Department of English Courses

About Course Numbers:
Each Carnegie Mellon course number begins with a two-digit prefix that designates the department offering the course (i.e., 76-xxx courses are offered by the Department of English). Although each department maintains its own course numbering practices, typically, the first digit after the prefix indicates the class level: xx-1xx courses are freshmen-level, xx-2xx courses are sophomore level, etc. Depending on the department, xx-6xx courses may be either undergraduate senior-level or graduate-level, and xx-7xx courses and higher are graduate-level. Consult the Schedule of Classes (https://ten-apps.as.cmu.edu/openg/SCC/Schedule) each semester for course offerings and for any necessary pre-requisites or co-requisites.

76-100 Reading and Writing in an Academic Context
Fall and Spring: 9 units
76-100 is an academic reading and writing course for multilingual students, especially those who are not native speakers of English or who consider English to be their weaker language. The course emphasizes reading comprehension strategies for reading a variety of text types in English (e.g., journalism, textbook selections, popular press arguments, and academic journal articles). Throughout the semester, students use these sources to write summaries and short position papers. The course introduces students to readers’ expectations for North American rhetorical style at the sentence, paragraph, and whole text or genre levels. Within the course we discuss explicit genre and linguistic norms for writing in academic English so that writers can connect with their readers. Students who take this course qualify through an online placement test that is administered through the university prior to the fall semester. (All sections are offered MWF). Each 76-100 course is structured by the reading and writing objectives of the course as well as a vocabulary for writing in English, but some courses present different themes (or content) in their readings.

Course Website: https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/index.html (https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/)

76-101 Interpretation and Argument
All Semesters: 9 units
76-101, Interpretation and Argument, is a foundational, inquiry-driven writing course that introduces students to a variety of strategies for making compositional decisions in writing and communication. Within the course, students learn genre-based skills applicable to a variety of different fields. Students use a comparative genre analysis method to learn how to use models to take on new writing tasks, including an academic research proposal and a research article that contributes to an ongoing academic conversation. Faculty who teach 76101 typically select textexting from scholarly texts, journalism, and film about an issue so that students can identify interesting questions for their own research projects. Students should expect explicit, research-based instruction, practice, and reflection to develop knowledge in controlling their writing processes and writing clear, well-supported, reader-oriented arguments. Because the course emphasizes the real stakes of communicating with readers and listeners, students share with their peers both low and high stakes written work within an interactive and collaborative classroom environment. See full course descriptions at this URL: http://www.cmu.edu/hss/english/first_year/index.html

Course Website: https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/index.html (https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/)

76-102 Advanced First Year Writing: Special Topics
Fall and Spring: 9 units
76-102, Advanced First-Year Writing courses are designed for students who have demonstrated an understanding of academic writing that marks incoming freshmen as competent. Because of the students’ level of preparedness, the First-Year Writing Program provides intensive, advanced courses for students to work closely with senior faculty within the English department. Advanced courses assume that students have established strong reading and synthesizing skills, as well as a demonstrated interest in writing and communication, prior to entering Carnegie Mellon. The course topics shift each semester. Students enroll through special invitation. Class size for 76102 is capped at 19 and there are no prerequisites for the course. Advanced courses will be notified if their students qualify for the advanced writing courses.

Course Website: https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/index.html (https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/)

76-106 Writing about Literature, Art and Culture
Fall and Spring: 4.5 units
This mini course uses artistic, literary, and cultural texts (e.g., poetry, short story, lyrics, video clips) to introduce students to a variety of academic reading and writing practices that enable students to engage with texts and write about them with complexity and nuance. Within the course, we will discuss texts and evidence from multiple perspectives. We will examine how literary and cultural scholars write about texts (defined broadly), how they make claims, provide reasoning, and use textual support to argue for particular ways of seeing cultural objects. Throughout the semester, students will draw upon prior strategies and develop new ones for close reading and for critical analysis in order to produce their own thesis-driven arguments about why texts matter. We will consider and write about the extent to which these reading strategies are relevant for other kinds of reading and analysis by comparing texts from a variety of different disciplinary contexts.

Course Website: https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/index.html (https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/)

76-107 Writing about Data
Fall and Spring: 4.5 units
Our lives are increasingly shaped by writing that involves numbers: newspapers routinely report the latest medical fads; politicians support their political agendas with both dubious and credible statistics; parents use data to decide where to buy a house and where to send their kids to school. This course (one of two minis students can choose to fulfill their FYW requirement) focuses upon interpreting and making arguments using mainly numerical data but also qualitative data. We will look at research in a range of disciplines including psychology, education, medicine, engineering, and the sciences and note how writers select and analyze the data they collect. We will also examine what happens to this research when it is picked up by the popular media. Students will also practice collecting and analyzing their own data and reporting it to suit the needs of various stakeholders.

There are two primary audiences for this section. Students in data-driven majors will find the section useful preparation for communicating in their disciplines. Students in other fields will learn how to critique and respond to the many ways that numbers shape our lives. This section presumes a basic ability to calculate averages, percentages, and ratios, but no advanced mathematical or statistical preparation. Instead, this section provides a fascinating look at how numbers and words intersect to create persuasive arguments in academic, professional, and popular contexts. Students will compare and analyze texts that make arguments with data, practice rhetorical strategies for synthesizing and representing data so that by the end of the class, students will apply these strategies to write an original data-driven research proposal.

Course Website: https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/index.html (https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/)

76-108 Writing about Public Problems
Fall and Spring: 4.5 units
If all problems required a simple fix, we could don our Avenger costumes, pick up Thor’s hammer, and right the world’s wrongs. But most problems aren’t so simple. Most of the problems we encounter require careful investigation and research so that we might propose solutions that connect with others to make change. In this 76101 class (one of two minis students can choose to fulfill their FYW requirement), we will learn how public problems are defined and argued across a range of texts, including proposals, op-ed genres, and white papers. By analyzing a range of proposal texts, we will identify the different kinds of legwork necessary to write a successful proposal, arguably one of the most challenging aspects of writing a persuasive recommendation for change. We will examine how writers unpack problems rhetorically and use evidence to argue solutions for different stakeholders who may not share common values. We will learn strategies for evaluating and synthesizing data from existing research to use in a proposal argument. By the end of the course, students will write their own proposal that recommends a solution and a feasible plan for solving a real problem.

Course Website: https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/index.html (https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/)
76-206 Intro to Creative Writing
Intermittent: 9 units
In this course we will explore how stories work and why we tell them. Using screenplays, short fiction and personal essays, we will analyze how narratives function and how, upon reflection, narratives often function in very similar ways no matter what the genre. Storytelling has a shape. It dominates the way all stories are told and can be traced back in history to the very beginning of the recorded word. We will study traditional structure in screenplays and contemporary prose pieces, and consider stories from fairy tales to serialized television shows. These master texts will be used to guide the students as they write and develop their own stories.

76-207 Special Topics in Literature & Culture
Intermittent: 9 units
Topics vary by semester. Fall 2021: In this course, students will explore the rise of modern lesbian, gay, bisexual, trans, and queer identities by examining a diverse collection of literary and cinematic works about and by LGBTQ people. Each of the works surveyed in this course, which includes novels, Hollywood cinema, short stories, experimental film, plays, poetry, and more will address different themes, controversies, and events important to the shaping of queer identity in the United States, past and present. Supplemental readings and instruction will provide necessary social, legal, and political background to help students contextualize these works and engage with them critically. Throughout the semester, students will be encouraged to ask what constitutes a “queer” work of art and what it means to map a “queer tradition” in literature and/or film.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-108 and 76-107)

76-210 Banned Books
Intermittent: 9 units
Fall 2021: In the 1800s and 1900s book burnings were a regular way to destroy any literature deemed obscene. More recent examples include a 2003 Harry Potter book burning in Michigan; September 11th Qur'an burnings by New York, New Jersey, and Kansas; and the 2017 burning of alleged heretical books by a South Carolina Catholic seminary. Book burning has never been as popular in the United States as other countries, instead parents, teachers, administrators, and religious groups have banned, censored, protested, and withdrawn some of the most important films and books from high schools and/or rarer cases college courses or public libraries. In this course we will read several books by African American authors that have been challenged by parents, school boards, and/or library patrons. Books will include Ralph Ellison, Invisible Man, Maya Angelou, I Know Why the Cage Bird Sings, and James Baldwin, Go Tell it on the Mountain. We will also celebrate the American Library Association’s banned book week, which is September 19th through the 25th.

76-214 Understanding Cultural Complexities
Fall and Spring: 9 units
In today’s society that explores Diversity, Equity, and Inclusion, one can ponder if Arab societies have made progress to achieve DEI towards minorities of religions (Muslims, Christians, Jews), sects (Sunni and Shi’a), ethnicities (Copts, Nubians, Kurds), Palestinians in Israel, homosexuals, and physical disabilities. This course aims to enrich students’ understanding of the diversity of Arab countries and histories of intercommunal relations and conflict, explore the progress made in equating minorities to majorities, including them in various sectors, and granting them more rights. We will use readings, films, arts, and music, to engage with students in 4 Arab countries to further their learning.

76-217 Literature & Culture of the 20th and 21st Century
Intermittent: 9 units
Generations and Contemporary American Fiction: If you’re in college now, you’re probably a member of "Generation Z." There are a number of studies of Generation Z and its disposition, habits, and interests. While we are familiar with factors that make up identities: nationality, race, ethnicity, gender, sexuality, income, and abledness--one’s generation is probably just as influential, and according to some sociologists, more important than those other factors. In this class we will look at portraits of American generations in fiction, from the Baby Boomers and Generation X through Millennials and Generation Z. We will also look at some of the sociology and see how it bears on the fiction. In addition, we might look back last generations, such as the generation that came of age after World War I, the Lost Generation, which inspired writers such as F. Scott Fitzgerald, and the Beat Generation, which inspired Jack Kerouac. In more recent fiction, we might read fiction such as Coupland’s Generation X, Lauren Groff’s portrait of the sixties generation in Arcadia, or Ling Ma’s portrait of Millennials in Severance. We will also look at film along with novels, possibly including The Big Chill, Reality Bites, and other movies. This course meets the Dietrich College Reflecting Gen Ed requirement.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-219 Law & Blame
Intermittent: 9 units
How do we use language to accuse and defend? How do we attribute responsibility to specific individuals or institutions and dispute such claims, either by debunking them or shifting the blame? What makes the stories we tell and the arguments we make about responsibility succeed or fail? What unintended consequences can they produce? This course will examine these and related questions through the lens of legal cases in which individuals or institutions are accused of responsibility for harm, from vehicular accident cases to criminal trials. The study of these questions is not only valuable for understanding the legal process, participating in it, or writing about it, but the practice of attributing responsibility is common in many social and institutional contexts beyond law, even in daily conversation. It raises fundamental questions about culture, ethics, and politics evident in the way many legal cases capture public imagination and produce controversy beyond the courtroom. Drawing on readings from rhetoric, linguistics, and legal studies, as well as briefs, opening and closing arguments, direct and cross-examinations of witnesses, physical and documentary evidence, and judicial opinions from legal cases, we will examine the strategies advocates use to attribute responsibility and how the legal system manages such disputes. Students will produce written responses to readings, one short paper analyzing a claim of responsibility and one short paper advocating or disputing responsibility in a specific case, along with a final project that combines analysis with a recommended approach to advocacy. This course meets the Dietrich College Communicating Gen Ed requirement.

76-221 Books You Should Have Read By Now
Intermittent: 9 units
Topics vary by semester: Fall 2021: Books on Beauty - What makes an object, an experience, a person, a place, a work of art, beautiful? As philosophers like Hume, Kant, and Burke have examined, beauty can be graceful, charming, and delightful, a signifier of “truth” and an object of pleasure. But beauty has also been used as a tool for dominance and oppression, justifying conquests, deciding land ownership, and measuring the worth of human lives. Moreover, the pursuit of beauty has inspired industries like cosmetics and fashion, creating a “beauty standard” that fluctuates across time and place. In this class, we will explore the ways that authors through history have copied, created, and contemplated beauty. We will begin with Shakespeare’s play The Tempest (1611) and travel all the way to Zadie Smith’s novel On Beauty (2005). Through class discussions, short papers, and a creative project, we will examine beauty as a signifier of power, as a marker of “good taste,” and as a means of self-reflection. What can a study of beauty reveal about cultural attitudes towards race, gender, class, and nation-building? How can beauty provide hope, call attention to injustice, and inspire action?

76-223 Contemporary Black Literature
Spring: 9 units
This course will take a transatlantic approach to what constitutes blackness as well as black literature and expression from the turn of the 20th century until the present. We will investigate the relationship between poetic forms and expressions of social and self-representation. However, this class will primarily focus on prose works (novels, memoirs and non-fiction essays) that span a multitude of genres from mystery to literary and science fiction. Authors include: W.E.B. Dubois, Zora Neale Hurston, James Baldwin, Zadie Smith, Claude McKay, Amiri Baraka, Franz Fanon, Marlon James, Edouard Glissant, Nnedi Okorafor, Merle Collins and Jamaica Kincaid to name a few.
76-230 Literature & Culture in the Renaissance
Intermittent: 9 units
Topics vary by semester. Spring 2021: The Arts, Literature, and Social Transformation: From the French Revolution to the rise of the Avant-Garde. Art and literature began to play an expansive role in the forces of political change and the struggle for social justice. This course explores the ways in which poetry, the novel, photography, painting, architecture, and early cinema articulated new ideas for social transformation between 1789 and 1914—the long century when capitalism became the world's dominant economic power and the spread of the British Empire created a global context marked by unprecedented inequalities that are still with us today. It was an age of experiment in which Romantic poetry became a means of resistance against the power of class structure, the institution of slavery, and the hierarchies of gender in the work of William Blake, Mary Robinson, and Percy Shelley. Gothic novels like Mary Shelley's Frankenstein inverted the genre of science fiction as a protest against the violence of empires, while at the other end of the 19th century, H.G. Wells's The Time Machine used science fiction and the real science of evolutionary biology to protest the inequality of the class system. The Victorian social critic John Ruskin showed how Gothic buildings resisted the imposition of commercial conformity on everyday life. The poet Christina Rossetti offered powerful insights into the relation of sexuality and the marketplace in her classic Goblin Market. Early photography began registering poverty and racial injustice at the same time that the new technologies of visual representation became a medium for the expansion of empire. This course will give you the contexts for understanding the impact of the arts and literature on our lives today. In addition, you will gain skills in critical reading and writing that are applicable to a range of literary texts and media. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107).

76-232 Introduction to Black Literature
Intermittent: 9 units
This course will take a transatlantic approach to what constitutes blackness as well as black literature and expression from the turn of the 20th century until the present. We will investigate the ways authors and artists use literature and other media to represent society and social and political representation. Our primary focus will be on prose works (novels, memoirs, and non-fiction essays) that span a multitude of genres from mystery to literary and science fiction. There will also be sections of the course that focus on the literary movements of the 19th century such as visual art, art and film. We will cover figures such as: Fredrick Douglass, W.E.B. DuBois, Zora Neale Hurston, Langston Hughes, Claude McKay, Amiri Baraka, Franz Fanon, Toni Morrison, Merle Collins, Kyle Baker, Kara Walker and Beyonce to name a few. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-108 and 76-109).

76-233 Literature and Culture in the Renaissance
Intermittent: 9 units
Topics vary by semester and instructor. For example, Spring 2020: Reformation to Revolution: The Renaissance and Early Modern Period (1500-1700) and the World-Shaping Change brought about by innovation, exploration, colonization, religious upheaval, the emergence of capitalism, the print revolution, scientific discovery, and unprecedented flourishing in the creative arts. In England, the same years also ushered in a golden age for English literature, which grew from its own in the 18th century with the arrival of canonical authors such as Thomas More, William Shakespeare, Edmund Spenser, John Milton, and many others. In this course, we will survey major works of the English Renaissance alongside a wide-ranging selection of documents that will help to bring England's extraordinary literary output into context with its equally fascinating cultural context. Key themes in focus will include "the literature of conversion," "women in power," "the discovery of humanity," "gender relations," "race before race," "political writing," and "writing the self." As we read, write, and converse together, we will work toward a broad understanding of what the literature of the English Renaissance means in a 21st century context, and how it has helped to shape the culture of modernity. Textbooks: Norton Anthology of English Literature, Volume B: 16th and Early 17th Century (10th ed.) Core readings: Utopia (More), The Faerie Queene (Spenser), Doctor Faustus (Marlowe), Twelfth Night (Shakespeare), The Duchess of Malfi (Webster), Volpone (Jonson), and Paradise Lost (Milton). Assignments: regular online discussion posts, short essay (3-4 pp.), ′maker′ project + presentation (4-5 min.), term paper (5-6 pp.) (no exams). Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108).

76-234 What Was the Hip-Hop Generation?
Intermittent: 9 units
This course will attempt to answer a simply stated but not so simply answered question. What is (or was) the “hip-hop” generation? Bakari Kitwana gives us a very broad but useful rubric to understand whom that generation was in his 2002 book, The Hip-Hop Generation: Young Blacks and the Crisis of African-American Culture. For Kitwana it defines the first generation of African-American youth that grew up in post-segregation America. While Kitwana’s definition is also quite provocative since many of the earliest practitioners (and consumers) of what would eventually be called “hip-hop” were not all African-Americans but Greeks, Puerto Ricans, Jews, Jamaicans, Germans, Trinidadians, Mexicans, etc., many of whom lived in America but also encountered hip-hop elsewhere on the planet. In our class we will take a broad, global perspective on the question of “what is/ was the hip-hop generation” through scholarly and popular works by Kitwana. Jeff Chang, Tricia Rose and many others. Given the significant media studies components of this course our class will lean heavily on musical, cinematic and televisual sources. Not only will you watch early fictional films about hip-hop like Wildstyle and Krush Groove but others like Matthieu Kassovitz’s La Haine and Rick Famuyiwa’s Brown Sugar which are influenced by hip-hop culture. We will also watch music videos as well as listen to singles and select albums like Queen Latifah’s All Hail the Queen, Kendrik Lamars To Pimp A Butterfly, Die Antwoord’s Tension as well as read memoirs such as Jay-Z’s Decoded. Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108).

76-235 Introduction to Film Studies
Fall and Spring: 9 units
This course is an introduction to the history, technology, aesthetics, and ideology of film. Our main focus is the narrative fiction film, but we will also discuss documentaries, avant-garde work, and animation. The central organizing principle is historical, but there are a number of recurring thematic concerns. These include an examination of the basic principles of filmmaking, the development of film technology, the definition of film as both art and business, and the history of film as an object of critical and cultural study. The goals of this course are threefold. First, it will provide you with a solid grounding in the key issues and concepts of film studies. Second, it will expand your ability to knowledgeably critique individual cinematic works and their relationship to the larger culture. Lastly, it will provide you with experience in expressing your critiques in writing.

76-241 Introduction to Gender Studies
Fall and Spring: 9 units
This course offers an introduction to the study of gender and the ways it shapes our experiences in the social world. With interdisciplinary readings both foundational and contemporary, the class will combine theory, literature, and cultural legal and ethical representations. We will read critically and discuss openly, examining social and political issues such as biological sex and gender identity, intersectional feminism, LGBTQIA+ rights, consent, masculinity and gender roles, the #MeToo movement and sexual violence, economic inequity, sexual politics and more. Readings might include work by Simone de Beauvoir, Judith Butler, Kimberlé Crenshaw, Sara Ahmed, bell hooks, Raewyn Connell, Todd Reeser, Chimamanda Ngozi Adichie, Roxanne Gay, James Baldwin and Allison Bechdel. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108).

76-243 Introduction to Television
Intermittent: 9 units
Television is a ubiquitous vehicle of mass culture that cannot be casually dismissed or uncritically celebrated. This course approaches television as an industry, a global mass medium, and a site of social and political discourse. It will provide an overview of various critical frameworks for understanding television. It will contextualize the ways that television affects and mediates configurations of class, race, gender, and sexuality. We will reflect on our viewing practices: from contemplation to binge-watching and guilty pleasures. To do this, the course will engage with a wide variety of popular American TV genres and formats, including whodunnits, sitcoms, reality TV, dramas, and news and talk shows. It will also provide a historical overview of the medium. The course will conclude with the rise of digital streaming platforms and examine how they have impacted network television. Students in this course will 1) develop an expansive understanding of the key issues and concepts of television studies, 2) build a media-specific vocabulary for the critique and evaluation of individual media shows and query their relationship to society, and 3) express their critique in the form of scholarly, independently researched essays.
**76-245 Shakespeare's Dark Plays**

Spring: 9 units

Shakespeare's Dark Plays is an approachable introduction to Shakespeare's Tragedies and Histories. Students will dive deeply into Shakespeare's contexts to explore how and why Shakespeare's darkest plays like Hamlet, King Lear, Macbeth, Othello, Antony and Cleopatra, and Henry V came to be. Students will consider what it might mean to "think like Shakespeare" and will use 21st-century technologies to experience Shakespeare's London. Students will interact with the first-known printed versions of Shakespeare's plays and connect Shakespeare's contexts to our present day by creating adaptations and performances. No questions about Shakespeare are off-limits: why read Shakespeare in the first place? Is Shakespeare a beard for white supremacy? Students will have opportunities to consider the darkest implications of the so-called "Shakespeare industry" and consider what it might mean to decolonize Shakespeare. Students can expect to develop valuable reading and writing habits and to build skills in contextual and historical thinking. The course fulfills many GenEd requirements and can count toward the English Literature and Culture major and the minor in Humanities Analytics.

