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, Kristina Straub for LCS, and Chris Neuwirth 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.

76-729  Unruly Women in Early Modern Drama
Instructor: Noémie Ndiaye
Meetings: MW 1:30 – 2:50 p.m.
Units: 9, 12
Open to: MAs in LCS; MAs in Rhetoric or MAPWs as room allows; PhDs need instructor permission

“Unsex me here” Lady MacBeth famously exclaims on her path to murder, power, and psychological collapse. The connections between sex, gender, and agency that she articulates are connections that early modern theater-makers, from Shakespeare to Aphra Behn, obsessively revisited as they created some of the most haunting characters of the canon, both tragic and comic. In this course, we will look at shrews, witches, she-devils, ranting widows, aspiring divorcees, sex workers, roaring girls, evil queens, and all sorts of nasty women that would tread the boards in early modern London. At the heart of those theatrical depictions lie strong cultural anxieties surrounding the desire and possibility to fashion, control, and discipline—in other words, to regulate and rule over—femininity in a time period that witnessed the invention of the “two-sex model” (Thomas Laqueur) and “the cultural production of domestic heterosexuality” (Valerie Traub). How did theatre participate in the invention of early modern femininity? How did performance relate and/or resist the discourses about women deployed in the domains of law, religion, medicine, economy, and politics? How did women of color specifically fare in early modern dramaturgy? And what changed when women were allowed to act and actresses replaced boy actors under the Restoration? To study unruly women in early modern drama, we will read plays by Shakespeare, Elizabeth Cary, John Webster, Thomas Middleton, Thomas Heywood, Thomas Dekker, John Fletcher, Aphra Behn, and others in conversation with contextual materials and theoretical texts from the field of Women’s, Gender, and Sexuality studies.

76-730  Communicating in the Global Marketplace
Section: A3 (mini)  Instructor: Andreea Ritivoi
Section: A4 (mini)  Instructor: TBD
Meetings: MW 10:30 – 11:50 a.m.
Units: 4.5
Open to: MAs in Rhetoric and MAPWs; LCS MA if room allows
In this day and age, some of the most exciting employment opportunities are with multinational and international corporations and non-profits. But are you prepared for the challenge of working with professionals from all over the world? Even as more people around the globe learn English, specific cultural values, beliefs, and assumptions continue to influence the way in which they communicate. Often, behind a foreign accent, we encounter an entirely different worldview. The same word or phrase in English might actually carry very distinct connotations for someone whose native language is French, German, Russian, or Japanese. Can we learn to anticipate, understand, and become sensitive to these connotations? How can we mend potential miscommunications that might arise due to these conceptual differences? This course is designed as an introduction to international professional communication. We will talk about the way in which culture influences communication, about the job of translators and interpreters, and about specific communicative norms for the global marketplace. We will look at many concrete example of communication in the international arena, acting as problem-solvers and communication consultants who are focused on understanding and designing plans of action for navigating communicative obstacles. We will also have the opportunity to speak with professionals who are experienced in the field, and we will cover case studies ranging from corporate business to global activism and advocacy.

76-745  Parchment to Pixels: History of Books
Section: A3 (mini)
Instructor: Mary Kay Johnsen
Meetings: TR 3:00 – 4:20 p.m.
Units: 4.5
Open to: MA in LCS; MA in Rhetoric or MAPW as room allows; PhDs need instructor permission

This course surveys the evolution of the physical book through the history of writing materials, manuscript production, printing presses, type design, illustration, bookbinding, and book formats from the earliest times to the present. The best part: examining and experiencing real books from the 14th through 21st centuries in the Fine & Rare Book Room of Hunt Library.

The course objective is to enable you to analyze and appreciate the purposes and attributes of books and related technologies. Some themes that help organize the 3,000 years of history of the book: types of content; information and communication; organization, storage, retrieval and transmission of knowledge; economic aspects; readers and community; parts of the book; effect of societal changes on the book; future of the book. Keep asking who or what enabled the next development.

To flourish in the course, you will need to be curious, finding patterns and inter-relationships. Your evaluation will be based on class discussion, a journal, two quizzes, two short papers, and a take-home final exam to synthesize ideas. The class includes in-class, non-graded exercises on calligraphy, illuminating, binding, & 3-D printing.

