upon students’ interests and prior knowledge. For some, you’ll develop both an overall design and the major components of a writing course (or a course with a substantial writing component) intended for a specific institutional context. Others might develop a literature review and research proposal for investigating one of the issues raised throughout the semester.

76-830 Greatest Hits from the Medieval World
Instructor: Peggy Knapp
Meetings: MW 3:00 p.m. to 4:20 p.m.
Units: 9, 12
Open to: MAs and PhDs in LCS; MA in Rhetoric or MAPW as room allows

Some stories never go out of style. Much of what we will read in this course was popular throughout Europe, and all of it is still widely retold and enjoyed in various media: for example, Beowulf, Decameron, and Dante’s Inferno in film, Tristan in opera, Malory’s Morte D’Arthur in lots of formats. We will consider the medieval telling of these tales and others from the eighth to the fifteenth centuries. Anglo-Saxon, French, German, Italian, and some Middle English texts will be read in translation, but Chaucer and Malory in edited versions of their writer’s idioms. A particular emphasis will be placed on personal subjectivities to counter the rumor that individual selfhood began with Shakespeare (the inventor of the human, according to Harold Bloom). Some of our texts are reflective, some are outrageous, some are charming, some are funny; all are populated by human beings we can recognize in spite of the unfamiliar styles in which they are presented. Learning outcomes include a sense of both the historical conditions for storytelling and the ways tales can take on new meanings over time.

Graduate students will be responsible for reading additional historical and critical materials and writing longer papers than undergrads.

76-838 The Wire: Crime, Realism, and Long-Form TV
Instructor: David Shumway
Meetings: W 6:30 p.m. to 9:20 p.m.
Units: 9, 12
Open to: MAs and PhDs in LCS; MA in Rhetoric or MAPW as room allows

The HBO series The Wire (2002-2008) has been called the greatest TV show ever. Part of the first wave of “quality television” series by which HBO changed the way people conceived of the artistic possibilities of the medium, the Wire differed from its contemporaries like The Sopranos and Six Feet Under in its realism and its smaller audience. Unlike most other shows on television, The Wire addressed the racism, poverty, the failures of the criminal justice system, and other social problems head on. It was able to do this in part because it had enough time to develop complex story threads. This moment of TV history produced what I am calling “long-form” TV, in which narrative continuity was stretched over multiple seasons. TV in this form resembles 19th century novels that were first released serially in magazines and newspapers. In both cases, audiences waited expectantly for new episodes, since they could not be “binge/watched.” The Wire was rooted in producer/writers David Simon and Ed Burns’ experiences in Baltimore, where the former had been a crime reporter and the latter a police detective. Simon has said that he made the series in order to tell truths about the city he could not tell in the newspapers.
This course will consider the wire in the context of realist fiction of the 19th century, twentieth-century crime fiction, earlier TV crime series, and other long-form TV, including Mad Men. We will try to explore The Wire’s realism, its continuing appeal, and its impact. We will probably watch 3 seasons of The Wire.

76-851  Topics in Language Study: Language and Globalization
Instructor: Barbara Johnstone
Meetings: MW 3:00 p.m. to 4:20 p.m.
Units: 9, 12
Open to: MA and PhDs in Rhetoric; MA in LCS, MAPWs, Rhetoric and LCS PhDs as room allows

Globalization divides as much as it unites; it divides as it unites -- the causes of division being identical with those which promote the uniformity of the globe. Alongside the emerging planetary dimensions of business, finance, trade and information flow, a 'localizing', space-fixing process is set in motion. (Bauman 1998, 2)

It is a paradox of globalization that the same factors that cause people to become more alike also make people aware of difference and sometimes celebrate it. In this course we explore this process with respect to language. We look at the history of language standardization and its relationship with political and economic history, exploring when and why different ways of speaking and writing become more alike, both as an automatic result of social interaction and as a planned result of policy. We look at the language ideology that gives rise to and undergirds standardization and the rhetoric that gets used to forward it. Then we explore reasons for and mechanisms of localization in language. When do people feel the need to speak differently from others? What causes linguistic heterogeneity? What ideas about language, communication, and identity underlie attempts to push back against standardization, and what rhetorical strategies forward these ideas? We then turn to three case studies: arguments about Global English versus local Englishes and ways of using English, ongoing struggles over the standardization of the Putonghua variety of Chinese in China and the development of regional and national standards in Taiwan and elsewhere, and the history of Catalan, a regional dialect that has become a quasi-national standard in the Catalunia region of Spain.

In addition to presenting and leading discussion on two of the readings, students will be expected to complete two 500-word writing assignments and undertake a substantial original research project that expands on one or more of the themes of the course. For example, students might choose to do case studies of other languages or regions or rhetorical analyses of discourse about standardization and localization or to explore processes standardization and localization in other cultural arenas besides language. This project will be presented orally and in a 20-25 page paper.