**76-247 Shakespeare's Comedies and Romances**

Fall: 9 units

Sometime around the late sixteenth century, enterprising cultural producers in early modern London began to develop a new commercial venture called 'playing': a business that offered ordinary people a few hours of dramatic entertainment for the price of one penny. In addition to watching the professional players onstage, spectators also participated in a form of play themselves, in a sense, because theatrical experience provided a unique opportunity to engage imaginatively with otherwise inaccessible people, worlds, and ideas. More than four hundred years later, the drama of the period now ranks among the most esteemed texts in all English literature, and the name 'Shakespeare' has become a byword for literary genius. This course will offer a selection of Shakespeare's delightful and sometimes surprisingly edgy comedies and late romances. As we read through these works, we will endeavor to understand what, and how, they meant in their original context, thereby developing a historically informed perspective on their influence over our own cultural landscape.

**76-233 Information Graphics**

Intermittent: 3 units

This micro-course introduces the basics of designing information graphics to students in all disciplines who are interested in learning to communicate complex information clearly and ethically using information graphics. Information graphics are ubiquitous. They are used by both practitioners and academics across many disciplines to communicate complex ideas, processes, and systems. While millions of decisions are made based on information graphics daily, creating an effective graphic is not simple. Designing information graphics requires careful consideration from multiple perspectives, including visual perception, social psychology, semiotics, and design ethics. What makes information graphics effective? What is required to optimize the design of an information graphic? How should information graphics be neutral? Can information graphics be neutral without bias? In this introductory course, we will address these and other questions through a hands-on project and discussions on various threads of studies around the analysis of information graphics. Assigned readings will complement the projects allowing students to examine information graphics from the perspectives of relevant theories and research findings. Class discussions and critiques are an essential part of this course. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

**76-239 Film History**

Fall: 9 units

This course is an introduction to the technology, history, aesthetics, semiotics, and ideology of film. Its focus will be on narrative fiction film, though we will cover avant-garde and documentary film as well. The course will survey the various techniques by which films are made, cover many of more significant movements in film history, and introduce you to some of the most important works of cinema. Throughout the course, we will be concerned with the ideologies present in the films we see, especially those concerning gender and class. In general, our approach will be to draw connections between the films and the larger culture. The goals of this course are threefold. First, it will provide you with a solid grounding in the key issues and concepts of film studies. Second, it will expand your ability to knowledgeably critique individual cinematic works and their relationship to the larger culture. Lastly, it will provide you with experience in expressing your critiques in essay form. Prerequisite: 76-239

**76-260 Survey of Forms: Fiction**

Fall and Spring: 9 units

Section A: This is an introduction to the reading and writing of short fiction. Character development and the creation of scenes will be the principal goals in the writing of short stories during the course of the semester. Revisions of the stories will constitute a major part of the final grade. Reading assignments will illustrate the different elements of fiction reviewed and practiced, and students will analyze and discuss stories from a writer's point of view. Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-108 and 76-107)

**76-261 Survey of Forms: Creative Nonfiction**

Intermittent: 9 units

In this course we will analyze the different types of narrative structure, narrative suspense, voice, metaphor, and point of view that make for effective nonfiction writing. We will also examine the difference between good writers and good work, the functions of objective distance from and intimate investment in a subject, as well as the philosophical questions spurred by nonfiction writing. What is the nonfiction writer's role, and how does it differ from that of the fiction writer? Where do the two genres overlap? What gives nonfiction writing integrity? What does the term "creative nonfiction" mean? How have the form and aims of nonfiction writing - from memoir to essays to long-form journalism - evolved for better and for worse? Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-108 and 76-107)

**76-265 Survey of Forms: Poetry**

Fall and Spring: 9 units

Section A: This introductory course combines the writing of poetry with the reading of poetry. It consists of three primary units focusing on diction and tone, rhythm and meter, and imagery. Students are expected to demonstrate their knowledge through writing a variety of poems in specific forms and through analyzing poems in relation to the specific techniques introduced in each unit. Section B: This course is meant to serve as an introduction to the craft of poetry. We'll look closely at traditional poetic forms as well as examine the craft choices of modern and contemporary poets to expand our understanding of poetic approaches. You will read published work and the work of your classmates with a critical eye, will write your own poems, both formal and not, and will hone your ability to speak knowledgeably about poetry. We'll also spend time examining trends in contemporary American poetics, attending poetry events, and completing a number of in-class writing activities. What you learn here will pave the way for your future as both a reader and a writer of poetry. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-108 and 76-107)

**76-269 Survey of Forms: Screenwriting**

Fall and Spring: 9 units

This is a course in screenplay narrative. The screenplay has a certain format that is dictated by every screenwriter. Everything in it -- the title of the scene, the description, the action, the dialogue -- has its designated place. Though there have been certain changes in formatting over the years, for instance scenes used to be numbered, writers used to include camera angles, the basic structure has not changed. It is not so difficult to learn the format. The difficulty is in developing a screen story populated by believable characters, creating an expressive and logical relationship between the scenes by manipulating screen space and screen time, knowing what to omit from the story and what to emphasize, and finally writing dialogue that sounds real, but that does not simply copy everyday speech. These are our goals for the semester. Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)
76-270 Writing for the Professions
All Semesters: 9 units
Strong writing and communication skills are expected across the professions, from computer science to data science, from healthcare to engineering. This course is designed to help students in these and other professions build skills and confidence in written, oral, and team communication. Our guiding, research-based premise for the course is that readers in professional contexts are busy, actively look for the information they need, and deserve to get that information in a clear and accessible way. In this course, you will strengthen your writing and communication skills through a series of projects that put real readers and users of documents at the center your writing process. Through genres like job application packages, proposals, press releases, and applications of complex information for non-experts, and team-based technical documentation, you will practice the skills you will need as you move from student writer to professional. The course is writing intensive, and requires regular participation and active engagement. This course is designed for all undergraduate students, as majors and minors outside English, and has no pre-requisites beyond First Year Writing. Please note: ALL seniors, regardless of major/minor, will be waivered in an effort to accommodate those for whom the course is required to graduate. ALL 76-270 registrants are asked to complete the following brief survey in an effort to complete this accommodation process: https://form.jotform.com/203186562285156
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)
Course Website: https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/index.html (https://www.cmu.edu/dietrich/english/academic-programs/writing-and-communication/)

76-271 Introduction to Professional and Technical Writing
Fall and Spring: 9 units
Professional and technical communicators use words and images to connect people with information. With a strong foundation in rhetoric, this course will sharpen your abilities to communicate information clearly, effectively, and responsibly to real readers, stakeholders, and decision makers. Our assignments and conversations will include a wide range of genres and rhetorical situations you can expect to encounter as a professional and technical communicator, including job application genres, narrating genres like feature articles that blend subject matter interviews with keen observation, research genres like proposals, and team writing genres like technical documentation. A high level goal for the course is to combine theory, methods, and best practices for putting real readers and users of information at the center of our communication strategies. By the end of the course, you will have a portfolio of polished work that you can use to narrate your professional strengths and interests. This course is designed for undergraduates pursuing majors and minors in a writing and communication field, and who want to explore professional and technical communication as a discipline and career area.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108)

76-275 Critical Writing Workshop
Fall and Spring: 9 units
"Performance" describes a wide range of practices, from the everyday to the artistic. Gender and sexuality are key elements in everyday, political, and artistic performances, from the very personal how you order a latte at Tassa D’Oro, tell a lover goodbye at the airport or comfort a crying child to the very public performing a Bach cello suite or an iconic King Lear, staging a demonstration against police violence or marketing a new app. This course will bring performance and theory into a practical partnership to create and critique social and individual narratives. We will also take an intersectional approach to gender and sexuality, mindfully mapping these performances in relation to race, class, and ability. We raise questions such as, How does everyday performance define gender and sexual identity? How do gender and sexuality define everyday performance? How does aesthetic performance affect, theater, film, digital media, poetry intervene in the ways in which gender and sexuality are performed? Readings in theory at the intersection between gender studies, queer theory, intersectional feminism, and performance studies will help us explore these questions. We will also consider a variety of cultural and artistic practices. Since this class will be in a remote format, we will focus on performances that are digitally accessible, both for the performances that we study and those we create for the class. This course counts towards the Gender Studies Minor.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-278 Japanese Film and Literature: The Art of Storytelling
Intermittent: 9 units
This course explores how the art of storytelling is in tandem with the vicissitudes of the human condition as illustrated in Japan’s variety of fictions, non-fictions, and films in the twentieth and twenty-first centuries. Analyses of each storytelling not only reveal the cultural dynamics behind Japanese modernity, but also invite students to find new insights into Japanese culture and their ways of experiencing our globalized world. What kind of cultural exchanges took place between modern Japan and the West? How are Japan’s traditional values transformed in the face of modern technologicalization and industrialization, compared to the modernization of other countries? And, in turn, what kind of impact has modern Japanese culture had on today’s world? Tackling these questions among others, the course also extends to such issues as the legacy of traditional Japanese culture, the modern Emperor system, World War II experiences, emerging voices of minorities, and popular culture (e.g., anime and subculture).

76-280 Gender and Sexuality in Performance
Intermittent: 9 units
"Performance" describes a wide range of practices, from the everyday to the artistic. Gender and sexuality are key elements in everyday, political, and artistic performances, from the very personal how you order a latte at Tassa D’Oro, tell a lover goodbye at the airport or comfort a crying child to the very public performing a Bach cello suite or an iconic King Lear, staging a demonstration against police violence or marketing a new app. This course will bring performance and theory into a practical partnership to create and critique social and individual narratives. We will also take an intersectional approach to gender and sexuality, mindfully mapping these performances in relation to race, class, and ability. We raise questions such as, How does everyday performance define gender and sexual identity? How do gender and sexuality define everyday performance? How does aesthetic performance affect, theater, film, digital media, poetry intervene in the ways in which gender and sexuality are performed? Readings in theory at the intersection between gender studies, queer theory, intersectional feminism, and performance studies will help us explore these questions. We will also consider a variety of cultural and artistic practices. Since this class will be in a remote format, we will focus on performances that are digitally accessible, both for the performances that we study and those we create for the class. This course counts towards the Gender Studies Minor.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-282 Disability in Pop Culture
All Semesters: 9 units
In 2016, ABC debuted the show Speechless, which follows the life of JJ, a high school teenager with cerebral palsy. In 2015, Deaf West Theatre premiered a revival production of Spring Awakening on Broadway, debuting a cast of both deaf and hearing actors who performed the show using American Sign Language and English simultaneously. In 2013, Alixe Brosh released a book version of her blog titled Hyperbole and a Half: Unfortunate Situations, Flawed Coping Mechanisms, Mayhem, and Other Things That Happened. As a combination of web comics and stories that included firsthand discussions of depression. These examples are a rare few of more recent representations of disability in pop culture. In this course, we will investigate how representations of disability tell stories about difference. Using tools of rhetorical analysis, we will ask the following questions: how do memoirs, films, comics, health initiatives, advertisements, blogs, laws, and poetry use language and images to influence or construct our understanding of disability? How do these works engage differences of gender, race, class, and sexuality? And finally, how does this work expand broader cultural, aesthetic, and political views of embodiment, disability, and difference? This course has two major parts: 1) We will examine various models of disability in order to theorize concepts such as normal, the gaze, passing, and access. In the process, we will consider how these concepts intersect with gender, race, class, and sexuality. 2) We will engage these theories through close reading of actual representations of disability that circulate in our worlds around us and shape our understandings of disability. We will pay particular attention to the rhetorical elements central to these representations such as purpose, genre, audience, context, form, and style.
76-287 Sex & Texts
Intermittent: 9 units
Please see *Content Warning* Below: In this course, we will consider how writing and communication serve as means to create, define, and bound our worlds, shaping our ideas about "sex" and "sexuality" at their intersections with gender, disability, race, geographic location, religion, age, and so on. Using a rhetorical perspective, we will interrogate how everyday experiences with and performances of sex and sexuality are tied to legal, medical, corporate, cultural, and historical practices and ideologies. Readings will consist of public, scholarly, and creative genres such as Roxane Gay's Unruly Bodies, Judith Butler's Gender Trouble, Cardi B's "WAP" (feat. Megan Thee Stallion), and the Hulu series Shrill and will address topics including but not limited to bathroom bills, rape culture, the beauty industry, intellectual property, citizenship, and marriage equality. Students in this course will 1) develop a vocabulary for talking about sex and sexuality; 2) examine how sex and sexuality are shaped by public, historical, and cultural norms; and 3) practice analyzing rhetorical elements such as purpose, genre, audience, context, form, and style. Student projects will include weekly discussion posts, two shorter papers, and one creative project. This course meets the Dietrich College Communicating Gen Ed requirement. *Content Warning* Because this course takes up questions of sex and sexuality, we will discuss the body/embodiment and issues related to violence (sexual, racial, intellectual, domestic, linguistic, etc.). Students will be asked to examine questions of sex and sexuality, students will not be required to write about issues related to violence. 

76-289 Bilingual & Bicultural Experiences in the US
Intermittent: 9 units
This course focuses on various aspects of bilingualism and biculturalism in the United States, with particular emphasis on the experiences of those who identify as a speaker of a heritage language and/or member of a heritage culture. Some possible topics to be covered include: the nature of bilingualism and biculturalism; the historical and social contexts of bilingualism in the United States; characteristics of languages in contact and bilinguals' language practices; policies around heritage language maintenance in education; and the connection between language, culture, and identity. This discussion-based course is taught in English and is open to all students, whether they identify as bilingual/bicultural Americans, or are simply interested in the course topic.

76-290 Literature & Culture in the 20th Century
Intermittent: 9 units
Topics vary by semester and instructor. For example: Spring 2020: Black Fiction This course will take a transatlantic approach to what constitutes black literature and artistic expression from the nineteenth until the early twenty-first century. We will investigate how black authors use literature and other mediums of expression for social, political and self-presentation. Our primary focus will be on fiction with some memoir, poetry and non-fiction essays thrown into the mix. We will cover canonical black writers of the diaspora as well as key literary periods and movements. Along with these more conventional ways of accounting for literary history we will look at the way gender, belonging, ideology and political economy shape the reception, aesthetics and context of black writing. Authors covered in this course include: Fredrick Douglass, Nella Larson, Audre Lorde, Ralph Ellison, Melvin Tolson, Percival Everett, Merle Collins, Claudia Rankine and Tayari Jones to name a few. Prerequisites: 76-101 or 76-102 or (76-106 and 76-108) or (76-106 and 76-107) or (76-108 and 76-107) or (76-108 and 76-107 and 76-107).

76-291 Getting Heard/Making a Difference
Intermittent: 9 units
How can a college student get people to pay attention to a problem, whether it is a personal, social, environmental, ethical, or public issue? In particular, how do people who don't already have what is called "standing" such as the authority or credentials to speak their community to listen? In this course you will learn how to create real dialogue and carry out effective (not simply adversarial) engagement within a university and later in your professional lives. It introduces you to the rhetorical art of savvy, issue-centered social engagement. Drawing on research, theory, and our own campus investigation, we will try out methods for collecting compelling perspectives, for framing a shared actionable problem, and for creating well-supported, persuasive and motivating accounts in proposals, reports, editorials, stories, or media. The theory and strategies we study are designed to create what is called a rhetorical presence for your ideas, to put them into circulation, and help create a more engaged local public. This course meets the Dietrich College Communicating Gen Ed requirement.

76-292 Film Production
Fall: 9 units
Experiencing the process of filmmaking from the script to the set to the editing room, students will develop a personal filmic language to create a short final film, exploring audio and visual forms that will serve the content they developed in their scripts. The focus will be on understanding the various aspect of the film grammar with an emphasis on the basic visual components - using space, tone, line, shape, color, movement and rhythm- and how they are used to tell the story. These components are used to define characters, communicate moods, emotions, thoughts and ideas. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-107 and 76-108).

76-293 Topics in Rhetoric
Intermittent: 9 units
Topics vary by section and semester. To see full course descriptions for each section, visit the course URL above. Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108).
Course Website: https://www.cmu.edu/dietrich/english/courses/fall-2020-course-descriptions.pdf

76-295 Russian Cinema: From the Bolshevik Revolution to Putin's Russia
Fall: 9 units
"Last night I was in the kingdom of shadows," said the writer Maxim Gorky in 1896 after seeing a film for the first time. "How terrifying to be there!" Early film inspired fear and fascination in its Russian audiences, and before long became a medium of bold aesthetic and philosophical experimentation. This seminar-style course surveys the development of Russian and Soviet film, paying equal attention to the formal evolution of the medium and the circumstancedhistorical, cultural, institutionalthat shaped it. We will examine Sergei Eisenstein's and Dziga Vertov's experiments with montage in light of the events of the Bolshevik Revolution and the directors' engagement with Marxism; Georgi Alexandrov's and the Vasiliev brothers' Socialist Realist production against the backdrop of Stalinist censorship; Andrei Tarkovsky's and Kira Muratova's Thaw-era films within the broader context of New Wave Cinema; and the works of contemporary directors, including Alekssei Balabanov, Alexander Sokurov, and Andrey Zvyagintsev, in connection with the shifting social and political landscape of post-Soviet Russia. Besides introducing students to the Russian and Soviet cinematic tradition, this course will hone their skills in close visual analysis. No prior knowledge of Russian language or culture is required. The course is conducted in English, but students will have the option to do work in Russian for three extra course units.

76-300 Professional Seminar
Fall: 3 units
This weekly, 3-unit seminar is designed to give professional writing majors an overview of possible career and internship opportunities and ways to pursue their professional interests. Each session will feature guest presenters who are professionals working in diverse communications-related fields such as web design, journalism, public relations, corporate and media relations, technical writing, medical communications, and working for non-profits. The visiting professionals talk about their own and related careers, show samples of their work, and answer student questions. The course is required for first-year MAPW students and is open to all English undergraduates, who are urged to participate in their sophomore or junior years to explore options for internships and careers.

76-301 Internship
All Semesters
This course is designed to help you explore possible writing-related careers as you gain workplace experience and earn academic credit. You'll work on- or off-campus as an entry-level professional writer for 8-10 hours per week in a field of interest to you (public relations, journalism, advertising, magazine writing, non-profit, healthcare, etc.). You are responsible for finding an internship. Most of your class time for the course will be completed at your internship site - a minimum of 120 hours (8-10 per week) over the semester for 9 units of credit. As the academic component of the course, you'll keep a reflective journal and meet periodically with the internship coordinator to discuss your internship and related professional issues. You must register for the course before the add/drop deadline of the semester in which you want to do your internship. Before you can register, you must contact the internship instructor listed above to express your interest in the course and to be cleared for registration. Credit for the internship course cannot be retroactively awarded for past internships.
76-302 Communication Support Tutoring Practicum
Fall: 6 units
The Communication Support Practicum is designed to introduce students to communication scholarship and pedagogy as well as the methods and theories that inform them for the purpose of communication support and tutoring in CMU’s Student Academic Success Center. Students will explore communication (written, oral, and visual) in multiple disciplines and genres with a focus on gaining knowledge and skills to respond to communicators and their texts. Discussion and assignments will offer a chance to think critically about tutoring practices and the ideologies and values on which they are based as well as ways to challenge the bias inherent in them. There will be many occasions to reflect on and evaluate tutoring skills, observe others in tutoring situations, and practice a variety of methods that consider the different needs of communicators. Students will gain awareness of how various spaces, identities, technologies, and abilities inform textual production as well as how to create a meaningful response to meet the diverse needs. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)
Course Website: https://www.cmu.edu/gcc/faqs/index.html (https://www.cmu.edu/gcc/faqs/)

76-306 Editing and Publishing
Fall and Spring
Note: Registration in this course is by permission only. Students must contact Prof. Costanzo directly. This course is the second half of the year-long Editing and Publishing course sequence. Students must complete 76-306 before they may register for 76-307. In this course students will work closely with the editors of Carnegie Mellon University Press to learn many of the facets of producing books. These range from business management and marketing to the elements of editing, book design, and production.