76-748  Gender & Communication
Section: A3 (mini)
Instructor: Joanna Wolfe
Meetings: TR 1:30 – 2:50 p.m.
Units: 4.5
Open to: MA in Rhetoric and MAPW; LCS MA if room allows

This mini will examine sociolinguistic research on gender, ethnicity, and communication in a range of settings—both face-to-face and online—to investigate how language use intersects with cultures of power. The course operates on the
assumption that, not only are men and women socialized to communicate differently, but their genders affect how their communication is perceived by others. We will look at research describing these differences and work together to imagine interventions that can change communication dynamics to allow broader participation. For instance, we will look at barriers to women’s discourse in male-dominated settings; we will examine factors that might inhibit men from participating in more feminized and nurturing speech communities; we will look at how a participant’s ethnicity interacts with their gender roles, providing unique challenges and opportunities for change. Throughout the course we will ask ourselves both “what dynamics and inequities exist?” and “what can we do to change them?”

Graded coursework will include reading responses, a class presentation, and a small research project. Readings will primarily consist of research articles from sociolinguistics, rhetoric, business, and education.

Please note that in terms of time commitment, a 4.5 unit mini is equivalent in weekly workload to a 9 unit full semester course. The mini is half the credits because it requires the same workload but only for half the semester.

76-756  Oral Communication
Section: A4 (mini)
Instructor: Joanna Wolfe
Meetings: TR 1:30 – 2:50 p.m.
Units: 4.5
Open to: MAs in Rhetoric and MAPWs; LCS MA if room allows

Oral presentations are essential to professional success. Yet many people find themselves growing weak in the knees at the thought of presenting in front of a group. They read off of notes, speak too fast, or pepper their speech with nervous filler words such as “um” or “you know.”

If this describes you, consider taking 76-2XX, Oral Communication. This class is intended for students who want to boost their confidence in presenting in front of others. You will learn strategies for structuring the content of a presentation, designing effective presentation slides, and controlling your voice and body language to produce a smooth, confident-sounding oral delivery. You will also learn communication strategies to help you in interviews and other less formal communication situations.

We will begin with giving short informal presentations and gradually increase the stakes as your confidence improves. You will have weekly opportunities to practice and improve your skills. We will also find opportunities to practice in a variety of physical settings so you can envision yourself as a calm, confident speaker no matter your surroundings.

Because this course is based upon practice in front of an audience, attendance is mandatory. In addition to attendance, grades in the course will be based on improvement and effort in order to encourage students to focus on their development rather than on final outcomes.

Please note that in terms of time commitment, a 4.5 unit mini is equivalent in weekly workload to a 9 unit full semester course. The mini is half the credits because it requires the same workload but only for half the semester.
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.

This course investigates methods for analyzing collections of digital texts for their rhetorical interest (key arguments, appeals, themes, identities, styles, genres, registers) and as they appear in digitized print, blogs, newsgroups, homepages, political sites, FaceBook and so on). In the first part of the course, we will review various methods for analyzing digital texts both descriptively (viz., concordance, collocate and keyword analysis) and inferentially, through multivariate analysis (e.g., MANOVA, factor analysis, discriminant analysis). The first half of the course is focused on learning these methods. We 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 high-quality rhetorical analyses of these environments. To meet this expectation, students will need to do considerable close-reading and background research in the digital environments they are investigating. Put simply, this course is designed for students who like to combine digital methods and traditional humanistic inquiry. Students taking the course should experience it as a research seminar. Identifying a corpus of interest, a research question, and a publication that publishes original inquiry in like-minded questions is important to consider as early into the course as possible. In the first half of the course, we focus primarily on learning methods. The second half is designed to slow the pace for your own reflection, to practice the methods, and to select the best method, or combination of methods, for your own exploration. The primary aim of the course is to build up your fluency in text-based digital methods so you can integrate them into your future text-based research and scholarship.
Teams regularly face challenges, yet our standard operating practices resist change. So how does innovation happen? First, how do people uncover root problems and possibly transform practice in a collaboratively managed team, social organization, or workplace project? Secondly, how can rhetoric and the art of rhetorical invention support the transformation of team practices? This course will study the challenges of teamwork and the art of change, using examples from films, scholarly studies, and your own observations. To understand how teamwork and innovation work as cognitive, social and cultural actions, we will use the methods of activity analysis to unpack the influence of three key forces: Rules Institutions; Roles Power; and Mediating Tools (from language to technology). Learning to track the interplay of these forces in an activity (including the contradictions or conflict among them) reveals how that activity is being shaped and how it might also be transformed. Taking a rhetorical perspective on how people then transform a practice like teamwork, starts with understanding some of the forces that create and resist change, such as the role of discourse, identity, and difference. And it will let you expand your repertoire of rhetorical skills for analyzing problems, addressing conflict, and drawing others into collaborative problem-solving. You will be asked to apply what you are learning to the analysis of an activity you have a special interest in and to a consulting report on live teamwork.