76-855  Performance Theory
Instructor: Kristina Straub
Meetings: TR 1:30 p.m. to 2:50 p.m.
Units: 9, 12
Open to: MA and PhDs in LCS; MA in Rhetoric or MAPWs as room allows

Emerging from anthropology, semiotics, theater studies, and cultural studies, the interdisciplinary field of Performance Studies offers new ways for practitioners in the field of literary and cultural studies to interpret texts and visual artifacts, as well as media and theater productions. This course will introduce key theories of performance and celebrity by writers such as Richard Schechner, Diana Taylor, Joseph Roach, and Judith Butler, and give students experience in using these analytic frameworks to study a range of objects, from print texts to visual images and even ephemeral performances. While performance is key to how humans make meaning across all times and places, the uses of performance and the forms of celebrity vary historically, and we will ground our theoretical studies in case studies
drawn from the early modern British and 20th century American entertainment cultures. Celebrity is a very modern phenomenon that first became a visible part of political, religious, and artistic culture over the course of the long 18th century, between 1660 and 1800. We will investigate the genealogies of modern celebrity, considering such questions as, what do the Kardashians have to do with dead English kings? What can cross-dressing actresses teach us about 21st-century drag performances?

**76-856 Class and Cultural Studies**
Instructor: Kathy Newman
Meetings: M 6:30 p.m. to 9:20 p.m.
Units: 9, 12
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows

In the 1990s the holy trinity of American cultural studies was “race, class and gender.” While race and gender have remained potent themes for cultural analysis, the place of “class” in cultural studies is not as clear. So the key question in this course will be: how should work in cultural studies incorporate questions of social class going forward? We will start with theoretical texts by Gramsci, Marx, David Harvey and others. After this opening unit, we will then survey a few works that offer models for how to combine the study of class with the study of culture, including John Russo and Sherry Linkon, *New Working Class Studies* and *White Trash: The 400-Year Untold History of Class in America*. We will also read *The Glass Castle* by Jeanette Walls.

**76-858 The Sociology of Literature and Media in the 20th and 21st Centuries**
Instructor: Jon Klancher
Meetings: T 3:00 p.m. to 5:50 p.m.
Units: 9, 12
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows

This course introduces the sociology of literary, media, and other cultural texts with special emphasis modern “systems” or “fields” of cultural production. We will take up these issues in two phases: 1940s to 1970s, and 1980s-2000s. The first half of the course will explore twentieth-century theories of culture and their implications for literary and media texts (from the Frankfurt School to literary and film theory of the 40s-70s). Then we will ask how this kind of theory (Marxism, structuralism, and others) was revised or rethought since the 1980s with respect to the rise of both “neoconservatism” and “neoliberalism.” These terms have a bearing on both what we study (the canon debates provoked by neoconservatism) and the institutional context in which we learn the humanities (the market promoted by neoliberalism, the university, and related institutions). We will try to determine where the humanities may stand now in terms of these cultural, political, and economic contexts. Readings in Adorno, Benjamin, Jameson, Bourdieu, Luhmann, Arrighi, Harvey, Latour and others. One short paper and one research paper will be required.

**76-863 Contemporary Rhetorical Theory**
Instructor: Andreea Ritivoi
Meetings: TR 10:30 a.m. to 11:50 a.m.
Units: 9, 12
Open to: MAs and PhDs in Rhetoric; MAs in LCS, MAPWs, and LCS PhDs as room allows

This course offers an introduction to various contemporary theorists whose works are frequently studied and employed by scholars in our field, as well as a systematic and historically informed study of how rhetorical inquiry frames research questions and devises a conceptual course of study. Among the issues we will want to tackle are: a) the demise of
rhetoric and its subsequent contemporary revival, with the role played by modernity and postmodernity in this process; b) the relation between contemporary rhetorical theory and its tradition; c) rhetoric as a theory of verbal action. The foci of the course will be major figures in the field, as well as more controversial representatives of contemporary rhetorical theory: Chaim Perelman, Kenneth Burke, Michel Foucault, Pierre Bourdieu, Jurgen Habermas, and others. Students will write three papers: a review of the main journals in the field, a research proposal, and a research paper addressing a question of significant relevance for rhetoricians on the contemporary arena.

76-872  Multimedia Storytelling in a Digital Age
Instructor: Thomas O'Boyle
Meetings:  R 6:30 – 9:20 p.m.
Units:  9, 12
Open to: MAPWs; MA in LCS or Rhetoric as room allows

This course explores the craft of journalism in the context of the history, traditions and glory of journalistic nonfiction in the United States. It seeks to help you hone your writing and thinking skills as you produce pieces of substance that reflect those traditions and standards. As a published author, foreign correspondent and Pulitzer-Prize winning editor, the instructor has been a foot soldier in print journalism and media management for 30 years. The practical emphasis of the course reflects his extensive and varied background. The course focuses on the four stages necessary to any nonfiction story: idea, concept, reporting and writing. Subjects include how to make news judgments, gather evidence, make word choices, compose stories and interpret events, unpacking the language and vocabulary of the craft of journalism. As part of our exploration of advanced nonfiction styles, we examine the six major genres of journalistic nonfiction: the trend story, the profile, the explanatory, the narrative, the point-of-view and the investigative. We will read, critique, discuss and analyze examples of each genre, and students will produce work of their own in four of the genres. Students may substitute (for one of the four writing genres) independent research on a topic of their choosing. In addition, we explore journalism’s glorious past and its role in the promotion and maintenance of democracy. The last segment of the course examines the evolution of journalism in the digital age and the impact that is having on the media landscape, particularly print. Students will be given assistance and encouragement as they seek outlets for their writings and connections in the media world that could lead to internships and employment.