76-307 Advanced Editing and Publishing
Fall and Spring
Note: Registration in this course is by permission only. Students must contact Prof. Costanzo directly. This course is the second half of the year-long Editing and Publishing course sequence. Students must complete 76-306 before they may register for 76-307. In this course students will work closely with the editors of Carnegie Mellon University Press to continue learning many of the facets of producing books. These range from business management and marketing to the elements of editing, book design, and production.
Prerequisite: 76-306

76-308 Literary Journal Publishing
Intermittent
In this course, students will learn about the landscape of and publication process for literary journals in the United States. We will read a variety of literary journals in print and online, will host guest speakers, and will do a variety of hands-on activities related to editing and publishing. Students will gain experience by working on The Oakland Review, an international literary journal run out of CMU. In capacities as varied as editorial, design and production, or promotion. If you are interested in registering for this course, please go to the Course URL and fill out the questionnaire. Thank you.
Prerequisites: 76-260 or 76-265
Course Website: https://form.jotform.com/CMUEnglish/literary-journal-publishing-course (https://form.jotform.com/CMUEnglish/literary-journal-publishing-course/)

76-310 Advanced Studies in Film and Media
Fall: 9 units
This course will focus on several key technical components of filmmaking and the ways they function within the film text, as well as the ways they can be read as an indication of the underlying ideology of a work. Individual units of the course will concentrate on performance, production design, photography, editing and music. Films will be drawn from a variety of national cinemas from around the world. A primary goal of the course will be the development of skills useful for filmmaking, film analysis and scholarship. Students will engage in focused projects designed to facilitate the pedagogical goals of each unit.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)

76-311 Acting Out in the London Theatre
Intermittent: 9 units
More Londoners went to the theater between 1660 and 1800 than read novels or newspapers. The theater was THE social media of this formative period in the history of an English-speaking, urban public, and this course explores the power of the theater as a means of both social control and political resistance. Instead of taking a traditional "survey" approach to this period in the English theater, we will study a succession of "nights at the theater," specific performances of plays that happened on particularly eventful evenings when the playwhile significantwas not the only important performance. The farewell turn of a beloved actor, the presence in the house of a visiting African prince, violent protest by audiences against a play, an actoror pretty much anythingcould charge that evening's performance of a play with meaning beyond the script. We will approach plays from this period historically by reading, viewing, and listening to print and visual documents and music that inform the historical moment of the play. Most importantly, we will workshop scripts in class in order to learn from performance how these plays conveyed the power relations of race, class, and gender both then and today.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-107 and 76-108)

76-312 Crime and Justice in American Film
Intermittent: 9 units
Films dealing with criminal activities and criminal justice have always been popular at the box office. From the gangsters of the Thirties and the film noir of the Fifties to the more recent vigilante avenger films of Liam Neeson, the film industry has profited from films about crime and its consequences. How those subjects are portrayed, however, tells us a great deal about larger trends in American history and society. Every imaginable type of criminal activity has been depicted on screen, as have the legal ramifications of those acts. But these films raise profound questions. What is the nature of crime? What makes a criminal? Are there circumstances in which crime is justified? How do socioeconomic conditions affect the consequences? How fair and impartial is our justice system? Perhaps most importantly, how do depictions of crime and justice in popular media influence our answers to these questions? This class will utilize a variety of films to discuss the ways in which popular media portrays the sources of crime, the nature of criminals, the court and prison systems, and particular kinds of criminal acts. Films to be screened may include such titles as The Oxbow Incident, Out of the Past, 12 Angry Men, Young Mr. Lincoln, Brute Force, The Equalizer, Jack Reacher and Minority Report. By thoroughly discussing these films and related readings we will be able to trace the various changes in attitude towards crime and justice in America over the last century.

76-313 Creative Visual Storytelling in Film Production
Intermittent: 9 units
Visual storytelling cuts to the heart of the filmmaking process, combining all elements of the craft to engage the viewer. Every picture is comprised of a story, visuals, and, sometimes, sounds. This class is about learning how to understand and control time-based images to better tell your story. We will learn essential skills for becoming a creative technological storyteller - how to think visually and aurally. Fundamental focus will be on understanding the basic visual components -using space, tone, line, shape, color, movement and rhythm- and how they are used to visually tell a story, define characters, communicate moods, emotions, thoughts and ideas. We often are not consciously aware of them within a film but are critical in establishing the relationship between story structure and visual structure. Through readings, film analysis, creative brainstorming, assignments and individual critiques this class will guide each student into translating their creative vision into a short final film.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)
76-314 Data Stories
Fall: 9 units
Every dataset has a story. In this class, you're the data detective. You'll learn to reassemble the weird casts of algorithms, data miners, researchers, data janitors, pirates, data brokers, financiers, etc. whose activities shape culture. You'll encounter a range of "farm to table" data stories, some going back hundreds of years, and develop resources and strategies for contextual research. You'll explore cases such as the London cholera epidemic, Google Books, Netflix, the Oxford English Dictionary, the Strava map, and the Queen Nefertitiscan alongside several pieces of art and fiction that capture aspects of data stories typically obscured elsewhere. The research methods you'll encounter will include book archeology, media archeology, history of information, infrastructure studies, ethnography, narratology, and digital forensics. You'll read scholarly articles, novels, journalism, and popular non-fiction, and you'll develop individualized long-form research and writing projects informed by contemporary developments in data studies, journalism, and art.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-108 and 76-107)

76-315 19th Century American Literature
Intermittent: 9 units
These days, it's pretty easy to get to Walden Pond. It's right off route 126 (not too far from Concord) and there is a nice little farm stand there called the Farm at Walden Woods, where you can get corn and raspberries and freshly baked bread. In this class we'll go back in time to the Walden Pond of Thoreau's time, with a focus on the Green Nineteen—writers and thinkers who considered the relationship between human civilization and the American wilderness (Thoreau, Emerson and Hawthorne). We will think about the interrelationship between the environment and nascent capitalist industries by reading the poetry and prose by young women who worked in the Lowell Mill (The Lowell Mill Offerings). We will also think about the environment in relation to two slave narratives (Douglass, The Slave Narrative of Frederick Douglass and Harriet A. Jacobs, Incidents in the Life of a Slave Girl). Finally we will consider the environmental consciousness of the two most important poets of the 19th century, Walt Whitman and Emily Dickinson. As for coursework, we will use the class to practice meditation, natures walks, and one group project in which you will design your own environmentally conscious Utopian community.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108)

76-316 Topics in Literature: Watching HBO's The Watchmen
Intermittent: 9 units
This course is centered on the graphic, social and political universe created by HBO's The Watchmen series. Course viewings/readings will include: the 9-episode HBO series from 2019, the original The Watchmen comic series from the 1980s, and various cultural influences on the HBO series, including the musical Oklahoma!, and the 1930s era singing group the Ink Spots, whose hit, "I Don't Want to Set the World on Fire," is featured in the series. The course will include the intro to film studies text, Writing about Movies, and one of the goals of the course will be for students to write original, accessible, and interesting 1000 word essays about the series to be published on a public website.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-317 Contemporary American Fiction
Intermittent: 9 units
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 Eg an, Bret Easton Ellis, Jonathan Franzen, Chang-Rae Lee, Emily St. John Mandel, Gary Shteyngart, and Colson Whitehead.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-318 Communicating in the Global Marketplace
Intermittent: 9 units
We live in a global world, whether we like it or not. Globalization is a political, economic, and cultural phenomenon that deeply impacts how well we can communicate with others in both professional and interpersonal settings. Regardless of the language people speak and the cultures that may have shaped our beliefs and values, we are bound together by professional interests and political agendas in a community that has no choice but to function well. In the current international environment, some of the most important and rewarding employment opportunities are with multinational and international corporations. But are we 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. More often than not there is a whole different worldview behind a foreign accent. Globalization brings along several pressing questions: How can professional communicators avoid the potential for misunderstanding and conflict that comes with cultural difference? How can professional communicators contribute to shaping a workplace discourse that can reach a wide, diverse, global audience? How can professional global communication be effectively planned, measured, and improved?
This course prepares you to address these questions by explaining the specific ways in which national culture influences professional and technical communication, the impact of globalization on business environments and communication, and the ways in which you can rely on general concepts and principles in order to communicate effectively in specific international settings and situations.
Prerequisites: 76-272 or 76-271 or 76-270

76-319 Environmental Rhetoric
Fall: 9 units
Environmental rhetoric is a place of commitment and contention in which competing discourses celebrate our relationship with the natural world, frame environmental problems, and argue for public action. As we compare the environmental rhetoric of naturalists, scientists, policy makers, and activists, we will trace an American history that has managed to combine mystical celebration with militant critique, and scientific research with public debate. Equally important, this course will prepare you to act as a rhetorical consultant and writer, learning how writers communicate the three "Rs" of environmental rhetoric: relationship with nature, the presence of risk, and the need for response.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-108 and 76-107)

76-322 Gender and Sexuality in Performance
Intermittent: 4.5 units
"Performance" describes a wide range of practices, from the everyday to the artistic. Gender and sexuality are key elements in daily, political and artistic performances, from the very personal how you order a latte at Tassa D'Oro, tell a lover goodbye at the airport or comfort a crying child. How do these personal performances contribute to the creation and critique of social and individual narratives about gender and sexuality. How does everyday performance define gender and sexual identity? How do gender and sexuality define everyday performance? How does aesthetic performance; theater, film, digital media, poetry intervene in the ways in which gender and sexuality are performed? Readings in theory at the intersection between gender studies and performance studies will help us explore these questions. We will also consider a variety of cultural and artistic practices. The addition of simple performance prompts and exercises for students to incorporate into their research will blur theory and studio practices. Students will be encouraged to practice their theories surrounding performance within the classroom and in public space.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-108 and 76-107)

76-323 God: A Literary and Cultural History
Intermittent: 9 units
This course will investigate ideas about God, primarily from the Western intellectual tradition. Our readings will include selections from Hebrew and Christian scripture, Dantes Inferno, Augustines Confessions, Benedict Spinozas Theological-Political Treatise, and Carl Schmitts Political Theology, as well as more recent investigations by Pope Francis, Marilynne Robinson, and Talal Asad. Students will be responsible for a presentation and two interpretive papers.
76-324 Topics in Rhetoric: Language and Place
Intermittent: 9 units
TBD
Prerequisite: 76-101
Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)

76-325 Intertextuality
Spring: 9 units
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 (un)found 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 relevant and 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 can conduct your own research on intertextual rhetoric on a topic of specific interest to your academic or professional goals.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-107) or (76-108 and 76-106) or (76-107 and 76-106) or (76-107 and 76-108) or (76-108 and 76-107) or (76-108 and 76-106)

76-326 Contemporary Global Literature
Intermittent: 9 units
In this course, students will read, interpret, discuss and write about novels and short stories written in English in the past ten years by writers originally from Africa, South Asia, East Asia and the Caribbean. While these works represent the “large stories” of economic globalization, refugee migration, and ecological catastrophe, they are crafted around the “small stories” of love, longing, friendship and family. We will talk about both kinds of narratives, tracing the entanglements of one in the other. Students will reflect on the relationship between history, society and culture in a global context, situating the contemporary within the longer trajectories that mark the legacies of colonialism and imperialism. This course is virtual and almost entirely synchronous; barring unexpected situations, attendance is expected for what should be a lively class discussion.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108) or (76-106 and 76-108) or (76-107 and 76-108) or (76-108 and 76-107)

76-329 Performing Race in Early Modernity
Intermittent: 9 units
The earliest known use of the term “white” in reference to Europeans occurs in The Triumphs of Truth, a 1613 play by Shakespeare’s contemporary, Thomas Middleton. In addition to suggesting an important connection between race and drama in 17th-century England, this simple historical note raises a range of questions that have a direct bearing on some of the most pressing issues of the 21st century: Where do ideas about race come from? By what processes do the distinctions of racial concepts emerge, evolve, calcify, and mutate? How does the conceptualization of race relate to media? How do racial representations bolster or conduct political power? In this course, we will broach these questions by taking a close look at the race-making function of drama in early modernity, a period when race was an inchoate, incipient concept, caught up with the emergence of colonialism, capitalism, and increasing interconnection between peoples, cultures, and worlds. As we think, read, and converse together, we will endeavor to come to terms with the problems and paradoxes of racial representation in the early modern theater, a forum that offered access to innovative, daring thinking about human equality and ethical responsibility, but was also a site for the perpetuation of hateful stereotypes and exploitative theories of white supremacy. In a wide-ranging survey of drama, historical documents, and contemporary criticism, we will work toward an understanding of how race-based concepts operated in the theater, and how the drama of early modernity continues to influence thinking about race in our own time. This course meets the Dietrich College Reflecting Gen Ed requirement.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108) or (76-108 and 76-107)

76-331 Dissenters and Believers: Romantics, Revolution, and Religion
Intermittent: 9 units
This course examines the relation of Romantic writing to religion in the age of revolutions. We will read a number of Romantic-age writers—William Blake, S. T. Coleridge, William Wordsworth, Edmund Burke, Monk Lewis, Percy Shelley—in relation to the most “orthodox” religious modes (Anglican, Catholic, Lutheran, and Evangelical) and the most “heterodox” Enthusiasm, Rational Dissent, Unitarianism, Deism, Pantheism, or atheism. We will also distinguish between “religions” (as formally institutionalized) and “religion” defining religiosity as more diffused or displaced feelings, ideas and practices that are often not clearly marked as religious or related to any one institutional religion. Two papers are required.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-108 and 76-106)

76-333 Race and Controversy in the Arts
Intermittent: 9 units
In the last three years, social media platforms have given artists and consumers of art an unprecedented platform to engage with the commercial art world as both activists and critics. 2017’s trending hashtag #oscarsowhite remarked on long-standing issues of inclusion within commercial filmmaking in the United States. Twitter also spread news from art worlds that were not always in the limelight; like Dana Schutz’s painting “Open Casket” at the Whitney Biennial or Kenneth Goldsmith found poem “The Body of Michael Brown”, read at an obscure conference at Brown University. Our course will put these and other controversies surrounding the politics of representation in the arts into broader historical and artistic contexts. We will approach the topic through particular case studies - from The Merchant of Venice to 2 Live Crew’s obscenity trial - that highlight the confluence of social, political and artistic forces that frame these controversial works.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-108 and 76-106)

76-335 20th and 21st Century American Fiction
Intermittent: 9 units
This course will examine American fiction from 1900 to the present. It will cover the movement from modernism, through midcentury realism and postmodernism, to the contemporary. We will look at scholarly definitions of those modes, as well as some of the cultural context that has informed American literature. Some of the authors will include modernists like Stein and Faulkner; midcentury writers and postmodernists like Ellison, McCarthy, and Pynchon; and contemporary writers like Diaz, Lahiri, and Franzen.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-108 and 76-106)

76-337 Intersectional Feminism
Intermittent: 9 units
The concept of intersectionality first appeared in African-American feminist legal theory, but it rapidly spoke to other ideas and movements authored by other women positioned on the margins in the United States and beyond. Now widely disseminated as a feminist practice embraced by many identities, intersectional feminism acknowledges how interlocking power structures produce systematic oppression and discrimination to create distinctive gender identities in terms of such aspects as sexuality, race, ethnicity, class, religion, language (and accent), and neuro- and physical diversity. In this class, we will consider a wide variety of texts that mobilize this movement, including fiction, poetry, memoir, scholarly works, drama, popular media and films. We will consider voices from the “global south,” non-Western countries that are speaking back to the economic and political centers of globalization. Pairing analysis with these texts with some examples of praxis, or political practice, we will think through and debate how critiques of power can move toward social change. Students will be encouraged to use these texts and a series of shorter writing assignments about texts to build toward a final project relevant to their own discipline. Readings might include Kimberlé Crenshaw, Audre Lorde, bell hooks, Roxane Gay, Chimamanda Ngozi Adichie, Mona Eltawawy, Erika L. Sánchez, Chandra Talpade Mohanty, Fatima Mernissi and Mari Matsuda, Fatima Mernissi, and Aiwh Ong.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-107 and 76-108) or (76-108 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)
76-338 Topics in Film and Media
Fall and Spring: 9 units
Topics vary by semester. Fall 2021: Section A: East Asian Film; Section B: Cinema and Sensation For course descriptions, see http://bit.ly/F21EnglishCourseInfo
Prerequisites: 76-101 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)

76-341 Gender and Sexuality in Performance
Intermittent: 9 units
"Performance" describes a wide range of practices, from the everyday to the artistic. Gender and sexuality are key elements in everyday, political, and artistic performances, from the very personalhow you order a latte at Tassa D'Oro, tell a lover goodbye at the airport or comfort a crying childto the very publicperforming a Bach cello suite or an iconic King Lear, staging a demonstration against police violence or marketing a new app. How does everyday performance define gender and sexual identity? How do gender and sexuality define everyday performance? How does aesthetic performancecenter, theater, film, digital media, poetryintervene in the ways in which gender and sexuality are performed? Readings in theory at the intersection between gender studies and performance studies will help us explore these questions. We will read Judith Butler's work on gender as performative, Joseph Roach's work on the history of celebrity, Marvin Carlson's work on theater, and important essays in queer and transgender theory. We will also read and view a wide variety of cultural and artistic practices, from the British 17th century up to the recent work of feminist and queer performance artists. Your written and spoken contributions to the class will, besides regular postings on the course materials and participation in class discussions, entail the investigation of an everyday, cultural, or aesthetic performance of your choosing.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)

76-343 Rise of the American Novel
Intermittent: 9 units
This course will survey American fiction from the beginning of the nation through the first half of the twentieth century. We will look at early fiction, like Washington Irving's "Rip Van Winkle" and mid-1800s classics like Hawthorne's Scarlet Letter, up to twentieth-century works like The Great Gatsby and perhaps some contemporary novels. Through the term, we will ask how the fiction represents the special character of American experience. Alongside readings, you will write several short papers and present some of your research to the class.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-347 Recent American Fiction
Intermittent: 9 units
We will read very recent American fiction, from about 1990 to the present. Authors might include Chimamanda Adichie, Michael Chabon, Junot Diaz, Jennifer Egan, Bret Easton Ellis, Jonathan Lethem, and Colson Whitehead.
We will try to gather trends or tendencies that distinguish it from previous fiction. Does it suggest a different moment in fiction from postmodern? And does it have a comment about American culture and its relation to the contemporary world?
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)
76-352 Music, Technology, and Culture
Intermittent: 9 units
Music has been a part of our individual and communal lives for 40,000 years. We developed the technology to record and playback music for about 140 years ago. In this seminar we will study the relationship of music, technology and culture from a variety of disciplinary approaches including science and technology studies, musicology and ethnomusicology, neuroscience, sound studies, critical race and ethnicity studies, political economy, cultural studies and media archaeology. The course will focus on the impact mediating technologies like vinyl, cassette tapes, mp3s, film and television, the development of music journalism and of course live human performance have had on our social, political and personal interactions with music. We have built the course around case studies that illustrate the intersection of music, technology and culture such as audio analysis data devices, movie soundtracks, streaming services, the rise of internet "listicles" and other crucial moments in twentieth and twenty-first century musical culture. Students in this course will develop critical projects that cross technological, humanistic, and musical boundaries. We hope that students come away from this class with a better host of critical tools to better think about what music means to us and how mediating technologies redefine these meanings. 
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-108 and 76-106)

76-353 Transnational Feminisms: Fiction and Film
Intermittent: 9 units
How do controversial practices related to women become touchstones that draw women together across cultures or, conversely, push them into separate cultural and political spheres? This introductory-level course familiarizes students with the challenges transnational feminism has posed to Western notions of feminism. To explore these contestations, we will look at a series of controversies. We will read these controversies through novels, drama, short stories and films, with some secondary theoretical readings. This course will take six case studies concerning cultural practices that have generated global debates about the status of women and issues like consent, freedom, and equality. Beginning with several works representing issues about global/local/islamic practices of veiling, we will look specifically at the close connections made between women's practices and elements of tradition, including religion. With an eye toward historicizing feminist interventions, we will look at 19th century debates on sati, commonly called widow burning, in India, to see how certain issues became loci for global intervention during colonial periods and, later, for global feminist movements. Within the contemporary period, we will turn to cultural, economic and political practices like female genital cutting, transnational domestic labor, global sex trade, and transnational forced marriage. For each of these controversies, we will be reading a range of positions represented in different types of writing across genre, with a focus on literary and filmic depictions.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-107) or (76-108 and 76-106)

76-354 Watchdog Journalism
Intermittent: 9 units
The practice of journalism involves covering the news of the day. Investigative journalism uncovers it, digging through public records and data to expose corruption or correct social injustices. The process takes patience and persistence, as well as familiarity with right-to-know laws, to find that gold nugget of information that exposes secrets or becomes the missing piece to a larger puzzle. In this course, students will learn investigative techniques that make the powerful accountable, using government documents, financial filings and databases to spot undetected crime patterns, an unfair housing policy or perhaps questionable spending by a non-profit charity. Investigative journalism has a storied history of exposing wrongdoing and today many of the tools historically used to tell those stories are available to everyone. This course will help budding journalists, researchers and anyone else interested in addressing societal problems find those tools and learn how to use them. This course meets the Dietrich College Deciding Gen Ed requirement.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-355 Leadership, Dialogue, and Change
Fall: 9 units
This course is about an alternative to the “great man” theory of leadership— in which success is built on charisma, power, status, or institutional authority. The alternative model of adaptive leadership, however, depends on an ability to draw a divided community into a dialogue that re-frames the problem and may even call on us to re-interpret our values. We will see this in action, comparing the methods of Martin Luther King to the radical community organizer of Saul Alinsky, or in the influential African-American cultural critiques of Cornel West and bell hooks, or in the work of students calling for change on campuses. Their work poses a question: how does dialogue work in the rhetoric of making a difference? So in the second half, we will put theory into practice, organizing a CMU Community Think Tank to explore this question: how do college students take effective leadership on public issues raised on campus (e.g., climate change, equity for workers, or the corporate ethics of would-be employers)? How do student advocates generate “rhetorical presence” to problems or create counterpublics that actually put ideas into “circulation”? How do departments and faculty support publicly engaged learning in their disciplines? In this project of studying and taking leadership, you will develop skills in framing a shared problem, collecting data across diverse, often competing perspectives, in creating a Briefing Book to guide live Round Table problem-solving dialogues, and in documenting, writing and publishing your Findings on www.cm.edu/thinktank. As a portfolio project, it will also demonstrate your ability to support problem-solving dialogues across difference in a community or organization.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-107) or (76-106 and 76-108)