76-774  Software Documentation  
Instructor: Alan Houser 
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 theory, techniques, and best practices for creating software documentation. We will learn to plan, architect, write, and publish audience-appropriate user assistance, while applying concepts and approaches like minimalism, topic-oriented authoring, single-source publishing, content reuse, and metadata. Students will complete homework assignments and larger projects to reinforce principles and provide experience in all phases of the software documentation lifecycle. Readings and class discussion will bridge theory and practice.

76-778  Literacy: Educational Theory and Community Practice  
Instructor: Linda Flower 
Meetings: TR 1:30 – 2:50 p.m. 
Units: 9, 12 
Open to: MA 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

**76-782**  
**Media: Past, Present, and Future**  
**Instructor:** Kathy Newman  
**Meetings:** M 6:30 – 9:20 p.m.  
**Units:** 9, 12  
**Open to:** MAs in LCS; MAs in Rhetoric or MAPWs as room allows; PhDs need instructor permission

In the late 1700s moral crusaders were worried about the latest media scandal: the surge in *women reading novels*. As one observer complained, “Women, of every age, of every condition...retain a taste for novels. I find [novels]...in the work-bag of the seamstress, in the hands of the lady who lounges on the sofa, the mistresses of nobles, the mistresses of snuff-shops, the belles who read them in town, and the chits who spell them in the country.” While today we might be genuinely concerned about texting while driving, or the depression associated with high levels of Facebook use, in this class we won’t judge so much as we will analyze. We will look at what historical media trends have in common with, and how they are different from, the media trends of today. We will read about the print revolution, the electronic media revolution, the current digital revolution, and we will also try to peer into the future. Importantly, we will take a literary and cultural studies approach to this material. We will ask, specifically, what can the Humanities teach us about media revolutions over time? How is narrative, or story telling, central to each media revolution?

**76-790**  
**Style**  
**Instructor:** Barbara Johnstone  
**Meetings:** MW 3:00 – 4:20 p.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 designed for students with an interest in how medical and health care information is constructed and transferred between medical experts, health care providers, educators, researchers, patients and family
members who are often not experts but need a thorough understanding of the information to make important health decisions.

Throughout the course, we will explore the interactions of current theory and practice in medical communication and the role of writing in the transfer and adoption of new therapies and promising medical research. We will also study how the web and social media alter the way information is constructed, distributed, and consumed. We will examine the ways medical issues can be presented in communication genres (including entertainment genres) and discuss how communication skills and perceptions about audience can influence clinical research and patient care.

Additionally, we will explore clinical trials, grant writing, and press releases, and will feature guest speakers from these fields will discuss their experiences.

76-795  Science Writing
Instructor: Mark Roth
Meetings: TR 10:30 a.m. to 11:50 a.m.
Units: 9, 12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

Scientists and educators today are increasingly concerned about the public's lack of understanding about scientific knowledge and practices. Scientists themselves say that it is harder than ever to understand work being done by researchers in other disciplines. And the U.S. Congress has only a handful of trained scientists in its ranks.

This course is one way you can help to overcome these deficits.

Taught by a lifelong science journalist, this course will enable you to write clear, well-organized, compelling articles about science, technology and health topics for a general audience. You will learn how to conduct research on scientific topics using primary and secondary sources, how to conduct interviews, and how to organize that information for presentation.

For writing majors, the course will increase your understanding of scientific research and how to describe it accurately and completely to a general audience. For science majors, this course will teach you how to craft fluid, powerful prose so you can bring your disciplines to life. The course is not intended just for those who want to become science writers, 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 high-quality 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 their writing to be critiqued in class, 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.
76-798  Research in English  
Instructor: Kristina Straub  
Meetings: TR 1:30 – 2:50 p.m.  
Units: 9, 12  
Open to: MArs 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.