76-875  Law, Performance, and Identity
Instructor: Doug Coulson
Meetings:  MW 3:00 p.m. to 4:20 p.m.
Units:  9, 12
Open to: MA and PhDs in Rhetoric; MA in LCS, MAPWs, Rhetoric and LCS PhDs as room allows

Although rhetoric and law have long been closely associated, the modern professionalization of law has often promoted the idea that legal discourse is not rhetorical but is a rigorously defined technical discourse that can be applied free of social or political influence. This view of legal discourse is disputed by critics who point out the figurative aspects of legal language, the importance of character, emotion, and narrative in legal discourse, and the ways in which law protects social structures of power such as race, class, and gender privilege. In this course we examine the often fraught relationship between rhetoric and law by considering the ways in which a variety of legal discourses constitute identities in global contexts, particularly the ways in which legal systems are portrayed to reflect the ideals of democracy to suit particular foreign relations goals. We begin by studying the ways in which Cold War politics influenced desegregation and civil rights discourse in the United States, then we study the ways in which the prosecutions of deposed rulers have been orchestrated to persuade global audiences that emerging democracies observe the “rule of law” in order to garner
international support. Alongside primary sources of legal discourse, we will study a selection of interdisciplinary scholarship about the relationship of rhetoric and law.

76-887  Web Design  
Instructor: Paul Mazaitis  
Meetings: TR 3:00 p.m. to 4:20 p.m.  
T 6:30 p.m. to 7:50 p.m.  
Units: 12  
Open to: MAPWs; MA in LCS or Rhetoric as room allows

As the Internet has increasingly become an integral part of professional and technical communication in all organizations, writers entering the workplace are expected to have a broad range of web design skills to complement their expertise in writing and design for print. Thus, we’ve designed this course to help writers learn the broad range of skills needed to develop communication materials that are tailored for the web. In particular, the course focuses on the planning, design, and testing of the visual and verbal content typical of contemporary websites. As a member of the class, you’ll participate in a guided, semester-long web design project, which is scaffolded with a series of group and individual assignments. The project begins with an introduction to user-centered methods for understanding the audience (users), where you will learn and practice foundational user-centered design methods through readings and a series of hands on exercises, including interviews, and observation of actual users. You will also learn theories and methods for developing effective information architecture, including organizational schemes, navigational design, labeling, form design, and visual design. Working in groups with other students, you will, over the course of the semester, develop a prototype of a small website, which will be evaluated through user testing at the end of the semester. While we focus primarily on the activities described above, we’ll also discuss sound and animation, emerging technologies such as Web 2.0 and Mobile Web, and social media.

76-889  Advanced Document & Information Design  
Instructor: Suguru Ishizaki  
Meetings: MWF 1:30 p.m. to 2:50 p.m.  
Units: 12  
Prerequisites: 76791 Document & Information Design  
Open to: Required MAPW core curriculum course; MA in LCS or Rhetoric as room allows

This course builds on the foundational visual design skills introduced in 76391/791 Document & Information Design, and provides students with opportunities to further develop their skills through a series of larger and more complex document and information design problems. Assigned readings will complement the projects in exploring document design from historical, theoretical, and technological perspectives. Class discussions and critiquing are essential parts of this course. Adobe Creative Studio (InDesign, Photoshop, Illustrator) will be used to complete the assignments.

76-892  Rhetoric and Public Policy  
Instructor: James Wynn  
Meetings: TR 9:00 a.m. to 10:20 a.m.  
Units: 9, 12  
Open to: MA and PhDs in Rhetoric; MA in LCS, MAPW, Rhetoric and LCS PhDs as room allows

The field of public policy focuses on the study of how to avoid or resolve social problems and achieve social goals through political processes. In traditional approaches to public policy, each step of the policy process from defining a
problem to making a case for its solution is assessed in reference to rational models of economic and political actors. This course takes a less conventional rhetorical approach to public policy which focuses attention on the values, beliefs, and argument structures associated with issues as a method of assessing them and as a means for moving forward with effective strategy for their resolution. Towards this end, we will be studying the theories and analytic methods of both classical and modern rhetorical scholarship as well as modern public policy theory.

76-903  Teaching Practicum II
Instructor:  Danielle Wetzel
Meetings:  W 12:30 p.m. – 1:20 p.m.
Units:  3
Open to:  First-year PhDs, First-year MA instructors, First-year adjunct instructors

The second of a two-course sequence, this practicum requires new teachers of 76-101, Interpretation and Argument, to meet weekly and discuss readings about various theoretical approaches to reading and writing pedagogy. While the fall practicum focuses on nuts-and-bolts methods for classroom management and instruction, the spring practicum aims toward scaffolding students toward making grounded choices for their own 76-101 courses that they will teach the following fall. At the end of the semester, all participants present their preliminary syllabus plans to the group, as well as a reading list and rationale for the choices made.