76-357 Linguistic & Social Aspects of Immigration
Intermittent: 9 units
This course introduces students to the linguistic and social aspects of immigration in today's global society. Immigration will be studied as a socio-political construct with an emphasis on the linguistic, socio-cultural, and political challenges and opportunities that migration creates for the individual and society. Throughout the course we will explore the key question: What challenges and opportunities do different aspects of migration poses for multilingual societies and individuals? A great deal of the course focuses on the linguistic challenges that migration creates for the individual and society, with a special emphasis on the development of bilingualism and the education of immigrant children. From a larger socio-political perspective, the course focuses on various case studies of immigrant populations throughout the world in order to obtain a better understanding of the characteristics, opportunities, and challenges faced by immigrant populations internationally.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-359 User Experience Methods for Documents
Intermittent: 9 units
This course will be useful for any student who is interested in learning more about user experience methods that are widely used in professions such as design/writing for new media, technical writing, science and healthcare communication, public media relations, policy and non-profit communication. You will deepen your mastery of the following research skills: conducting interviews; analyzing data; synthesizing information; applying user-centered design principles; creating user personas; facilitating user testing sessions (in-person and remotely); and analyzing user testing data. In this course, students will learn the ability to facilitate a user-centered document design project; conduct user research and analysis; develop user personas and scenarios; and write content that addresses user needs.
Prerequisites: (76-270 and 76-390) or (76-271 and 76-390)

76-360 Literary Journalism Workshop
Intermittent: 9 units
Normally Literary Journalism demands field work: interviews with people out in the world. I'm not sure how Covid will affect this course. It always has a strong overlap with Creative Non Fiction. Students will write flash non-fiction and longer essays, developing their writing voices, and their ability to see and represent the world they and others inhabit. We'll read literary journalism by a variety of writers, using some of what we read as models. If you like fiction writing and creative non-fiction writing, you'll like this genre: you'll be asked to employ the similar tools of characterization, sense of place, voice, narrative arc, dialogue, etc. I hope you'll be able to see this in action, comparing the methods of Martin Luther King to the radical community organizer of Saul Alinsky, or in the influential African-American cultural critiques of Cornel West and bell hooks, or in the work of students calling for change on campuses. Their work poses a question: how does dialogue work in the rhetoric of making a difference? So in the second half, we will put theory into practice, organizing a CMU Community Think Tank to explore this question: how do college students take effective leadership on public issues raised on campus (e.g., climate change, equity for workers, or the corporate ethics of would-be employers)? How do student advocates generate “rhetorical presence” to problems or create counterpublics that actually put ideas into “circulation”? How do departments and faculty support publicly engaged learning in their disciplines? In this project of studying and taking leadership, you will develop skills in framing a shared problem, collecting data across diverse, often competing perspectives, in creating a Briefing Book to guide live Round Table problem-solving dialogues, and in documenting, writing and publishing your Findings on www.cm.edu/thinktank. As a portfolio project, it will also demonstrate your ability to support problem-solving dialogues across difference in a community or organization.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-372 Watchdog Journalism
Intermittent: 9 units
This course will be useful for any student who is interested in learning more about user experience methods that are widely used in professions such as design/writing for new media, technical writing, science and healthcare communication, public media relations, policy and non-profit communication. You will deepen your mastery of the following research skills: conducting interviews; analyzing data; synthesizing information; applying user-centered design principles; creating user personas; facilitating user testing sessions (in-person and remotely); and analyzing user testing data. In this course, students will learn the ability to facilitate a user-centered document design project; conduct user research and analysis; develop user personas and scenarios; and write content that addresses user needs. Normal study requirements for an additional introductory course in the field of English courses are required.
Prerequisites: (76-270 and 76-390) or (76-271 and 76-390)
**76-361 Corpus Rhetorical Analysis**
Intermittent: 9 units
The Digital Humanities is a huge and growing field spanning many disciplines and skill sets. The focus of this course is on tools and methods that allow students to analyze textual corpora as purveyors of stories, information, and arguments that seek to influence cultural thinking, reveal existing cultural mindsets, and often both in tandem, either synchronously or diachronically. This is the point of view often taken by analysts who work for universities, think tanks and intelligence agencies who seek to understand cultural trends and mindsets from volumes of digital texts. For such analysts, close reading is an indispensable part of their work and computing tools help focus their reading while reading helps refine their understanding of the computer output. The course will give students intensive practice with methods and tools for analyzing corpora of text at the word, phrase, and sentence level, and with working with large scalable dictionaries and multivariate statistics.
Prerequisites: (76-107 or 76-106 or 76-107 or 76-108 or 76-106 or 76-102 or 76-101) and 76-380

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**76-362 Reading in Forms: Nonfiction**
Intermittent: 9 units
In this reading-intensive course we will analyze and discuss different types of narrative structure, narrative suspense, voice, metaphor, and point of view that make for effective non-fiction writing. We will also examine the difference between good writers and good work, the functions of objective distance from and intimate investment in a subject, as well as the philosophical questions spurred by non-fiction writing. What is the non-fiction writer’s role, and how does it differ from that of the fiction writer? Where do the two genres overlap? What gives non-fiction writing integrity? What does the term “creative non-fiction” mean? How have the form and aims of non-fiction writing - from memoir to essays to long-form journalism - evolved for better and for worse? We'll be reading a selection of essays from a variety of writers, as well as full works from a few writers considered masters of the form.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-106)

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**76-363 Reading in Forms: Poetry**
Intermittent: 9 units
In Spring 2020: The Poet in America. Selected readings in Bradstreet, Taylor, Emerson, Poe, Whittman, Dickinson, Frost, Stevens, Crane, Lowell, Williams and some contemporaries with particular regard to the poet's conception of his or her own role and of the sources and function of poetry.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)

**76-364 Reading in Forms: Fiction**
Intermittent: 9 units
W.E.B. DuBois famously proclaimed "all art is propaganda." But how can an author effectively blend societal commentary and creativity, so she/he advances or subverts specific ideologies in confluence with descriptive, imaginative writing? In this class we'll read modern novels that deal with history and violence, and analyze the interplay between narrative and ideology within the works of authors who try to recreate historical moments and eras through fictional retelling of events. We'll keep an eye trained specifically on how these authors successfully translate complex and significant notions and truths to readers through seemingly small narratives, scenes, and sentences.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)

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**76-365 Poetry Workshop**
Fall and Spring: 9 units
In this course, you will be expected to take your knowledge of the principles and techniques of poetry and utilize them in workshop discussions, written analysis, and the composition of your own poems.
Prerequisites: (76-107 or 76-106 or 76-101 or 76-102 or 76-108) and (76-265 Min. grade B or 76-222 Min. grade B)

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**76-366 Essay Writing Workshop**
Intermittent: 9 units
In this course we will analyze the different types of narrative structure, narrative suspense, voice, metaphor, and point of view that make for effective non-fiction writing. We will also examine the difference between good writers and good work, the functions of objective distance from and intimate investment in a subject, as well as the philosophical questions spurred by non-fiction writing. What is the non-fiction writer’s role, and how does it differ from that of the fiction writer? Where do the two genres overlap? What gives non-fiction writing integrity? What does the term “creative non-fiction” mean? How have the form and aims of non-fiction writing - from memoir to essays to long-form journalism - evolved for better and for worse? We will scrutinize the work of Nora Bliss, Kate Fagan, Joan Didion, James Baldwin, Jo An Bear, Gary Younge, David Foster Wallace, Umberto Eco, and many others. In addition to critical writing assignments, students will have several opportunities to write their own non-fiction pieces.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)

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**76-367 Fact Into Film: Translating History into Cinema**
Intermittent: 9 units
From the very beginning, film has provided a window into the past. But how useful are the images we see through that window? For every person who reads a work of history, thousands will see a film on the same subject. But who will learn more? Can written history and filmed history perform the same tasks? Should we expect them to do so? How are these two historical forms related? How can they complement each other? This course will draw examples from across the history of film in order to examine how the medium of film impacts our understanding of facts and events, the ways that film transfers those facts to the screen, and how that process affects the creation of historical discourse. Films may include such titles as The Fall of the Roman Empire, The Gunfight at the O.K. Corral, Saving Private Ryan, World Trade Center, Enemy at the Gates, Lagaan and Hero.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-108 and 76-107)

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**76-368 Role Playing Game Writing Workshop**
Fall: 12 units
Role-playing games (RPGs) are a vibrant and viable popular medium for interactive storytelling. A generation of novelists, screenwriters, playwrights and TV writers came of age playing RPGs. They learned how to tell stories with their friends. Later on, they developed those skills and have won Pulitzers, Emmys, Tonys and Oscars. This workshop builds upon a thesis that interactive games share a large portion of dramatic theory DNA with plays, TV, and film. Play is performance. The skills developed when creating any time-bound media transfer well to games but must be seen through a different lens - the lens of the player. To do so, we first examine and dissect both RPG story and game design (using pencil and paper examples) seeking an understanding of both system as well as narrative best practices. Once we lay the groundwork, students are divided into three-to-five-person writing teams. Teams using existing pen-and-paper RPG system to create a set of a campaign-style story for that system and that story world. The final product is a hard copy story bible of portfolio-quality. I emphasized this is a writing course, not an RPG design course. Any level of writing experience is welcome, as I provide support and instruction to scaffold in inexperienced students. More advanced students often find the unique authorial POV of games to be a very different challenge. Experience with and passion for RPGs is a must in this class.
Prerequisites: 76-269 Min. grade C or 76-260 Min. grade C

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**76-371 Teamwork for Innovators**
Intermittent: 9 units
The world is changing faster than ever, meaning that teams of all sorts are working, to communicate more effectively across their understanding of the computer output. The course will give students intensive practice with methods and tools for analyzing corpora of text at the word, phrase, and sentence level, and with working with large scalable dictionaries and multivariate statistics.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-107 and 76-108)
76-372 News Writing
Fall: 9 units
In this course, we will study and learn the fundamental skills of journalistic writing as well as discuss topics related to how different media outlets cover news. On the writing side, we will start with the basics - the importance of accuracy, clarity and fairness, writing for audience, striving for objectivity, judging newsworthiness, meeting deadlines. Class discussions will touch on current news events, with the historic presidential election this fall undoubtedly taking center stage. The core class work (and most of your grade) will be based on seven writing assignments due approximately every two weeks throughout the semester. Expect to do some writing each class period. We will learn how to write a story lede (yes, that's how journalists speak), how to structure a story and how to write different kinds of news stories, from crime news to features to editorials and commentary. We also will learn how to research a news story, conduct an interview and sort through mountains of information to discern what's important so we can write about it in a clear, concise manner.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-107 and 76-108)

76-373 Argumen
Fall and Spring: 9 units
This course introduces the fundamentals of argumentation theory and offers guided practice in analyzing and producing arguments. Through analysis of real-world examples, we will learn what an argument is, how to identify one, and what the names and functions of a variety of argument features are. We will also explore the production of argument by pursuing the questions: What are my argumentative goals? How do I build a theory of my audience? What means of persuasion are available to me for achieving my goals? And how should I order the contents of my argument? To answer these questions, we will explore argument in a variety of genres including grant proposals, op-eds, scientific papers, presidential speeches, and congressional testimonies. Assignments in this course will give students the opportunity to write pieces in areas of their interest (health, journalism, business, science and technology etc.)

Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-107 and 76-108) or (76-106 and 76-108)

76-374 Mediated Narrative
Spring: 9 units
S21: Futuristic Explorations - An Interactive Media Project We are offering the opportunity to travel into the future, build it, and represent it in a creative, critical way. The Futuristic Explorations Mediated Narrative course aims to critically explore the concept of the future, analyze its representations, and create an interactive fictional video based on potential utopian/dystopian areas of human progress and evolution. Students will recreate and represent visions of the future through an interactive media project. Essential to this research and development of the class is the concept of humanity and empathy within a technological social world. Ideas such as: "reality ahead of schedule"; "high tech, low life"; "neon and corporate dystopias"; "cyberpunk", "post-human"; "sustainability", etc. will be analyzed and discussed in class. Concepts of civilization, the cityscape, the individual, the body and the mind will be examined as we have seen technology and society evolve. The idea is to map traditional futuristic themes and styles and find new ways to represent them based on needs and contradictions in our present world.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-108 and 76-106)

76-375 Magazine Writing
Interim:ent: 9 units
In this course we'll be reading lots of great nonfiction, some of which has appeared in magazines during the past few years. We'll look at how excellent nonfiction for magazines has to employ a strong narrative voice, and the techniques of storytelling. Students will be asked to research and write their own articles, based on a variety of assignments. The class will be conducted as a discussion, and demands participation from each class member.
Prerequisites: 76-262 or 76-270 or 76-271 or 76-272 or 76-372 or 76-260

76-377 Shakespeare on Film
Interim:ent: 9 units
The dramatic works of William Shakespeare have inspired an extraordinarily rich and varied corpus of films that includes legendary performances, adaptations from across the full breadth of world cinema, and experiments in every major genre. This course will consider a selection of key Shakespeare films alongside critical readings centered on questions of authorship, adaptation, technology, and performance. As we watch, read, write, and converse together, we will work toward a broader understanding of how Shakespearean drama means in a 21st century context and how film has helped to shape Shakespeare's unparalleled cultural influence.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-378 Literacy: Educational Theory and Community Practice
Spring: 9 units
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? This course combines theory, debate, and hands-on community engagement. Competing theories of what counts as "literacy" and how to teach it shape educational policy and workplace training. However, they obscure 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 literacies/history, theory, and problem solve, we will explore 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 6 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 support literacy in action and develop your own skills in intercultural collaboration and inquiry.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-108 and 76-106)

76-380 Methods in Humanities Analytics
Spring: 9 units
The computer-aided analysis of text has become increasingly important to a wide variety of fields and the humanities is no exception, whether in the form of corpus linguistics, stylometrics, "distant reading," or the digital humanities. In this course, we will build a methodological toolkit for computer-aided textual analysis. That toolkit will include methods for the collection data, its processing via off-the-shelf software and some simple code, as well as its analysis using a variety of statistical techniques. In doing so, the class offers students in the humanities the opportunity to put their expertise in qualitative analysis into conversation with more quantitative approaches, and those from more technically-oriented fields the opportunity to gain experience with the possibilities and pitfalls of working with language. The first part of the term will be devoted to introducing fundamental concepts and taking a bird's eye view of their potential application in domains like academic writing, technical communication, and social media. From there, students will initiate projects of their own choosing and develop them over the course of the semester. The goal is to acquaint students with the strengths and limitations of computer-aided textual analysis and to provide them with the necessary foundational skills to design projects, to apply appropriate quantitative methods, and to report their results clearly and ethically to a variety of audiences. This class requires neither an advanced knowledge of previous statistics, programming, other forms of textual analysis and to provide them with the necessary foundational skills to design projects, to apply appropriate quantitative methods, and to report their results clearly and ethically to a variety of audiences. This class requires neither an advanced knowledge of previous statistics, programming, other forms of textual analysis and to provide them with the necessary foundational skills to design projects, to apply appropriate quantitative methods, and to report their results clearly and ethically to a variety of audiences. This class requires neither an advanced knowledge of previous statistics, programming, other forms of textual analysis.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-384 Race, Nation, and the Enemy
Interim:ent: 9 units
Conflicts over racial and national identity continue to dominate headlines in the United States as they often have during the nation's history, from debates regarding the immigration, naturalization, and birthright citizenship of racial minorities to debates regarding racial disparities in access to civil rights. This course explores the discursive practices through which racial and national identities are formed and the frequent conflicts between them, particularly by focusing on the role of enemies, threats to the nation, and sacrifices made on behalf of the nation in American public discourse. Alongside primary sources of public discourse regarding wars, the immigration and citizenship of racial minorities, racial segregation and civil rights, and the criminal prosecutions of dissidents during periods of crisis, we will read secondary sources offering multiple theoretical and disciplinary approaches to the study of racial and national identity formation. Along with regular brief responses to readings, assignments will include a short rhetorical analysis paper and a longer research paper.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-107) or (76-108 and 76-106) or (76-107 and 76-108)
76-385 Introduction to Discourse Analysis
Intermittent: 9 units
"Discourse" is language: people talking or signing or writing. Discourse analysts ask and answer a variety 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 signal their intended audience-interpretations of what they say as foreground or background information, a 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 ask 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 analyzing the complex nuances of language. The course is meant for anyone whose future 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.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-107 and 76-108) or (76-106 and 76-107) or (76-108 and 76-107) or (76-106 and 76-108)

76-386 Language & Culture
Intermittent: 9 units
This course is an introduction into the scholarship surrounding the nature of language and the question of how language shapes and is shaped by social, cultural and political contexts. We will begin by studying important literature in linguistics and language theory, both to introduce us to how scholars think about language and to give us a shared vocabulary to use for the rest of the semester. We will then move into case studies and theoretical works exploring the intersections of language use, individual and group identities, and the exercise of power, in its many forms. In particular, we will focus on the relationship between language and culture by asking, in what ways does language influence and constitute social change? How is social change reflected by changes in the way we use language? Over the course of the semester, you will work on applying the knowledge and theoretical tools you gain to your own analysis of a linguistic artifact that you choose.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-106 and 76-108)

76-387 Writing in the Disciplines
Intermittent: 6 units
This mini will introduce you to the theory and practice of writing instruction in contexts outside of English studies. We will learn about the distinction between Writing across the Curriculum and Writing in the Disciplines and challenges to providing integrated, high quality writing instruction across the university. We will explore the implications of the wide variety of forms of academic writing for instruction in English classrooms, including high school and first-year writing classrooms. Assessments will include reading responses and a final paper reviewing research on writing in a specific writing context of your choosing. Students enrolled in the course for six units will be expected to do additional readings and give an oral presentation. Please note that in terms of time commitment, a 3-unit mini will require approximately six hours per week (three hours homework and three hours class meetings) and a 6-unit mini will require twelve hours per week.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-107 and 76-108)

76-388 Coding for Humanists
Intermittent: 9 units
This course is for juniors and seniors only. It is a course that provides humanities students with the foundational knowledge and skills to develop computer-aided research tools for text analysis. Through a series of hands-on coding exercises, students will explore computation as a means to engage in new questions and expand their thinking about textual artifacts. This course is designed for students with no (or very little) coding experience. During the early part of the semester, students will learn basic programming using Python through examples and problem sets that are relevant to text analysis. Then, students will be introduced to a limited set of commonly used Python packages for text analysis, such as natural language processing, statistical analysis, visualization, web scraping, and social media text mining. Students are expected to complete a small final project that examines how evidence-based data-driven insights derived from text analysis would support humanistic research in their area of interest, including (but not limited to) genre studies, rhetorical criticism, authorship attribution, discourse analysis, cultural analysis, social network analysis, spatial/temporal text analysis, and writing assessment. Students who have completed 15-110 or 15-112 should not take this course.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-107 and 76-108)

76-389 Rhetorical Grammar
Fall and Spring: 9 units
This course covers the anatomy of the single and multi-clause English written sentence and is useful for Master's students of professional writing (MAPws) and English majors who wish to write with greater awareness and control of the English sentences they write and the awesome variety of sentences available to write. The course overviews the major grammatical forms and functions of the written English sentence. Students will learn to identify the major grammatical forms (Noun, Verb, Adjective), how these forms map on to grammatical functions (subject, verb, and direct object) and how forms and functions combine to create major constituents of the English sentence. Home-grown software, DiaGrammar, will allow students to diagram all the sentence varieties covered in the course. Students will leave this course with a systematic understanding of English sentence grammar as a resource for their continuing development as writers.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-390 Style
Fall and Spring: 9 units
Some people think of style as individual panache graceful facility with language that is as distinctive to a given writer as his or her fingerprint. According to this theory, style is a possession genetic talent that can be cultivated by one but never duplicated by another. Those who lack this innate stylistic flair often look for ways to compensate. Unable to achieve aesthetic beauty, they strive to be grammatically correct to follow the rules of writing. In this class, we will not treat style as an innate gift that writers possess and carry with them from situation to situation. Nor will we cast style as a set of rules that one can “live by.” Instead, we will think of style as a set of strategic choices that one considers and selects from depending on the writing context. Certain stylistic choices appropriate to one context may not be appropriate to another. We cannotand will not look at all possible writing contexts in this class. Instead, we will focus our attention on professional writing contexts in which the goal (presumably) is to communicate clearly and coherently in texts composed of sentences and paragraphs.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-107 and 76-108) or (76-106 and 76-108)

76-391 Document & Information Design
Fall: 9 units
This course provides students who have already learned the foundation of written communication with an opportunity to develop the ability to analyze and create visual-verbal synergy in printed documents. Students will be introduced to the basic concepts and vocabulary, as well as the practical issues of visual communication design through a series of hands-on projects in various rhetorical situations. Assigned readings will complement the projects in exploring document design from historical, theoretical, and technological perspectives. Class discussions and critique are an essential part of this course. Adobe InDesign, Photoshop, and Illustrator will be taught in class, and used to create the assigned projects.
Prerequisites: 76-270 or 76-271
76-393 Science Writing
Intermittent: 9 units
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 carry out 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 writing 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 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 or a computer programmer describing new software to a firm’s marketing staff. Scientists and educators today are increasingly concerned about the public’s lack of understanding about scientific principles and practices, and this course is one step toward remedying that deficit. 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. In particular, this year’s class will focus on how science and society interact, whether that means the way that science affects marginalized communities or how scientific findings are shaped by ethical debates. Students should expect to see their writing critiqued in class, in a process similar to what journalists routinely import techniques of experiential writing into their craft to enliven and layer the reader’s experience.

Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-108 and 76-106)

76-396 Non-Profit Message Creation
Intermittent: 9 units
Non-profit organizations support a multitude of causes ranging from the arts to animals to the environment to health care to human rights to scientific research to many great causes in between. Non-profits achieve their missions by advocating on behalf of their organization’s cause, raising public awareness about issues surrounding their cause, and fundraising to make their advocacy possible. In this course, students will select a local, Pittsburgh-area non-profit and produce materials based on the organization’s needs. Over the course of the semester, students will research the organization’s persona and values via interviews with chosen organization’s staff and analysis of existing communication channels and different forms of content currently used by the organization. Students will use this research and analyses to inform and shape a final project that should meet the specified, needed deliverables from the selected non-profit. Previous example projects include: Revising a newsletter and specifying future best practices for an organization; developing new format and copy for an organization’s website; developing a social media campaign for an upcoming event; developing a grant proposal for an organization’s project; among many others. Students will have a wide selection of organizations to choose from and know projects associated with the organization at the beginning of the semester, as these will be organized by the professor. At the end of the course, students will have a portfolio ready material and an increased understanding as to how non-profit organizations advance their causes.

Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-108 and 76-107)

76-397 Instructional Text Design
Intermittent: 9 units
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 procedure, 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; 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.

Prerequisites: 76-270 or 76-271

76-403 The Crucible of Modernity: Vienna 1900
Intermittent: 9 units
Vienna at the turn of the century (that is, at the turn of the last century, 1900) was many things: the political center of the Habsburg dynasty of the Austro-Hungarian Empire; the meeting place of Czechs, Slovaks, Hungarians, Romanians, Slavs, Poles, Italians, Serbs, Bulgarians, and Germans; the center of German-language music and theater; the birthplace of Zionism and of psychoanalysis; the battleground for liberalism and anti-Semitism; a haven for socialism; the home of café-culture and the waltz; the garrison for an outdated army; the city of baroque urban palaces and squalid backyard tenements; the center for Enlightenment public policy and reactionary bureaucracies; and the showcase for historicism. And while the story of Viennas cultural and political turmoil is interesting, it probably would not command our attention today were it not for its role as the birthplace of Modernism. In an effort to understand todays intellectual environment, therefore, we will examine Vienna before the collapse of the Austro-Hungarian Empire in 1918. We will be looking at a huge and at times confusing canvas which by necessity includes almost every aspect of culture. We will start with politics and history and move on through art, architecture, crafts, psychoanalysis, literature, music, and philosophy. We will be looking at art and the city on a digital map which will help us understand how the different arts were all connected and influenced each other. Language of instruction: English
76-404 Critical Race & Ethnicity Studies
Intermittent: 4.5 units
Terms commonly associated with the academic study of race and ethnicity have gained or regained prominence within our always volatile political discourse: intersectionality, identity politics, white supremacy and blackness. But what is critical race and ethnic studies? What are the "theories" about race, ethnicity, art, subjectivity, power, knowledge and the human that have driven the scholarship and intellectual work for scholars committed to an interdisciplinary exploration of race and ethnicity? This course will introduce students to some of the key figures, terms, debates that have emerged out of critical race and ethnicity studies with a particular focus on how the "structuralist controversy", which foregrounded critiques of the "subject" have changed the way scholars talk about race, ethnicity and identity since the middle of the twentieth-century. Given the wide ranging and interdisciplinary nature of critical race and ethnicity studies our readings will inherently cover disciplines such as literary criticism and theory, legal studies, anthropology, linguistics, science and technology studies and film studies to name a few. Readings may include: W.E.B. Du Bois, Kimberly Crenshaw, bell hooks, Richard Dyer, Edward Said, Stuart Hall, Michel Foucault, Jacques Derrida, Henry Louis Gates Jr., Claudia Sharpe, Denise D' Silva, Gayatri Spivak, Eduardo Bonilla Silva and Achille Mbembe.
There will be two short papers.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-109) or (76-107 and 76-108)

76-405 Institutional Studies: English as a Discipline
Intermittent: 4.5 units
The institution on which this course will focus is the academic discipline, the specific historical form that the production of knowledge in the modern research university has assumed. This course will examine the historical development of the discourses, practices, organs, and associations that have defined English as a discipline. While we will of necessity also look at the theories and values that the discipline has proclaimed at different times, this will not mainly be a course in the history of criticism. Criticism will be considered as one practice among others including philology, literary history, literary theory, rhetoric, and composition. In order to understand the broader context, we will read work by Foucault and others on disciplinarity. We will also examine allied institutions, including the professions and the university.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-407 Topics in Literary & Cultural Studies
Intermittent: 9 units
Topics vary by semester. Fall 2021: August Wilson - August Wilson is the most important American playwright of the last quarter of the twentieth century. Born and raised in Pittsburgh, Wilson set nine of the ten plays in his Century Cycle here, specifically in the Hill District, the historic center of the city's African American community. Wilson set for himself the task of representing African American life over the course of the twentieth century, and this course will examine that representation. In addition to reading the plays of the cycle, we will watch several film adaptations, and, if we are lucky, see at least one production. In addition, we will read works of African American playwrights, including Amiri Baraka, Ed Bullins, and Lorraine Hansberry. We will read a bit of relevant theory and some criticism of Wilson. The plan is for our class sessions to be enlivened by visits from local experts on Wilson, including some who have acted in or directed his work. The course grade will be based on the following: class participation and weekly "agendas"; one five-page reading of one of Wilson's plays; a 15-20-page research paper on a topic relevant to the seminar, including a formal proposal and some intermediate assignments. First-Year students and sophomores are not permitted to take this course.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-109)

76-408 Culture and Globalization
Intermittent: 9 units
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, environmental devastation, transnational labor and migration, modernity, shifts in spatial and temporal relations, cosmopolitanism, global cultural production and consumption, and the resurgence of nationalism. In this course we will explore and historicize the concept of globalization from both a global literary perspective and an interdisciplinary lens. Pairing literary works from around the world with scholarship from sociology, political science, gender and critical race studies, and anthropology, we will examine the contradictions, conflicts and possibilities of associated changes in the world. We will investigate the role of representation and aesthetics by considering the work of literary writers as well as some filmmakers, journalists and activists. The course will be organized as a series of topical foci that may include neoliberalism and labor, the local and the global, environmental changes, secularism and tradition, the globalization of feminism, and global migration and border control.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-107) or (76-106 and 76-108)

76-410 The Long Eighteenth Century
Intermittent: 9 units
This course offers students a chance to understand how English literature became modern. We will explore the cultural and historical processes by which we get from Shakespeare to Austen by looking at the historical development of two media forms, the stage play and the novel. Since this archive includes an impossible amount of material to cover in a semester's work, we will focus on some points of connection and synergy between these forms. For example, we will read a novel and a play by Aphra Behn, a poet, playwright, spy and one of the inventors of the modern novel. Eliza Haywood was both an actress and a prolific and successful novelist of the early 18th century. One of the "fathers" of the modern novel, Henry Fielding, cut his literary teeth writing plays for the Haymarket Theatre, which he also managed (and Haywood acted in). Frances Burney wrote a wildly successful novel, Evelina or a Young Lady's Entrance into the World, but she also wrote plays and was part of London literary circles that included famous actors, musicians, and other performers for the stage. We will end with Austen's novel, Mansfield Park, which stages on its pages an amateur production of a play in order to reflect the pleasures and dangers of theatricality. We will look at the interplay between theater and print fiction and how they mutually inform and help to define each other. We will ask how public theatrical institutions and performances and the technology of print contributed to the modern world of proliferating media forms.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-108 and 76-107)

76-412 Performance and 18th Century Theatrical Culture
Intermittent: 9 units
This course has the dual purpose of introducing students to performance and the theories and methods of performance studies and giving them experience in using these analytic frameworks to study 18th-century literature and culture. 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. Wilson will investigate the relationships between performance and 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? (Full disclosure: Dead English Kings and cross-dressing actresses will get far more of our attention than the Kardashians or modern drag artists.) We will study some of the most powerful recent theories of performance and celebrity; we will read plays and other performance genres that took up time and space on the 18th-century stage. In addition, we will explore beyond the London theaters to consider the nature of performance in its many cultural forms: What are the connections between theater and the quieter performances of political pamphlets, newspapers, and novels as they occupy physical and mental space in coffee houses and libraries? Can a print text be performative? Finally, we will examine various relationships between performance and culture. How does performance in the early modern period shape gender and sexuality as well as class and race relations? This course will count as an upper-level course for the Gender Studies Minor, as well as a pre-1900 period course for the EBA.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)
76-413 Book Design: A Cultural History
Intermittent: 9 units
Today the book is thriving despite earlier predictions of its "death" at the hands of the digital media. What has made the book so powerful a medium over six centuries? This course will take you into the book's makeup, design, and impact over time. We study how the book was made at different times in its history for instance, the manuscript book (medieval), the hand-press book (Renaissance and eighteenth century), the machine-made book (1800s to present). We also ask how today's digital changes like Google Books, make us see new dimensions of the print medium that were not visible earlier. Likewise we will study theories of the print medium and the cultural effects of the book among readers and social groups. Students will have hands-on experience with a printing press and the Rare Book archives at Hunt and Hillman libraries. Two papers and shorter assignments will be required. Please note: first-year students are prohibited from registering for this course. Sophomores must obtain instructor permission.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-414 Politics, Media, and Romantic Literature 1789-1830
Intermittent: 9 units
The Romantic period in Britain was a volatile era of political and literary revolutions - but also of print-media revolutions that transformed reading, writing, and publishing. This course focuses the question of books, periodicals, and reading audiences through case studies of several Romantic writers: Mary Robinson, William Blake, Samuel Taylor Coleridge, John Keats, William Hazlitt, and William Wordsworth. Reading a selection of their poems, essays, and critical theory in the context of contemporary debates, we will aim to understand the relation between print as a set of material forms, and political as well as literary ideas and discourses that contended for attention in the period's innovative print media. We will also try to grasp some wider cultural processes at work in the late eighteenth and early nineteenth century. These included disintegration of the early modern Republic of Letters and the reconfiguration of its knowledges in the nineteenth-century cultural fields; the forming and division of new reading publics and their ways of reading print; important changes in book production, typography, printing methods (hand-press to steam press), and bookselling; and the crucially important relation between the aesthetic powers of the text and the material pleasures of the "book." Research papers using rare-book materials at the Hunt or Hillman library Special Collections will be especially encouraged; and the course will sometimes meet in the archive to examine "rare and curious" modes of print. One short paper and one research paper will be required.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-107 and 76-108) or (76-106 and 76-108) or (76-107 and 76-108)

76-415 Mediated Power and Propaganda
Intermittent: 9 units
For most of us, the word "propaganda" triggers a familiar script. We tend to think of totalitarian regimes where the State controls information and prohibits the expression of dissenting views. We also tend to associate propaganda with certain rhetorical techniques - highly emotional words, deceptive representations, and glittering generalities that inhibit rational thought and manipulate public opinion. According to such popular views, propaganda is linked to the dissemination of false information and is antithetical to the norms of democratic society. Our class will challenge these assumptions. First, instead of confining propaganda to authoritarian governments, we will examine how propaganda functions within democratic society. Indeed, we will focus on domestic propaganda in America, especially political propaganda but also propaganda in advertising and public relations. Next, instead of focusing exclusively on deceptive rhetorical techniques, we will ask a more elemental question: What enables propaganda to circulate? Answering this question will force us to consider the routines and values of corporate media as well as the power relations that give some people special access to channels of mass communication. Certainly, we will also examine propaganda messages themselves, attending to manipulative tactics as well as rhetorical strategies used to induce uptake in the mainstream press. We begin our seminar by studying key theories of propaganda, looking at primary texts for various definitions and criticisms of the concept. We will then examine how powerful institutions, especially media organizations, manage the dissemination of propaganda in democracies. Finally, we will consider how to analyze propaganda, generating methodological prerequisites for scholarly study. Ultimately, students will have the opportunity to conduct their own research on propaganda as it relates to their academic and professional goals.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-108 and 76-107)

76-418 Rhetoric and the Body
Intermittent: 9 units
This course offers an introduction to rhetorical studies of the body and is centered on the following three questions: What is the role of the body in rhetorical theory? What role does rhetoric play in constructing the body as a raced, gendered, dis/abled, cultural, fleshly, and political entity? And, how might moving, feeling bodies challenge, regulate, or disrupt these rhetorical constructions and furthermore, our theories of rhetoric? Our readings will explore the role of embodiment in rhetorical theory, examining a number of contemporary and historical theories of the body. In the process, we will explore how to put rhetoric and the body into conversation with one another and what methodological implications this conversation has for rhetorical studies more broadly. The goal of this course is to provide breadth rather than depth, with the assumption that most students, even those relatively familiar with body and/or rhetorical theory, will approach rhetorical studies of the body as novices. Students will conduct their own research on a topic related to rhetorical studies of the body that also aligns with their professional and academic goals. Graduate students interested in research will benefit from this course's focus on theory and the professional genres central to rhetorical studies. Undergraduate students (both majors and non-majors) will have the opportunity to examine how the body intersects with communication and writing contexts in their everyday public and professional lives. Please note: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108) or (76-108 and 76-108)
76-420 The Cognition of Reading and Writing: Introduction to a Social/Cognitive Process
Spring: 9 units
Ever wondered how a reader is interpreting a text you wrote and how that compares to what you thought it said? Or how does your own process of writing that text compare to the problem-solving strategies experts draw upon? This course explores reading and writing as a social/cognitive processes revealing conscious and unconscious problem-solving strategies with which readers comprehend and interpret texts, and writers construct and communicate their meaning. To get at 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. To uncover readers' interpretations, we put our knowledge to work trying out user-testing methods that help writers build effective audience-based presentations, applications, websites, or guides. We then take the same approach to writers as thinkers, examining the key problem-solving processes, from task representation, to planning, to revision, on which expert and novice writers often differ. Learning to track problem-solving through process tracing methods, will let you carry out two case studies of your own. The first will uncover the (sometimes radical) differences in how a small set of readers actually interpret a text you find significant. The second will be a 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, problems you had to solve, as well as unrecognized successful strategies, giving you a new reflective insight into your own thinking as a writer. Freshmen prohibited from registering for this course. Sophomores must obtain instructor permission.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-422 Gender and Sexuality Studies
Intermittent: 4.5 units
We will anchor our introduction to this broad and diverse field of study in the admittedly very limited historical period of feminist, queer, and transgender political activism, circa 1970 to the present day. Instead of attempting "coverage" (an impossible task), we will shuttle between recent work in queer, transgender, and feminist theory and a few key texts that are foundational to the development of academic theory as a reaction to and extension from the political activism of these social movements. Our goals are to strengthen our understanding of the continuities and breaks in politically informed thinking about gender and sexuality, and to deepen our knowledge of the theoretical frameworks available to us from these areas of study. Students will write short response papers to course readings that will help us focus our discussions on their particular interests in literary and cultural studies.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-425 Rhetoric, Science, and the Public Sphere
Intermittent: 9 units
In the 21st century science and technology are ubiquitous presences in our lives. Sometimes these phenomena spark our imagination and affirm our confidence in a better future. In other instances, they create fear and generate protests over the risks new technologies and scientific ideas pose to prevailing social, cultural, economic, and political orders. In this course we will examine the complex dynamics in the relationships between science, technology, and society. Towards this end we will engage with questions such as: How do we decide who an expert is? To what extent do scientists have an obligation to consider the social and ethical consequences of their work? Is public education about science and technology sufficient for addressing social concerns about risk and controversial scientific ideas? We will grapple with these and other questions by exploring public debates including conflicts over global warming, vaccinations, and the AIDS crisis. With the help of analytical theories from sociology, rhetoric, and public policy, we will develop a framework for thinking about argument and the dynamics of the relationship between science, technology, and the public. We will also look to these fields for tools to assess public debate and to complicate and/or affirm prevailing theories about the relationship between science and society.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-428 Visual Verbal Communication
Fall: 9 units
People create a wide range of communicative artifacts that integrates visual and verbal elements-newsletters, product brochures, web pages, graphical novels, journal articles, resumes, software references, yellow stickies, etc. Yet, such visual-verbal discourse has only recently attracted the serious attention of research communities. Some of the relevant research questions include: Why do visual variations exist across different contexts? (e.g., Popular science looks different from Discover.) Why and how do visual styles change over time? (e.g., Magazines from the 1950s don't look like present day magazines.) Do visual elements have persuasive power? If so, what roles do they play in shaping an argument? How do people learn to communicate using visual-verbal artifacts? In this seminar, we will address these and other questions through readings and discussions on various threads of studies around the analysis of communicative artifacts that integrate visual and verbal expressions. We will review key research publications concerning visual-verbal communication from relevant disciplines, including professional and technical communication, rhetoric, argumentation, and literacy. Particular attention will be paid to descriptive methods (e.g., social-semiotic analysis, visual argument, and rhetorical structure theory) and the types of questions these methods can help us answer. Throughout the semester, students will be encouraged to explore the visual-verbal communication artifacts found around them and use those to connect class discussions to the practice of design. Required assignments include a brief bi-weekly response to the readings, several short analysis papers, and a longer term paper with a topic chosen by students based on their professional or research interests. Please see English Dept. for full course description.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-431 Gender Play in Early Modern Drama
Intermittent: 9 units
This course is a "learn by doing" introduction to questions and methods in digital humanities, with special emphases on common tasks in digital history, digital literary studies, library science, and cultural analytics. Students will likely partner with a national humanities organization to tackle real-world humanities problems while developing core computational competencies such as those required for gathering data (text mining, APIs), transforming data (OCR, regular expressions, natural language processing, image magick), file management (shell commands), data visualization (matplotlib, arcGIS), and more.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108)

76-432 Introduction to Digital Humanities
Intermittent: 9 units
This course is a "learn by doing" introduction to questions and methods in digital humanities, with special emphases on common tasks in digital history, digital literary studies, library science, and cultural analytics. Students will likely partner with a national humanities organization to tackle real-world humanities problems while developing core computational competencies such as those required for gathering data (text mining, APIs), transforming data (OCR, regular expressions, natural language processing, image magick), file management (shell commands), data visualization (matplotlib, arcGIS), and more.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108)

76-433 Gender Play in Early Modern Drama
Intermittent: 9 units
The playhouses of early modern London offered access to an astonishing spectacle that would be difficult to find anywhere else in the city: men dressed as women, skillfully reproducing (but also exposing, interrogating, and refining) the significations that structure concepts of gender difference. In addition to this fundamental condition of performance and theatrical experience, the plays of the plots themselves regularly engaged with issues pertaining to gender and sexuality, an interest that runs through the raunchy satires performed by companies of adolescent boys, the innumerable comedies of cross-dressing and mistaken identity, and the equally numerous tragedies centered on problems of inequality and imbalances of power. This course will consider a wide range of drama from the period alongside a selection of readings in sexuality and gender theory, thus bringing early modern dramatists such as William Shakespeare and Thomas Middleton into conversation with contemporary thinkers such as Judith Butler and Sarah Ahmed. The body of core texts will include Twelfth Night, The Merchant of Venice, As You Like It, The Roaring Girl, The Taming of the Shrew, The Tamer Tamed, The Island Princess, The Witch of Edmonton, The Silent Woman, Women Beware Women, and Galatea. Please note: First-year students are prohibited from registering for this course. Sophomore students must obtain instructor permission.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-107 and 76-108) or (76-108 and 76-106)
76-433 Love: A Cultural Introduction
Intermittent: 9 units
This is a course about the literary and cultural history of love. We will focus on romantic love, with an emphasis on how ideas about love have been a dynamic part of our social, political and economic world. Some of the questions to be addressed include: How, historically, did the idea of love become coupled with freedom? How did romantic love come to be considered the epiphany of self-fulfillment and what are the contradictions in that idea? How has the idea of romantic love been mobilized on behalf of things like the state, the nation, capitalism or revolution? How do types of love function as a measure of belonging or deviance? How does the discourse of love enter different kinds of institutional arrangements, such as marriage or state citizenship? As a way to explore these questions, this course focuses on literature, reading canonical and non-canonical texts through philosophy, history, anthropology, sociology and law. Students will immerse themselves in an interdisciplinary range of material as they read, discuss and write about these representations. We will roam through cultural theory of affect, psychoanalytic notions of love, historical constructions of marriage, and feminist discussions of love and sexuality. The emphasis will be on Euro-American narrative traditions, but the final part of the course will include a contemporary global comparative context. Literary readings might include William Shakespeare, Jane Austen, Charlotte Brontë, James Baldwin, Toni Morrison, Arundhati Roy and Jeanette Winterson. This course is an advanced undergraduate-only English course with intensive reading. Note: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission. Prerequisite: 76-101