76-808  Culture and Globalization  
Instructor: Marian Aguiar  
Meetings: TR 9:00 – 10:20 a.m.  
Units: 9, 12  
Open to: MArs and PhDs in LCS; MArs in Rhetoric or MAPWs as room allows

We are often told we live in a period of globalization, but what that means differs widely. Theories of globalization describe such diverse processes as international capital and markets, neo-liberalism and neo-colonialism, transnational labor and migration, secularism, modernity / postmodernity, shifts in spatial and temporal relations, cosmopolitanism, and global cultural production and consumption. In this course we will explore and historicize the concept of globalization from a critical perspective. Using an interdisciplinary approach that pairs theory from cultural studies with scholarship in the fields of sociology, political science, economics and anthropology, we will examine the contradictions, conflicts and possibilities of associated changes. We will elaborate these ideas by considering the work of fiction writers, filmmakers, journalists and activists. The course will be organized as a series of topical foci that might include neoliberalism and labor, the local and the global, secularism and tradition, the globalization of feminism, and global migration and border control. Readings might include Arjun Appadurai, Aihwa Ong, Joseph E. Stiglitz, David Harvey, Saba Mahmood, Wendy Brown, Zygmunt Bauman, Arundhati Roy, Sunjeev Sahota, and Timothy Brennan.

76-817  Realism and Modernism in 20th-Century American Fiction  
Instructor: David Shumway  
Meetings: T 6:30 – 9:20 p.m.  
Units: 9, 12  
Open to: MArs and PhDs in LCS; MArs in Rhetoric or MAPWs as room allows

In this course we read fiction of the U.S. in the 20th Century in the context of two movements or tendencies, realism and modernism. The idea behind the course is that realism isn’t replaced by modernism, but rather persists alongside and is influenced by it. We will ask to what extent modernism typical of such writers as Joyce and Woolf on the other side of the Atlantic actually developed on this side. Likely authors will include James, Chopin, Dreiser, Wharton, Fitzgerald, Hemingway, Faulkner, Wright, Ellison, Updike, Roth, and Morrison.
This course introduces prospective and developing teachers to the most meaningful questions we can ask from the writing classroom, both physical and virtual: how do we design and sequence reading and writing tasks that are relevant for diverse learners? How do we teach writing so that students can eventually adapt their strategies to new writing situations with success? How do we assess learning of complex literacy practices? What knowledge about writing processes and texts is essential for developing complex, sophisticated learning experiences that students will remember? We will approach these questions by reading research and best practices from a variety of interdisciplinary fields, including writing studies, second language writing studies, educational psychology, and instructional design. The first part of the course introduces the audience of our instructional designs—the student. We will conceptualize the learner as reader and writer, bringing diverse experiences and abilities to the classroom, so that we can design accessible instruction. We will then grapple with the texts we might teach—the aim of our writing pedagogy. To understand these aims, we will read genre-based pedagogical research as it applies to First-Year Writing and “in the disciplines” approaches to teaching writing. Alongside these broader frameworks for learner and text, we will employ instructional design principles to analyze existing curriculum, their assignments, and their classroom activities. Within the course, students will produce several short analyses, including a summary of class observations, one exercise on giving feedback, a comparative assignment analysis, an analysis of a Technology Enhanced Learning tool, and a lesson plan that they have designed. The final project for the course will be a literature review on a pedagogical framework, concept, or method that students will choose to research according to their own interests and goals.

What is a critical historicism? What theories of history, texts, and social life have been driving literary and cultural scholarship since the late twentieth century? This course will introduce students to ways of thinking about how literary and cultural texts or genres can be studied historically, whether they were written in the early modern age or the twentieth century. We will especially explore controversies about methods of studying texts in history—about historicism vs. presentism, the relation of text and context, periodization, longue durée, reception history, transhistorical meanings. Readings may include Walter Benjamin, Karl Marx, Michel Foucault, Hayden White, Stephen Greenblatt, Joan Scott, Fernand Braudel or others. Two short papers will be required.
In a time of interdisciplinary studies, we can sometimes forget what elements make up a “discipline” of knowledge in the first place. This 7-week course introduces students to current problems in the discipline of literary and cultural studies by beginning, in the first two weeks, with how literary study was formulated in the 1940s and 50s, then rethought in the 1970s-80s. From that basis we then turn to 21st century problems and approaches. We will be guided by the idea that however we define it, our discipline has its basis in a three-part commitment to theory, texts, and cultural history. Readings will include major theoretical arguments concerning the aims and methods of this discipline, including its mobilizing of “interdisciplinary” approaches as well (and may include J.C. Ransom, Northrop Frye, Raymond Williams, Fredric Jameson, John Guillory, Rita Felski, Simon During, Stephen Greenblatt or others.) Two short papers will be required.