76-435 Politics and Popular Culture
Intermittent: 9 units
Over the course of the last one hundred years what has been the influence of left-wing social movements on popular culture? Michael Kazin, in his recent best seller American Dreamers argues that the left has had a more powerful effect on culture than on politics. But what about the idea that cultural influence is inherently political? In this class we will read a mix of cultural history, film studies, music studies, literary studies, art history, television studies, and cultural theory. We will look at the intersection of radical movement politics and high modernism in the 1930s and 1940s. We will look at how left culture survived under the cloud of the blacklist. We will look at the Civil Rights culture and Feminist culture that emerged out of the 1950s and 1960s. Finally, we will look at how the left/right debates and struggles over the thirties, fifties and sixties have persisted into our current political/cultural narrative forms. Key texts for the course include Michael Kazin, American Dreamers: How the Left Changed the Nation, Paul Buhle, Hide in Plain Sight, the Hollywood Blacklistees in Film and Television, T.V. Reed, The Art of Protest, Susan Douglas, Where the Girls Are: Growing Up Female with Mass Media, Sasha Torres, Black, White and In Color: Television and Black Civil Rights, and Judith Halberstam, The Queer Art of Failure. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-107) or (76-106 and 76-107) or (76-106 and 76-108)

76-438 The Wire: Crime, Realism, and Long-Form TV
Intermittent: 9 units
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 has 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, 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. This is an important chapter in the development of modern media culture, this course will pay attention to the print and visual culture that grew up around and some of the most important plays of this time period, but we will also consider the wire in the context of realist fiction of the 19th century, as well as its influence on the contemporary 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. Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108)

76-439 Film Seminar: The Rise of the Art Film
Intermittent: 9 units
The years between 1945 and 1970 saw an explosion of filmmaking talent around the world. Directors such as Vittorio De Sica (Italy), Jean-Luc Godard (France), Agnes Varda (France), Akira Kurosawa (Japan), Ingmar Bergman (Sweden) and Satyajit Ray (India) completely changed the way narratives looked on screen. Just as important, however, was the fact that American audiences used to the standards and storytelling strategies of the Hollywood studio system were suddenly presented with a variety of international cinemas which collectively came to be known as “art films.” This class will examine a broad cross section of such films while also scrutinizing the impact of the “art film” on Hollywood narrative strategies, domestic distribution networks, film criticism and American culture. Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-440 Postcolonial Theory: Diaspora and Transnationalism
Intermittent: 9 units
Arjun Appadurai argues that one of the primary transformations in this period of globalization has been in the capacity for people to imagine themselves or their children will live and work in places other than where they were born. Although the novel has long been considered a national form, contemporary novels frequently represent transnational mobility, both in their plots and as global commodities. A significant body of contemporary fiction focuses on imaginative and physical movement across national borders. This global literature course combines literary and theoretical readings to examine the experiences of transnationalism and diaspora. Theories of transnationalism look at the interconnections that cut across nations. The concept of diaspora, a term first used to reference the movement of a people out of a homeland, has become a way to think about the identities of immigrants, migrant workers, and refugees. Readings for the course will be drawn from a diverse group of writers from around the globe. Literary readings might include works by Caryl Phillips, Jamaica Kincaid, Christina García, Nadeem Aslam and Jhumpa Lahiri; theoretical readings might include works by Salman Rushdie, Paul Gilroy, Gloria Anzaldúa, Arjun Appadurai, Inderpal Grewal and Avtar Brah.

76-441 Theorizing Sexuality
Intermittent: 9 units
This course offers a foundation in the history of theorizing sexuality that brings us from the Greek classical concept of man/boy love, through medieval concepts of the “one-sex body,” and up to contemporary transgender theory. We will read canonical theories of sexuality in the modern period, such as Freud’s psychoanalytic Three Essays on Sexuality and Michel Foucault’s revisionist History of Sexuality. To ground our theoretical investigations in social and historical context, we will focus on three discursive sites: the feminist “sex wars” of the 1980s, the theory and practice of “trans” both gender and sexuality from modern and contemporary periods, and late 20th and 21st century queer concepts of sexuality. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-443 Restoration & 18th-Century Theatre
Intermittent: 9 units
London theaters turned on their lights (or more properly, lit their candles) in 1660 when the Puritan regime ended and Britain returned to monarchical rule. The newly opened theaters quickly became spaces for political and social performances by both actors and audiences. The theater was the place not only to see plays but to hear the latest gossip about the glitterati of the court, to monitor political plots, and to speculate on which pretty actress was current mistress to the King. It was literally a space in which society performed itself, to itself. We will look at the development of the theater as an important social institution and trace its development, up to the mid 1700s, as a media hub that spread its tentacles into newspapers, visual materials, and other popular culture media. Of course, we will read some of the most important plays of this time period, but we will also pay attention to the print and visual culture that grew up around and in response to the theater. In addition to building knowledge about this important chapter in the development of modern media culture, this course will introduce students to performance studies as a framework for the study of culture in any historical period. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)
76-446 History of Books and Reading

Intermittent: 9 units
Rather than putting an end to the book, digital media have had the oddly exhilarating effect of making us look at all kinds of print, past and present, through newly focused lenses. This course will introduce you to the history of books and reading, a cross-fertilizing field of study that is having an impact on many disciplines, from the history of science to literary history, cultural studies, and the arts. Scholarship in this still-emerging field will include work by Roger Chartier, Michel Foucault, Elizabeth Eisenstein, Pierre Bourdieu, Michel de Certeau, , and the current scholars who appear in one of our key books, “Interacting with Print: A Multigraph.” We’ll also read primary texts by Joseph Addison, Jane Austen, Samuel Coleridge, and Wilkie Collins to see how deftly modes of print and reading became highly contested cultural and political matters in the eighteenth and nineteenth centuries. Other topics include the division between new reading publics and their ways of reading books; important changes in book production, typography, printing methods (hand-press to steam press). Such knowledge of the history of print has become especially crucial in an era of emerging “new media” and the field of digital humanities in the university. Two papers will be required: one shorter paper (5-7 pp.) and a longer research paper on the uses of books and print by producers and readers. Though the course meets in Baker Hall, you will have hands-on experience with early books and other forms of print as we also meet periodically in the Rare Book Room at Hunt Library.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-106)

76-445 Milton

Intermittent: 9 units
Although censored and reviled by many in his own day, John Milton (1608-1674), author of Paradise Lost among other powerful anti-monarchical writings of the English Revolution, has influenced writers as varied as William Blake, Mary Shelley, Thomas Jefferson, Friedrich Engels, C.S. Lewis, Malcolm X, and Philip Pullman. This course will investigate what has made Milton a writer at once so much imitated and beloved by his admirers and loathed and denigrated by detractors. The bulk of this course will center on a careful, challenging, and chronologically reading of Milton’s works, primarily Paradise Lost but also his great shorter poems including Lycidas, Paradise Regain’d, and Samson Agonistes; and selections of his voluminous prose (Areopagitica, Of Education, Tenure of Kings and Magistrates, Readie and Easy Way to Establish a Free Commonwealth). Studying Milton’s development as a poet, controversialist, and pamphleteer, students will examine Milton’s contexts (chiefly, literary, political, and theological) in order gain further insights into the complex relations between Milton’s 17th-century world and his major poems and prose. Please note: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-446 Revenge Tragedy

Intermittent: 9 units
Attendants to the early modern English theater seem to have had an almost insatiable appetite for revenge tragedy: a lurid, blood-soaked genre distinguished by plots involving insanity, skulls, ghosts, poisonings, stabbings, suicide, and other forms of unnatural death. This course will cover key examples of the genre, putting particular emphasis on the depiction and interrogation of justice, analyses of death, and playful engagement with theatricality. Our central curriculum will include the following plays: Thyestes (Seneca), The Spanish Tragedy (Kydd), Titus Andronicus (Shakespeare), Hamlet (Shakespeare), The Revenge’s Tragedy (Middleton), and The Duchess of Malfi (Webster). We will also read a selection of critical essays and related literature from the period.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-107 and 76-108) or (76-108 and 76-106)

76-448 Shakespeare on Film

Intermittent: 9 units
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 histories of 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 of 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.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-108 and 76-107)

76-449 Race and Media

Intermittent: 9 units
This course will introduce students to useful methodological approaches, ranging from film studies, media archeology and book history to Black Studies, Transnationalism and Post-Marxism, to analyze race and representation within a variety of media formats. Media in this course is understood broadly: technologies used to store and deliver information. With this rather broad understanding in mind our course will look at how artists and intellectuals use discrete formats (print, film/video, electronic, and other recording mediums) to imagine, remediate and study the circulation of racialized bodies and identities within global capitalism. We will also think about the concept of race itself as another, particularly problematic “media” format used to store and deliver information about the human for political, economic, ideological and juridical purposes. The class will be organized around specific material and “immaterial” media objects that will allow us to explore the processes of (re)mediation that characterize racialized bodies and formats. We will look at a range of works that might include D.W. Griffith, Nella Larson, Iceberg Slim, Raul Peck, Christina Choy, Renee Tajima, Janelle Monae, Ramiro Gomez, Dana Shultz, and 50-Cent. We will also read the theoretical works of Stuart Hall, Christina Sharpe, Carol Vernallis, Lisa Lowe, Teju Cole, Lisa Gitelman and Michael Gillespie, Simone Browne, Martin Heidegger, Theodore Adorno and others. Please note: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108)

76-450 Law, Culture, and the Humanities

Intermittent: 9 units
“I am not a lawyer, but...” How many times have you heard this disclaimer, followed closely by a lay analysis of law? This course, an introduction to the cultural study of law for graduate students and advanced undergraduate students, can be seen as an introduction to what goes into the making of such a statement. Where do we get our ideas about law? What do we mean when we say “law”? What counts as law? How does culture influence law, and culture? And to what degree should historical context condition any answers we might be tempted to give? Students in the course will study works in a range of genres (novels, plays, poems, judicial opinions, pamphlets) and develop methods for investigating ways that law and culture have been made by one another from the 16th-century to the present. Readings will include influential theoretical accounts of law (Aristotle, Hobbes, Cover, Habermas, Bordieu, MacKinnon, Alexander), canonical texts in Law and Literature (Shakespeare’s Measure for Measure, Melville’s Billy Budd, Kafka’s The Trial) and some “weird fiction” by the novelist/legal theorist China Miéville. As a counterpoint to the fiercely anti-historical “law and economics” movement, however, the course will put special emphasis on rooting intersections of law and culture in rich historical context, considering both local and international legal contexts (sometimes in fairly technical detail) alongside so-called “ephemera” of culture. Students will tackle the especially fruitful “case” of Renaissance Britain before developing final research projects, whether on the Renaissance or another period of their choosing.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-107 and 76-108)

76-452 Generations and Culture

Intermittent: 9 units
We frequently hear about generations—the Millennials and their multitasking, Gen X and their minivans, and the Baby Boomers and their self-satisfaction—but generations have usually been ignored in cultural studies. Yet generations have significant impact on cultural tastes, consumer choices, and political views, as a good deal of research shows, and identity, alongside other factors such as race, class, gender, sexuality, ethnicity, and abledness. This course will study the theory of generations, as well as novels and films that tell us about generations. Please note: first-year students are prohibited from registering for this course. Sophomore students require instructor permission.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-108 and 76-107)
76-453 Literature of Empire
Fall: 9 units
Nineteenth and early twentieth-century British literature was shaped by events taking place outside as well as inside of national borders. Even in the eighteenth and nineteenth centuries, with international trade and slavery supporting the manor house and plantations abroad providing the cotton for British looms, the "England" of English literature spanned the globe. By the first half of the twentieth century, this empire had begun to collapse in upon itself, a process witnessed by writers inside Britain and its colonies. This course will investigate British literature within the international context of global imperialism. A section on gothic stories takes us into the realm of popular culture with Mary Shelley's Frankenstein and Arthur Conan Doyle's sherlocks. We take to the seas with Joseph Conrad's Lord Jim, before we consider W. Somerset Maugham's exploration of sexuality in the tropics in The Painted Veil. Finally, we return to England to outline the links between colonial empire and international war rendered in Virginia Woolf's Mrs. Dalloway. These literary works will be read alongside some of the most important works of postcolonial theory. While course readings focus on 19th and early 20th century, student's will undertake a research project over the semester in their own period of interest in British literature in connection with empire studies.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-107) or (76-106 and 76-108)

76-454 Rise of the Blockbuster
Intermittent: 9 units
The term "blockbuster" has been a part of the American film industry for over sixty years, but like "petroleum," it's extremely difficult to define, from a critical standpoint. For most of the viewing public the "we know it when we see it" definition seems to suffice. In an academic sense, however, such vagueness is problematic. This course will explore the idea of the "blockbuster" over time and across cultural boundaries. What is the origin of the concept? What is the structural impact of the "blockbuster" on the film industry? How does the meaning of the term change from genre to genre? Is it a genre in and of itself? How does a "blockbuster" reinforce our cultural conceptions? How might the concept change in the future? What does all of this tell us about ourselves? This course will draw examples from across the history of film in order to develop a holistic understanding of what the term might encompass from a variety of perspectives. By thoroughly discussing a wide selection of texts we will be able to better understand the ways in which the "blockbuster" has influenced the film industry, how the concept has both manifested itself and changed over time, and how it has shaped our cultural perspectives. Please note: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission.
Prerequisite: 76-101

76-456 Independent Study in Film & Media Studies
All Semesters
TBA
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-457 Rhetorical Invention
Fall: 9 units
Rhetorical invention refers to the discursive process of inquiry, discovery, and problem solving, or how we decide to advance, and what means of persuasion to use in any situation. Although invention is centrally important to rhetoric without which it becomes a superficial and marginalized study of clarity, style, and arrangement from the Scientific Revolution and Enlightenment through the mid-twentieth century invention all but disappeared as a topic of rhetorical study under the Scientific Revolution and Enlightenment through the mid-twentieth century. Chandler was responsible for invention of one type and the formula that has become associated with film noir. The hardboiled emerges in Ernest Hemingway a distinctive literary style, and about same becomes a formula for pulp crime fiction. The language and attitude of the hardboiled became associated with urban gangsters in films such as The Public Enemy. Newspaper crime coverage beginning in the 1920s becomes increasingly frank in both its language and photographic coverage of crime. These various elements will be the material for a new kind of literature represented Dashiel Hammett, James M. Cain, and especially Raymond Chandler, and for a cycle of films that owe much to their work. Chandler was responsible for invention of one of most enduring types in American fiction, the hardboiled detective. The course will focus on Chandler and the crime stories after him that make various uses of that type and the formula that has become associated with it. Throughout the course we will consider the social and political contexts in which these cultural forms developed, and what cultural work the hard-boiled performed. We will be especially interested such questions as the function of the misogyny typical of much of it, the different representations of race by white and black artists, the representation of police, whether the hardboiled is best understood as having a working-class affiliation, and the degree to which its various manifestations might be called realist. NOTE: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-460 Beginning Fiction Workshop
Fall and Spring: 9 units
TBA
Prerequisite: 76-260 Min. grade B
76-468 Space and Mobilities
Intermittent: 9 units
This course will investigate space and movement as social constructions. Space appears as something that exists around us: our houses, our neighborhoods, our cities might seem like they are simply there to be moved through. In the same way mobility, from our means of transport to an evening walk, can appear as just movement from A to B. In the late 20th century, an interdisciplinary group that included geographers, urban studies scholars, architects, sociologists, anthropologists, and literary theorists began to theorize the social construction of space. They argued that space is something dynamically created that may be interpreted for the ways it creates meaning. Following this spatial turn, mobilities studies scholars looked to understand movement as something that reproduces and constitutes power and institutions. This interdisciplinary course considers theories of space and movement as a field of study and in reference to literary and film texts. The course will be organized topically, and include such units as the regulation of freedom of movement over borders through the construction of boundaries; the heterotopia of the boat or train carriage; the poetics of space; the dynamic mapping of the city by a wanderer; neoliberal recalibrations of global space, and the spatialization of performance. Readings might include Henri Lefebvre, Doreen Massey, Edward Soja, Gaston Bachelard, Wendy Brown, John Urry, Tim Cresswell, Marian Aguiar; literary texts might include Brian Friel Translations, Christina Garcia’s Dreaming in Cuban, W.G. Seabald’s Austerlitz and Teju Cole’s Open City. Please note: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission. Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108)

76-469 Screenwriting Workshop
Spring: 9 units
updated 12/7/2020: In Survey of Forms: Screenwriting you were introduced to the basic principles of screenwriting. You learned the importance of developing a solid premise, creating vivid, dimensional characters, and writing well-structured, image-driven stories. You gained experience writing your own screenplays. This workshop is meant to give you the chance to build on that foundation, expand your range as a writer, and create more satisfying, resonant stories for the screen. We will begin the semester by reviewing some of the basics of screenwriting. Then, as we view and analyze shorts and feature-length films, you’ll create and write three of our own screenplays.
Prerequisite: 76-269 Min. grade B

76-472 Topics in Journalism: Storytelling in a Digital Age
Spring: 9 units
Advanced Journalism students will learn how to plan and execute long-form news feature stories from the ground up, starting with recognizing a promising idea, organizing a solid proposal then ultimately producing a publication-ready report that is both accurate and compelling. We will focus on four types of feature stories over the course of the semester: a trend story, a profile, an explanatory report and a data-driven investigative story. Each will require strong news judgment and solid writing skills, plus the ability to adapt as some story leads unexpectedly come to a dead end while promising other angles rise to the surface. Don’t be surprised if the final product is notably different than the original idea; that’s often the path of the most successful reports. While each student is responsible for his or her work, class sessions will be highly collaborative as ideas and strategies are critiqued with an eye toward helping all students achieve their best work.
Prerequisite: 76-372

76-474 Software Documentation
Spring: 9 units
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.
Prerequisites: 76-271 or 76-270

76-475 Law, Performance, and Identity
Intermittent: 9 units
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 a rigorously defined technical discourse that can be applied free of social, cultural, or political considerations. This view of legal discourse is disputed by critics who point out the figurative aspects of legal language, the relevance of character, emotion, and narrative in legal communication, and the ways in which law protects social structures of power such as race, class, and gender privilege. The course broadly examines the fraught relationship between rhetoric and law by considering the ways in which a variety of legal discourses serve to construct and reinforce identities, with a particular focus on 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 foreign policy goals influenced desegregation and civil rights discourse in the United States, then we turn to the ways in which the prosecutions of deposed authoritarian rulers in various regions of the globe have been orchestrated to persuade global audiences that emerging democracies observe the “rule of law” for purposes of garnering international support. Alongside primary sources of legal discourse, we will study a selection of interdisciplinary scholarship about the relationship between rhetoric and law. Students write a two-stage research paper on a topic of their choosing regarding the relationship between legal discourse and the construction of identity. Please note: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission. Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-108 and 76-106) or (76-107 and 76-108)

76-476 Rhetoric of Science
Fall: 9 units
This course explores questions about scientific argument and communication that are of interest to scientists, rhetoric of science scholars, and professional/technical writing practitioners. These include questions like: How are scientific arguments structured? How is scientific information and argument transformed when it moves from research papers to publications for non-specialist audiences? How does the social, historical, and cultural context of science shape the way it is communicated and/or argued? What contributions do visuals make to scientific argument and communication? To investigate these questions, we will be examining a wide variety of real-world communications in and about science as well as texts in rhetoric, history, and philosophy of science.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-108 and 76-106) or (76-107 and 76-108)

76-481 Introduction to Multimedia Design
Fall: 12 units
There is increasing demand for professional/technical writers who understand multimedia and its communicative possibilities. This class will provide students with the opportunity to develop the ability to create and analyze multimedia experiences that merge text, spoken voice, music, animation and video. Students will be introduced to the basic concepts and vocabulary of motion graphics, as well as the practical issues surrounding multimedia design and digital storytelling through a series of hands-on projects involving various contexts. Students will explore what it means to write for a dynamic medium and how to take advantage of elements of time, motion and sound to help expand their visual communicative skills. The essentials of Adobe After Effects will be taught in order to build the skills necessary to complete assignments, explore multimedia possibilities and foster each student’s unique creative voice. Adobe Premiere and Audition will be employed to support specific tasks. Students will also be taught to capture their own original images, video and narration audio to craft the elements of their projects. It is helpful to have some prior basic experience with Photoshop or Illustrator. In-class discussion and critiques are an essential part of this course.
Prerequisites: (76-271 or 76-270) and (76-391 or 51-262 or 51-261)
76-483 Corpus Analysis in Rhetoric
9 units
This course investigates methods for analyzing rhetoric as it mainly exists in digital environments (e.g., blogs, newsgroups, homepages, political sites, Facebooks, 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 course, 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.
Prerequisites: 76-101 or 76-102 or (76-106 and 76-107) or (76-106 and 76-108) or (76-107 and 76-108)