76-848 Shakespeare on Film
Instructor: Stephen Wittek
Meetings: MW 3:00 – 4:20 p.m.
W 6:30 – 9:20 p.m. (film screening)
Units: 9, 12
Open to: MAs and PhDs in LCS; MAs in Rhetoric or MAPWs as room allows

The dramatic works of William Shakespeare have inspired an extraordinarily rich and varied cinematic legacy that began in the era of silent films and now boasts masterpieces by directors such as Akira Kurosawa, Roman Polanski, Peter Greenaway, and Orson Welles, not to mention history-making performances by icons including Marlon Brando, Elizabeth Taylor, Laurence Olivier, Al Pacino, Leonardo DiCaprio, and Ian McKellen (among many others).

This course will consider a selection of key Shakespeare films alongside critical readings centered on questions of adaptation and performance. As we watch and read together, we will work toward a broader understanding of what Shakespearean drama means in a 21st century context, and how film has helped to shape the author’s massive cultural impact.

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; MAs 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 - 4:20 p.m.
Units:  9, 12
Open to: MA and PhDs in Rhetoric; MA in LCS, MAPWs, 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.

76-882  History of Rhetoric: The Classical Age and Its Legacy
Instructor: Doug Coulson
Meetings: MW 4:30 – 5:50 p.m.
Units:  9, 12
Open to: Rhetoric PhD required core curriculum course; open to Rhetoric MA; MAPWs, LCS PhDs and MA if room allows

This class surveys a number of key concepts from canonical texts within the classical tradition of European rhetorical thought, beginning in antiquity with the Greek sophists, Plato, and Aristotle, then moving to treatises of Cicero and Quintilian from ancient Rome, before tracing the influence of the concepts developed by these figures in the Medieval and Renaissance periods. Alongside canonical texts from the classical period, we will also read contemporary scholars and theorists who have examined and/or reappropriated their concepts in their work. Thus, we will seek to align canonical texts with contemporary adaptations and scholarship. The course is designed to provide you with a foundational knowledge of the classical rhetorical tradition—its themes, controversies, and evolution—to prepare you to situate your own scholarship and teaching in relation to the history of rhetoric and to teach a history of rhetoric course in your future careers. Ultimately, the course will challenge you to produce an original research study that investigates some aspect of the classical tradition or use historical concepts to understand contemporary rhetoric.

76-887  Web Design
Instructor: Paul Mazaitis
Meetings: TR 12:00 – 1:20 p.m.
Units:  12
Open to: MAPWs; MAs in LCS or Rhetoric as room allows

The World Wide Web is a vast collection of information, far more than we can comfortably handle; even individual websites can pose so much information that they become overwhelming. In this client-facing, project-oriented class, we aim to look at ways to tackle this problem, and design content for the web that is easy to access and digest. We will look at how websites manage and present organized information, with an eye to understanding what works well. We will use methods to learn who is using a website and why, and develop our toolset to test our decisions when implementing a new design. Along the way, we will develop an familiarity with the core web technologies of HTML5 and CSS3, with discussion of graphics, sound, social media, and other tools to enrich our presence on the World Wide Web.

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 course; MAs 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 3:00 p.m. to 4:20 p.m.
Units: 9, 12
Open to: MA and PhDs in Rhetoric; MAs in LCS, MAPWs, LCS PhDs as room allows

This course explores a rhetorical approach to public policy which focuses on the interconnected role that data, values, beliefs, and argument play in the policy process. From this perspective we will examine the important public debate over the pros and cons of various forms of energy production including nuclear, natural gas, and solar. In these investigations, we will explore questions like “How do policy makers use rhetoric to shape public perspectives on energy production?” “How can rhetorical approaches to argument function as tools for policy analysis and development?” And “What role does technological expertise play in public debate?” To pursue these questions, we will be reading works in rhetorical theory and public policy and applying the concepts and methods in those works to exploring primary artifacts of public argument like records of public hearings, social media memes, handbooks designed by activists, and stories about energy production in the popular media.