76-484 Discourse Analysis
Fall: 9 units
Discourse is a focus of study in most of the humanities and social sciences, and discourse analysis is practiced in one way or another by anthropologists, communications scholars, linguists, literary critics, and sociologists, as well as rhetoricians. Discourse analysts set out to answer a variety of questions about language, about writers and speakers, and about sociocultural processes that surround and give rise to discourse, but all approach their tasks by paying close and systematic attention to particular texts and their contexts. We are all familiar with the informal discourse analysis involved in paraphrasing the meanings of written texts and conversations, a skill we learn in writing and literature classes and in daily life. Here we ask and answer other questions about why people use language as they do, learning to move from a stretch of speech or writing or signing outward to the linguistic, cognitive, historical, social, psychological, and rhetorical reasons for its form and its function. As we look at resources for text-building we read analyses by others and practice analyses of our own, using as data texts suggested by the class as well the instructor. In the process, we discuss methodological issues involved in collecting texts and systematically describing their contexts (ethnographic participant-observation and other forms of naturalistic inquiry; transcription and "entextualization;" legal and ethical issues connected with collecting and using other people’s voices) as well as methodological issues that arise in the process of interpreting texts (analytical heuristics; reflexivity; standards of evidence). The major text will be Johnstone, Barbara. 2008. An Introduction to Discourse Analysis. 2nd ed. (Malden, MA: Blackwell Publishers). Other reading will be made available as .pdf files.
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-107)

76-485 The New Public Sphere
Intermittent: 9 units
Public deliberation is at the heart of the rhetorical tradition. But is public dialogue really a live option in a media-saturated world of sound bites addressed to plural publics? Is the process of debate, deliberation, and decision (in which the best argument wins) really the ideal model? Or do people use public spaces to develop new, more inclusive positions? Could such a process occur in a boundary-crossing public when diverse groups enter intercultural deliberation around racial, social, or economic issues? This course looks at diverse ways people use rhetoric to take literate social action within local publics. From the canonical debate around Habermas and the public sphere, we move to a feminist “re-reading” of the Sophists, to contemporary studies of deliberation in workplaces, web forums, grassroots groups, new media, and community think tanks. To support your own inquiry into the meaning making process of a local public, you will learn methods for activity analysis and for tracing social/cognitive negotiation within a public of your choice. Please note: Freshmen are prohibited from registering for this course. Sophomores must obtain instructor permission
Prerequisite: 76-373

76-486 Argument Theory
Intermittent: 9 units
Please note: Freshmen are prohibited from registering for this course.
Sophomores must obtain instructor permission.
Prerequisites: (76-373 and 76-101) or (76-102 and 76-373) or (76-107 and 76-237 and 76-106) or (76-373 and 76-108 and 76-107) or (76-108 and 76-106 and 76-373)
76-495 The Art of the Interview
Intermittent: 9 units
In literary studies, we usually draw our research from books and articles, or possibly archives of documents. But one other way to find out information is from interviews. Historians, anthropologists, and journalists use interviews, albeit in different ways. How might apply their methods to literary study? This course will look at different modes of interviewing. You will also conduct some interviews yourselves. Thus the course will be a mix between a criticism course and a workshop. Through the semester you will be responsible for conducting and editing one long-form interview with a person about art, literature, or another field. In addition, you will develop a project conducting multiple interviews on a topic. Lastly, you will build a portfolio or report drawn from one of those projects. For instance, if you wanted to study the prominence of videogames in people’s lives, how would you find out?
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-496 Research Methods in Rhetoric & Writing Studies
Intermittent: 9 units
NOTE: This course is only available for seniors with special permission. This course is a survey introduction to historical, empirical, text-based, and qualitative methods of inquiry used in the fields of rhetorical and writing studies. We will read broadly to understand the philosophical questions, research traditions, practical applications, and innovative directions that shape the field, exposing students to a range of methods and methodologies. Studies of rhetoric, writing, and literacy have evolved tremendously, and we will examine approaches for how to trace, analyze, and critique the use of meaning making in a variety of cultural, political, workplace, technological, and pedagogical contexts. By the end of the course, students will develop a sense of how to put together an effective research project on their own and design and articulate the research methods and methodologies appropriate to that study. Throughout, we will ask a fundamental question: How do rhetoric, writing, and literacy work and for what consequences?
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-511 Senior Project
Intermittent: 9 units
Seniors in all four majors within the English Department may, with faculty permission and sponsorship, design and complete an original, student-planned Senior Project. Creative Writing majors may work on a book-length manuscript in fiction or poetry. Students in all majors within the Department may also, with the permission of a faculty advisor who will supervise and sponsor the project, develop and complete senior projects that involve either traditional academic research or investigations of problems in professional or technical communication.

76-700 Professional Seminar
Fall: 3 units
This weekly, 3-unit seminar is designed to give professional writing majors an overview of possible career and internship options and ways to pursue for what consequences? This course is a survey introduction to historical, empirical, text-based, and qualitative methods of inquiry used in the fields of rhetorical and writing studies. We will read broadly to understand the philosophical questions, research traditions, practical applications, and innovative directions that shape the field, exposing students to a range of methods and methodologies. Studies of rhetoric, writing, and literacy have evolved tremendously, and we will examine approaches for how to trace, analyze, and critique the use of meaning making in a variety of cultural, political, workplace, technological, and pedagogical contexts. By the end of the course, students will develop a sense of how to put together an effective research project on their own and design and articulate the research methods and methodologies appropriate to that study. Throughout, we will ask a fundamental question: How do rhetoric, writing, and literacy work and for what consequences?
Prerequisites: 76-101 or 76-102 or (76-107 and 76-106) or (76-106 and 76-108) or (76-107 and 76-108)

76-708 Literary Journal Publishing
All Semesters
In this course, students will learn about the landscape of and publication process for literary journals in the United States. We will read a variety of literary journals in print and online, will host guest speakers, and will do a variety of hands-on activities related to editing and publishing. Students will gain experience by working on The Oakland Review, an international literary journal run out of CMU in capacities as varied as editorial, design and production, or promotion. If you are interested in registering for this course, please go to the Course URL and fill out the questionnaire. Thank you.
Course Website: https://form.jotform.com/CMUEnglish/literary-journal-publishing-course (https://form.jotform.com/CMUEnglish/literary-journal-publishing-course)

76-719 Environmental Rhetoric
Fall
Environmental rhetoric is a place of commitment and contention in which competing discourses celebrate our relationship with the natural world, frame environmental problems, and argue for public action. As we compare the environmental rhetoric of naturalists, scientists, policy makers, and activists, we will trace an American history that has managed to combine mystical celebration with militant critique, and scientific research with public debate. Equally important, this course will prepare you to act as a rhetorical consultant and writer, learning how writers communicate the three “Rs” of environmental rhetoric: relationship with nature, the presence of risk, and the need for response.
Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)

76-720 Leadership & Organizational Communication
Intermittent
Please note: In order to register for this course, students must have had an internship with an organization prior to registration. Even as most organizations continue to change, one constant is the importance of effective communication. Upward, downward, and lateral communications are the lifeblood of organizations. If you are in a leadership position, communication become your key tool for managing teams, improving performance, and creating change. In any position, you can spearhead progress by designing effective documents and improving existing communication practices. Proficiency in written and oral communications tends to be recognized and rewarded in organizations. Combined with the ability to leverage formal organizational structures and social networks, it helps one excel, and thrive, in organizations. This course is designed as an overview to the field of organizational communication with an emphasis on leadership roles and behaviors. The content will blend the conceptual with the practical. It will focus on problems that are likely to arise in the workplace and ways to solve them through communication. The students will build a portfolio of “solutions” that will demonstrate their evolving skills of applying rhetoric in organizational contexts. Specific topics will include the attributes of great communicators (including leaders and managers as communicators), the challenges of communicating in organizations as we play particular roles (e.g., individual contributor, manager or team member), ways to build credibility and enhance internal resumes, and techniques to master communication requirements related to performance management processes, conflict situations, and changing organizational culture and design. We will also explore a myriad of organizational issues such as communicating across generations and cultures, communicating externally, and communicating through technology.

76-702 Communication Support Tutoring Practicum
Fall: 6 units
knowledge and skills to respond to communicators and their texts. Discussion and assignments will offer a chance to think critically about tutoring practices and the ideologies and values on which they are based as well as ways to challenge the bias inherent in them. There will be many occasions to reflect on and evaluate tutoring skills, observe others in tutoring situations, and practice a variety of methods that consider the different needs of communicators. Students will gain awareness of how various spaces, identities, technologies, and abilities inform textual production as well as how to create a meaningful response to meet the diverse needs.
Course Website: https://www.cmu.edu/gcc/faq/index.html (https://www.cmu.edu/gcc/faq/)
76-729 Performing Race in Early Modernity  
Intermittent  
The earliest known use of the term “white” in reference to Europeans occurs in The Triumphs of Truth, a 1613 play by Shakespeare’s contemporary, Thomas Middleton. In addition to suggesting an important connection between race and drama in 17th-century England, this simple historical note raises a range of questions that have a direct bearing on some of the most pressing issues of the 21st century: Where do ideas about race come from? By what processes do the distinctions of racial concepts emerge, evolve, calcify, and mutate? How does the conceptualization of race relate to media? How do racial representations bolster and conduct political power? In this course, we will broach these questions by taking a closer look at the race-making function of drama in early modernity, a period when race was an inchoate, incipient concept, caught up with the emergence of colonialism, capitalism, and increasing interconnection between peoples, cultures, and worlds. As we think, read, and converse together, we will endeavor to come to terms with the problems and paradoxes of racial representation in the early modern theater, a forum that offered access to innovative, daring thinking about human equality and political responsibility, but was also a site for the perpetuation of hateful stereotypes and exploitative theories of white supremacy. In a wide-ranging survey of drama, historical documents, and contemporary criticism, we will work toward an understanding of how race-based concepts operated in the theater, and how the drama early of modernity continues to influence thinking about race in our own time.

76-731 Dissenters and Believers: Romantics, Revolution, and Religions  
Intermittent  
This course examines the relation of Romantic writing to religion in the age of revolutions. We will read a number of Romantic-age writers—William Blake, S. T. Coleridge, William Wordsworth, Edmund Burke, Monk Lewis, Percy Shelley—in relation to the most "orthodox" religious modes (Anglican, Catholic, Lutheran, and Evangelical) and the most "heterodox" Enthusiasm, Rational Dissent, Unitarianism, Deism, Pantheism, or atheism. We will also distinguish between "religions" (as formally institutionalized) and "religiosity"—defining religiosity as more diffuse or displaced feelings, ideas and practices that are often not clearly marked as religious or related to any one institutional religion. Two papers are required.

76-754 Watchdog Journalism  
Intermittent  
The practice of journalism involves covering the news of the day. Investigative journalism uncovers it, digging through public records and data to expose corruption or correct social injustices. The process takes patience and persistence, as well as familiarity with right-to-know laws, to find that gold nugget of information that exposes secrets or becomes the missing piece to a larger puzzle. In this course, students will learn investigative techniques that make the powerful accountable, using government documents, financial filings and databases to spot undetected crime patterns, an unfair housing policy or perhaps questionable spending by a non-profit charity. Investigative journalists craft a story from the data of exposing wrongdoing and today many of the tools historically used to tell those stories are available to everyone. This course will help budding journalists, researchers and anyone else interested in addressing societal problems find those tools and learn how to use them.

76-755 Leadership, Dialogue, and Change  
Fall  
This course is about an alternative to the “great man” theory of leadership—in which success is built on charisma, power, status, or institutional authority. The alternative model of adaptive leadership, however, depends on an ability to draw a divided community into a dialogue that re-frames the problem and may even call on us to re-interpret our values. We will see this in action, comparing the methods of Martin Luther King to the radical community organizing of Saul Alinsky, or in the influential of African-American cultural critiques of Cornel West and bell hooks, or in the work of students calling for change on campuses. Their work poses a question: how does dialogue work in the rhetoric of making a difference? So in the second half, we will put theory into practice, organizing a CMU Community Think Tank to explore this question: how do college students take effective leadership on public issues raised on campus (e.g., climate change, equity for workers, or the corporate ethics of would-be employers)? How do student advocates give “rhetorical presence” to problems or create counterpublics that actually put ideas into “circulation”? How can departments and faculty support publicly engaged learning in their disciplines? In this project of studying and taking leadership, you will develop skills in framing a shared problem, collecting data across diverse, often competing perspectives, in creating a briefing book to guide live Round Table problem-solving dialogues, writing and publishing your Findings on www.cmu.edu/thinktank. As a portfolio project, it will also demonstrate your ability to support problem-solving dialogues across difference in a community or organization.

76-758 Rhetoric & Storytelling  
Spring  
What are stories and why do we tell them? What purpose do they serve? What makes a story true? What effect do stories have on those who hear them? In this course, we will ask how narratives work rhetorically to shape how we perceive and encounter events, movements, places, and experiences. Students can expect to read and discuss narrative theories and practice employing these theories to analyze story artifacts, such as written collections, political speeches, newspaper articles, curated experiences, and oral histories. We will begin the semester by exploring and analyzing the many stories surrounding September 11 but will also consider the stories that infuse recent or local subjects of interest. Students will investigate the effect these and other narratives have on contemporary contexts. Any student who is interested in developing a critical awareness of the rhetorical power of storytelling and enhancing their analytical toolkit will benefit from this course. Most class sessions will involve guided student discussions of theoretical texts as well as collaborative opportunities to analyze story artifacts. Weekly assignments will include short analyses and reflection activities. The course will culminate in a final project where students will select and analyze a collection of stories within a cultural, social, and/or historical context.

76-762 Introduction to Translation  
Fall: 9 units  
In “Introduction to Translation,” we will survey a number of different translation theories in order to understand the various approaches that are at our disposal when translating a text. In addition, we will briefly explore several fields of translation studies, such as health care, business or literature, that require specialized terminology and expertise in the subject. All theory taught in class will be accompanied by hands-on translation projects that will give students the opportunity to try out their knowledge first-hand and evaluate the usefulness of different approaches on a personal basis.

76-763 Translation as Profession I  
All Semesters: 3 units  
In “Translation as a Profession,” we will learn from professionals in the field of translation. Every class will feature a guest speaker from the Pittsburgh area and beyond who will present his or her own educational background, experience in the field and current relation to the translation industry. Students will meet a variety of professionals, learn about the field, and establish valuable connections for the future.

76-765 Translation as a Profession III  
All Semesters: 3 units  
tbd

76-766 Essay Writing Workshop  
Fall  
In this course we will analyze the different types of narrative structure, narrative suspense, voice, metaphor, and point of view that make for effective non-fiction writing. We will also examine the difference between good writers and good work, the functions of objective distance from and intimate investment in a subject, as well as the philosophical questions spurred by non-fiction writing. What is the non-fiction writer’s role, and how does it differ from that of the fiction writer? Where do the two genres overlap? What gives non-fiction writing integrity? What does the term “creative non-fiction” mean? How have the form and aims of non-fiction writing - from memoir to essays to long-form journalism - evolved for better and for worse? We will scrutinize the writing of Eula Bliss, Kate Fagan, Joan Didion, James Baldwin, Jo An Bear, Gary Younge, David Foster Wallace, Umberto Eco, and many others. In addition to critical writing assignments, students will have several opportunities to write their own non-fiction pieces.

Course Website:  http://www.cmu.edu/dietrich/english/index.html  (http://www.cmu.edu/dietrich/english/)
76-771 Teamwork for Innovators
Fall
Academic teams, campus organizations, workplaces are all dynamic activity systems, organized and driven by institutional habits and rules, by roles, status and power, and by the material and conceptual tools we draw on. Yet as we have all observed, these Rules, Roles and Tools often operate in contradictory ways, even in conflict with one another. Effective team leaders are able to recognize these contradictions and draw a writing group, a project team, a social organization or a workplace into what is called an “expansive transformation.” That is, to innovate new ways of working together. In this course, you will learn how to become more effective not only as a team member, but also a project leader, and even group consultant in your college work and workplace. Looking at films, case studies, research, and your own experience, we will learn how to analyze how teams of all sorts are working, to communicate more effectively across different expectations and values, and to collaboratively innovate new ways of working together. Your final project will let you document your ability to be a knowledgeable team leader and effective collaborator.

76-772 News Writing
Fall: 9 units
In this course, we will study and learn the fundamental skills of journalistic writing as well as discuss topics related to how different media outlets cover news. On the writing side, we will start with the basics - the importance of accuracy, clarity and fairness, writing for audience, striving for objectivity, judging newsworthiness, meeting deadlines. Class discussions will touch on current news events, with the historic presidential election this fall undoubtedly taking center stage. The core class work (and most of your grade) will be based on seven writing assignments due approximately every two weeks throughout the semester. Expect to do some writing each class period. We will learn how to write a story lede (yes, that’s how journalists spell it), how to structure a story and how to write different kinds of news stories, from crime news to features to editorials and commentary. We also will learn how to research a news story, conduct an interview and sort through mountains of information to discern what’s important so you can write about it in a clear, concise manner.

Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)

76-773 Argument
Fall and Spring
This course introduces the fundamentals of argumentation theory and offers guided practice in analyzing and producing arguments. Through analysis of real-world examples, we will learn what an argument is, how to identify one, and what the names and functions of a variety of argument features are. We will also explore the production of argument by pursuing the questions: What are my argumentative goals? How do I build a theory of my audience? What means of persuasion are available for me to achieve my goals? And how should I order the contents of my argument? To answer these questions, we will explore argument in a variety of genres including grant proposals, op-eds, scientific papers, presidential speeches, and congressional testimonies. Assignments in this course will give students the opportunity to write pieces in areas of their interest (health, journalism, business, science and technology etc.)

Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)

76-784 Race, Nation, and the Enemy
Intermittent
Conflicts over racial and national identity continue to dominate headlines in the United States as they often have during the nation's history, from debates regarding the immigration, naturalization, and birthright citizenship of racial minorities to debates regarding racial disparities in access to civil rights. This course explores the discursive practices through which racial and national identities are formed and the frequent conflicts between them, particularly by focusing on the role of enemies, threats to the nation, and sacrifices made on behalf of the nation in American public discourse. Alongside primary sources of public discourse regarding wars, the immigration and citizenship of racial minorities, racial segregation and civil rights, and the criminal prosecutions of dissidents during periods of crisis, we will read secondary sources offering multiple theoretical and disciplinary approaches to the study of racial and national identity formation. Along with regular brief responses to readings, assignments will include a short rhetorical analysis paper and a longer research paper.

76-786 Language and Culture
Fall
This course is an introduction into the scholarship surrounding the nature of language and the question of how language shapes and is shaped by social, cultural and political contexts. We will begin by studying important literature in linguistics and language theory, both to introduce us to how scholars think about language and to give us a shared vocabulary to use for the rest of the semester. We will then move into case studies and theoretical works exploring the intersections of language use, individual and group identities, and the exercise of power, in its many forms. In particular, we will focus on the relationship between language and culture by asking, in what ways does language influence and constitute social change? How is social change reflected by changes in the way we use language? Over the course of the semester, you will work on applying the knowledge and theoretical tools you gain to your own analysis of a linguistic artifact that you choose.

Course Website: http://www.cmu.edu/hss/english/courses/courses.html

76-787 Writing in the Disciplines
All Semesters
This mini will introduce you to the theory and practice of writing instruction in contexts outside of English Studies. We will learn about the distinction between Writing across the Curriculum and Writing in the Disciplines and challenges to providing integrated, high quality writing instruction across the university. We will explore the implications of the wide variety of forms of academic writing for instruction in English classrooms, including high school and first-year writing classrooms. Assessments will include reading responses and a final paper reviewing research on writing in a specific writing context of your choosing. Students enrolled in the course for six units will be expected to do additional readings and give an oral presentation. Please note that in terms of time commitment, a 3-unit mini will require approximately six hours per week (three hours homework and three hours class meetings) and a 6-unit mini will require twelve hours per week.

76-788 Coding for Humanists
Intermittent
This introductory course provides humanities students with the foundational knowledge and skills to develop computer-aided research tools for text analysis. Through a series of hands-on coding exercises, students will explore computation as a means to engage in new questions and expand their thinking about textual artifacts. This course is designed for students with no (or very little) coding experience. During the early part of the semester, students will learn basic programming using Python through examples and problem sets that are relevant to text analysis. Then, students will be introduced to a limited set of commonly used Python packages for text analysis, such as natural language processing, statistical analysis, visualization, web scraping, and social media text mining. Students are expected to complete a small final project that examines how evidence-based data-driven insights derived from text analysis would support humanistic research in their area of interest, including (but not limited to) genre studies, rhetorical criticism, authorship attribution, discourse analysis, cultural analysis, social network analysis, spatial/temporal text analysis, and writing assessment. Doctoral students in the Department of English must register for 12 units, and are expected to write a publishable quality paper. Students who have completed 151-110 or 15-112 should not take this course.

76-789 Rhetorical Grammar
Fall and Spring: 9 units
This is a course in fundamental grammatical structures of English and how these structures fit into the writer’s toolkit. This means you will learn a lot about English-language grammar in this course en route to understanding a lot about English language writing. This course is designed for MA students in professional writing and undergraduates who want to improve their grammar, their writing, and their depth of understanding of how improvement in grammar impacts improvement in writing.

Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)
76-791 Document & Information Design
Spring: 9 units
This course provides students who have already learned the foundation of written communication with an opportunity to develop the ability to analyze and create visual-verbal synergy in printed documents. Students will be introduced to the basic concepts and vocabulary, as well as the practical issues of visual communication design through a series of hands-on projects in various rhetorical situations. Assigned readings will complement the projects in exploring document design from historical, theoretical, and technological perspectives. Class discussions and critiquing are an essential part of this course. Adobe InDesign, Photoshop, and Illustrator will be taught in class, and used to create the assigned projects.

Prerequisite: 76-870
Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)

76-793 Narrative & Argument
Spring
This is a course for non-English majors interested in understanding and practicing writing as an art of design thinking and decision-making. We work through seven writing exercises divided into “experiential” and “informational” clusters and we discuss the underlying design principles that unite and divide these clusters. Experiential writing (think character-based fiction, personal profiles, travel writing, narrative histories) supports reader learning but in an indirect, unsupervised fashion. Students write short papers within each of these clusters to glimpse and grapple with the different compositional (design) challenges. Within experiential writing, students practice making themselves (from the first person) and third party characters readers can come to know and care about. They practice immersing readers within immediate and historical scenes by creating the feel of extended space or elapsed time. Within information writing, students practice presenting readers with new ideas by following the readers’ native curiosity (exposition), guiding readers through manual tasks (instruction), and structuring readers’ decision-making (argument) in controversies when there are multiple decision paths. Argument is a capstone of information writing that bids for social and political change. While writing for experience and writing for information are distinct clusters, they are highly interactive and intertwined. Experienced writers routinely import techniques of experiential writing into their craft to enliven and expand the reader’s experience. Technologies for making visible for students their tacit decision-making over hundreds and thousands of compositional moves when writing experience and information are introduced and provide students a literal “lens” on the texts they write as an endlessly curious design artifact.

76-796 Non-Profit Message Creation
Intermittent
Non-profit organizations support a multitude of causes ranging from the arts to animals to the environment to health care to human rights to educational research to many great causes in between. Non-profits achieve their missions by advocating on behalf of their organization’s cause, raising public awareness about issues surrounding their cause, and fundraising to make their advocacy possible. In this course, students will select a local, Pittsburgh-area non-profit to examine and produce materials based on the organization’s needs. Over the course of the semester students will research the organization’s persona and values via interviews with chosen organization’s staff and analysis of existing communication channels and different forms of content currently used by the organization. Students will use this research and analyses to inform and shape a final project that should meet the specified, needed deliverables from the selected non-profit. Previous example projects include: Revising a newsletter and specifying future best practices for an organization; developing new format and copy for an organization’s website; developing a social media campaign for an upcoming event; developing a grant proposal for an organization’s project; among many others. Students will have a wide selection of organizations to choose from and know projects associated with the organization at the beginning of the semester, as these will be organized by the professor. At the end of the course, students will have a portfolio ready material and an increased understanding as to how non-profit organizations advance their causes.

Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)

76-805 Institutional Studies: English as a Discipline
All Semesters: 6 units
The institution on which this course will focus is the academic discipline, the specific historical form that the production of knowledge in the modern research university has assumed. This course will examine the historical development of the discourses, practices, organs, and associations that have defined English as a discipline. While we will of necessity also look at the theories and values that the discipline has proclaimed at different times, this will not mainly be a course in the history of criticism. Criticism will be considered as one practice among others including philology, literary history, literary theory, rhetoric, and composition. In order to understand the broader context, we will read work by Foucault and others on disciplinarity. We will also examine allied institutions, including the professions and the university.

76-807 Topics in Literary & Cultural Studies
All Semesters
Topics vary by semester. Fall 2021: August Wilson - August Wilson is the most important American playwright of the last quarter of the twentieth century. Born and raised in Pittsburgh, Wilson set nine of the ten plays in his Century Cycle here, specifically in the Hill District, the historic center of the city’s African American community. Wilson set for himself the task of representing African American life over the course the twentieth century, and this course will examine that representation. In addition to reading the plays of the cycle, we will watch several film adaptations, and, if we are lucky, see at least one production. In addition, we will read works of African American playwrights, including Amiri Baraka, Ed Bullins, and Lorraine Hansberry. We will read a bit of relevant theory and some criticism of Wilson. The plan is for our class sessions to be enlivened by visits from local experts on Wilson, including some who have acted in or directed his work. The course grade will be based on the following: class participation and weekly “agendas”; one five-page reading of one of Wilson’s plays; a 15-20-page research paper on a topic relevant to the seminar, including a formal proposal and some intermediate assignments.

76-808 Culture and Globalization
Intermittent
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, environmental devastation, transnational labor and migration, modernity, shifts in spatial and temporal relations, cosmopolitanism, global cultural production and consumption, and the resurgence of nationalism. In this course we will explore and historicize the concept of globalization from both a global literary perspective and an interdisciplinary lens. Pairing literary works from around the world with scholarship from sociology, political science, gender and critical race studies, and anthropology, we will examine the contradictions, conflicts and possibilities of associated changes in the world. We will investigate the role of representation and aesthetics by considering the work of literary writers as well as some filmmakers, journalists and activists. The course will be organized as a series of topical foci that include neoliberalism and labor, the local and the global, environmental changes, secularism and tradition, the globalization of feminism, and global migration and border control.

76-813 Book Design: A Cultural History
All Semesters: 12 units
Today the book is thriving despite earlier predictions of its “death” at the hands of the digital media. What has made the book so powerful a medium over six centuries? This course will take you into the book’s makeup, design, and impact over time. We study how the book was made at different times in its history—for instance, the manuscript book (medieval), the hand-press book (Renaissance and eighteenth century), the machine-made book (1800s to present). We also ask how today’s databases like Google Books make us see new dimensions of the print medium that were not visible earlier. Likewise we will study theories of the print medium and the cultural effects of the book among readers and social groups. Students will have hands-on experience with a printing press and the Rare Book archives at Hunt and Hillman libraries. Two papers and shorter assignments will be required.
76-818 Rhetoric and the Body
Intermittent

This course offers an introduction to rhetorical studies of the body and is centered on the following three questions: What is the role of the body in rhetorical theory? What role does rhetoric play in constructing the body as a raced, gendered, dis/abled, cultural, fleshly, and political entity? And, how might moving, feeling bodies challenge, regulate, or disrupt these rhetorical constructions and furthermore, our theories of rhetoric? Our readings will explore the role of embodiment in rhetorical theory, examining a number of contemporary and historical theories of the body. In the process, we will explore how to put rhetoric and the body into conversation with one another and what methodological implications this conversation has for rhetorical studies more broadly. The goal of this course is to provide breadth rather than depth, with the assumption that most students, even those relatively familiar with body and/or rhetorical theory, will approach rhetorical studies of the body as novices. Students will conduct their own research on a topic related to rhetorical studies of the body that also aligns with their professional and academic goals. Graduate students interested in research will benefit from this course’s focus on theory and the professional genres central to rhetorical studies. Undergraduates students (both majors and non-majors) will have the opportunity to examine how the body intersects with communication and writing contexts in their everyday public and professional lives.

Course Website: http://www.cmu.edu/hss/english/courses/courses.html

76-822 Intro to Gender and Sexuality Studies
TBD

76-825 Rhetoric, Science, and the Public Sphere
Intermittent

In the 21st century science and technology are ubiquitous presences in our lives. Sometimes these phenomena spark our imagination and affirm our confidence in a better future. In other instances, they create fear and generate protests over the risks new technologies and scientific ideas pose to prevailing social, cultural, economic, and political orders. In this course we will examine the complex dynamics in the relationships between science, technology, and society. Towards this end we will engage with questions such as: How do we decide who an expert is? To what extent do scientists have an obligation to consider the social and ethical consequences of their work? Is public education about science and technology sufficient for addressing social concerns about risk and controversial scientific ideas? We will grapple with these and other questions by exploring public debates including conflicts over global warming, vaccinations, and the AIDS crisis. With the help of analytical theories from sociology, rhetoric, and public policy, we will develop a framework for thinking about argument and the dynamics of the relationship between science, technology, and the public. We will also look to these fields for tools to assess public debate and to complicate and/or affirm prevailing theories about the relationship between science and society.

76-829 Digital Humanities
Intermittent

This course is a “learn by doing” introduction to questions and methods in digital humanities, with special emphasis on common tasks in digital history, digital literary studies, library science, and cultural analytics. Students will likely partner with a national humanities organization to tackle real-world humanities problems while developing core computational competencies such as those required for gathering data (text mining, APIs), transforming data (OCR, regular expressions, natural language processing, image magic), file management (shell commands), data visualization (matplotlib, arcGIS), and more.

Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)

76-831 Gender Play in Early Modern Drama
All Semesters: 12 units

The playshouses of early modern London offered access to an astonishing spectacle that would be difficult to find anywhere else in the city: men dressed as women, skillfully reproducing (but also exposing, interrogating, and refining) the significations that structure concepts of gender difference. In addition to this fundamental condition of performance and theatrical experience, the plots of the plays themselves regularly engaged with issues pertaining to gender and sexuality, an interest that runs through the raunchy satires performed by companies of adolescent boys, the innumerable comedies of cross-dressing and mistaken identity, and the equally numerous tragedies centered on problems of inequality and imbalances of power. This course will consider a wide range of drama from the period alongside a selection of readings in sexuality and gender theory, thus bringing together early modern dramatists such as William Shakespeare and Thomas Middleton into conversation with contemporary thinkers such as Judith Butler and Sarah Ahmed. The body of core texts will include Twelfth Night, The Merchant of Venice, As You Like It, The Roaring Girl, The Taming of the Shrew, The Tamer Tamed, The Island Princess, The Witch of Edmonton, The Silent Woman, Women Beware Women, and Galatea.

76-833 Historicism
All Semesters

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? What is the ongoing tension between historical accounts of literature/culture? 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 will include Walter Benjamin, Karl Marx, Michel Foucault, Jack Halberstam, Stephen Greenblatt, Judith Newton, Joan Scott and others.

76-844 History of Books and Reading
Fall

Rather than putting an end to the book, digital media have had the oddly exhilarating effect of making us look at all kinds of print, past and present, through newly focused lenses. This course will introduce you to the history of books and reading, a cross-fertilizing field of study that is having an impact on many disciplines, from the history of science to literary history, cultural studies, and the arts. Scholarship in this still-emerging field will include works by Roger Chartier, Michel Foucault, Elizabeth Eisenstein, Pierre Bourdieu, Michel de Certeau, and the current scholars who appear in one of our key books, "Interacting with Print: A Multigraph." We’ll also read primary texts by Joseph Addison, Jane Austen, Samuel Coleridge, and Wilkie Collins to see how differing modes of print and reading became highly contested cultural and political matters in the eighteenth and nineteenth centuries. Other topics include the division between new reading publics and their ways of reading books; important changes in book production, typography, printing methods (hand-press to steam press). Such knowledge of the history of print has become especially crucial in an era of emerging “new media” and the field of digital humanities in the university. Two papers will be required—one shorter paper (5-7 pp.) and a longer research paper on the uses of books and print by producers and readers. Though the course meets in Baker Hall, you will have hands-on experience with early books and other forms of print as we also meet periodically in the Rare Book Room at Hunt Library.

Course Website: http://www.cmu.edu/hss/english/courses/courses.html

76-846 Revenge Tragedy
All Semesters

Attendants to the early modern English theater seem to have had an almost insatiable appetite for revenge tragedy: a lurid, blood-soaked genre distinguished by plots involving insanity, skulls, ghosts, poisonings, stabbings, suicide, and other forms of unnatural death. This course will cover key examples of the genre, putting particular emphasis on the depiction and interrogation of justice, analyses of death, and playful engagement with theatricality. Our central curriculum will include the following plays: Thystestes (Seneca), The Spanish Tragedy (Kyd), Titus Andronicus (Shakespeare), Hamlet (Shakespeare), The Revenger's Tragedy (Middleton), and The Duchess of Malfi (Webster). We will also read a selection of critical essays and related literature from the period.
76-849 Race and Media
Intermittent
This course will introduce students to useful methodological approaches, ranging from film studies, media archeology and book history to Black studies, Transnationalism and Post-Marxism, to analyze race and representation within a variety of media formats. Media in this course is understood broadly: technologies used to store and deliver information. With this rather broad understanding in mind our course will look at how artists and intellectuals use discrete formats (print, film/video, electronic, and other recording mediums) to imagine, remediate and study the circulation of racialized bodies and identities within global capitalism. We will also think about the concept of race itself as another, particularly problematic “media” format used to store and deliver information about the human for political, economic, ideological and juridical purposes. The class will be organized around specific material and “immaterial” media objects that will allow us to explore the processes of (re)mediation that characterize racialized bodies and formats. We will look at a range of works that might include D.W. Griffith, Nella Larson, Iceberg Slim, Raoul Peck, Christina Choy, Renee Tajima, Janelle Monae, Ramiro Gomez, Dana Shultz, and 50-Cent. We will also read the theoretical works of Stuart Hall, Christina Sharpe, Carol Vernallis, Lisa Lowe, Teju Cole, Lisa Gitelman and Michael Gillespie, Simone Browne, Martin Heidegger, Theodore Adorno and others.

76-850 Law, Culture, and the Humanities
Intermittent
“[I’m not a lawyer, but... ] How many times have you heard this disclaimer, closely followed by a lay analysis of law? This course, an introduction to the cultural study of law for graduate students and advanced undergraduate students, can be seen as an introduction to what goes into the making of such a statement. Where do we get our ideas about law? What do we mean when we say “law”? What counts as law? How does culture influence law, and law, culture? And to what degree should historical context condition any answers we might be tempted to give? Students in the course will study works in a range of genres (novels, plays, poems, judicial opinions, pamphlets) and develop methods for investigating ways that law and culture have been made by one another from the 16th-century to the present. Readings will include influential theoretical accounts of law (Aristotle, Hobbes, Cover, Habermas, Bordieu, MacKinnon, Alexander), canonical texts in Law and Literature (Shakespeare’s Measure for Measure, Melville’s Billy Budd, Kafka’s The Trial) and some “weird fiction” by the novelist/legal theorist China Miéville. As a counterpoint to the fiercely anti-historical “law and economics” movement, however, the course will put special emphasis on rooting intersections of law and culture in rich historical context, considering both local and international legal contexts (sometimes in fairly technical detail) alongside so-called “ephemera” of culture. Students will tackle the especially fruitful “case” of Renaissance Britain before developing final research projects, whether on the Renaissance or another period of their choosing.

Course Website: http://www.cmu.edu/dietrich/english/index.html

76-852 Generations and Culture
Intermittent
We frequently hear about generations—the Millennials and their multitasking, Gen X and their minivans, and the Baby Boomers and their self-satisfaction—but generations have usually been ignored in cultural studies. Yet generations have significant impact on cultural tastes, consumer choices, and political views, as a good deal of research shows, and identity, alongside other factors such as race, class, gender, sexuality, ethnicity, and abledness. This course will study the theory of generations, as well as novels and films that tell us about generations.
76-868 Space and Mobilities
Intermittent
This course will investigate space and movement as social constructions. Space appears as something that exists around us: our houses, our neighborhoods, our cities. Sometimes it seems like they are simply there to be moved through. In the same way mobility, from our means of transport to an evening walk, can appear as just movement from A to B. In the late 20th century, an interdisciplinary group that included geographers, urban studies scholars, architects, sociologists, anthropologists, and literary theorists began to theorize the social construction of space. They argued that space is something dynamically created that may be interpreted for the ways it creates meaning. Following this spatial turn, mobilities studies scholars looked to understand movement as something that reproduces and constitutes power and institutions. This inter-disciplinary course considers theories of space and movement as a field of study and in reference to literary and film texts. The course will be organized topically, and include such units as the regulation of freedom of movement over borders through the construction of boundaries; the heterotopia of the boat or train carriage; the poetics of space; the dynamic mapping of the city by a wanderer; neoliberal recalibrations of global space, and the spatialization of performance. Readings might include Henri Lefebvre, Doreen Massey, Edward Soja, Gaston Bachelard, Wendy Brown, John Urry, Tim Cresswell, Marian Aguiar; literary texts might include Brian Friel’s Translations, Christina Garcia’s Dreaming in Cuban, W.G. Seabald’s Austerlitz and Teju Cole’s Open City.

76-870 Professional and Technical Writing
Fall
This course is an introduction to the theory, research, and practice of professional and technical communication as a discipline. Through readings, discussions, projects, and writing workshops, you will develop a rhetorically-grounded approach to analyzing communications problems and producing a range of effective and situation-specific professional documents. This user-centered approach views professional documents as means to accomplish specific, well-defined purposes: getting funding or support for a project (proposals), supporting managerial decision-making (reports), communicating effectively within organizations (email, correspondence), guiding action (Instructional writing), getting a job or internship (resumes and application letters), or making choices among various medical treatments (science writing). The course will focus on learning and developing specific skills necessary to complete assignments, explore multimedia possibilities and foster each student’s unique creative voice. Adobe Premiere and Audition will be employed to support specific tasks. Students will also be taught to capture their own original images, video and narration audio to build multimedia projects involving various contexts. Students will explore what it means to write for a dynamic medium and how to take advantage of elements of time, motion and sound to help expand their visual communicative capacities. The essentials of Adobe After Effects will be taught in order to build the skills necessary to complete assignments, explore multimedia possibilities and foster each student’s unique creative voice. Adobe Premiere and Audition will be employed to support specific tasks.

76-885 The New Public Sphere
Fall
Public deliberation is at the heart of the rhetorical tradition. But is public dialogue really a live option in a media-saturated world of sound bites and buzzing social media? Is the process of debate, deliberation, and decision (in which the best argument wins) really the ideal model? Or can people use public spaces to develop new, more inclusive positions? Could such a process occur in a boundary-crossing public when diverse groups enter intercultural deliberation around racial, social, or economic issues? This course looks at diverse ways people use rhetoric to take literate social action within local publics. From the canonical debate around Habermas and the public sphere, we move to a feminist “rereading” of the Sophists, to contemporary studies of deliberation in workplaces, web forums, grassroots groups, new media, and community think tanks. To support your own inquiry into the meaning making process of a local public, you will learn methods for activity analysis and for tracing social/cognitive negotiation within a public of your choice.

Course Website: http://www.cmu.edu/hss/english/courses/courses.html

76-891 Rhetorical Analysis
Fall and Spring
Students in this course will learn various approaches to analyzing discourse artifacts from a rhetorical point of view. Early in the course, students will identify an artifact or artifacts they wish to analyze. From there, students will be encouraged to explore their own methods of analysis based on two required books for the course and reviews of literature. For the midterm, students will create an annotated bibliography of five specimens of criticism taken from a single journal. For the final project students will write a comprehensive piece of criticism based on one or some combination of methods. The presentation and final paper count 50% of the grade, with the mid-term, class attendance, participation, and homework making up the final 25%.

76-893 Introduction to Global & Postcolonial Studies
Intermittent: 6 units
Since the 1978 publication of Edward Said’s groundbreaking work Orientalism, postcolonial theory has gained currency as a critical discourse examining global experiences of colonization and decolonization. Since the term "postcolonial" was first invoked to describe the cultural effects of colonization, the field of study has expanded considerably. Today postcolonial studies looks backwards at earlier works on nationalism and cultural identity, gazes towards seemingly dire futures, and unpacks present conjunctures. In this course, we will follow several threads of postcolonial theory to talk about the discursive operations of empire, the politics of representations, the problems of nationalism, the intersections of race, gender and sexuality in a global context, and the effects of colonialism, imperialism and globalization on economies, ecology, climate, and migration.

76-894 Digital Humanities
Intermittent: 6 units
Digital Humanities is an emerging discipline as well as a broad collection of scholarly activities that apply new technologies to humanities research while expanding traditional disciplines of study. Its many facets include: book history, cartography (using maps to better understand the cultural production of texts), the preservation and sharing of collections that are otherwise difficult to access. DH can also include the fostering of new creative expression by using digital media. In this mini-course we’ll be reading a variety of leaders in the field including Robert Binkley, Franco Moretti, Matthew Jockers, Peter deBolla, Johanna Drucker, Alan Liu, Jerome McGann, Christopher Warren, and Bethany Nowviskie, attending the CMU DH lunch workshops, and taking some field trips around the city to see some DH projects in action.

76-896 Research Methods in Rhetoric & Writing Studies
All Semesters
This course is a survey introduction to historical, empirical, text-based, and qualitative methods of inquiry used in the fields of rhetorical and writing studies. We will read broadly to understand the philosophical questions, research traditions, practical applications, and innovative directions that shape the field, exposing students to a range of methods and methodologies. Studies of rhetoric, writing, and literary influence have evolved tremendously, and we will examine approaches for how to trace, analyze, and critique the use of meaning making in a variety of cultural, political, workplace, technological, and pedagogical contexts. By the end of the course, students will develop a sense of how to put together an effective research project on their own and design and articulate the research methods and methodologies appropriate to that study. Throughout, we will ask a fundamental question: How do rhetoric, writing, and literacy work and for what consequences?
76-898 Marxism

Intermittent: 6 units

Karl Marx just turned 200 and in many ways his ideas is more popular than ever. But what is Marxism, and how can we best use Marxism to think about culture? This mini will be a crash course in what we call Marxism, a cluster of theories tracing their roots to the materialism of Karl Marx. On our list will be writings from: Antonio Gramsci, Rosa Luxemburg, Raymond Williams, Stuart Hall, CLR James, and Silvia Federici.

Course Website: http://www.cmu.edu/dietrich/english/index.html (http://www.cmu.edu/dietrich/english/)