

ENGL 506 Writing Studies II: Literacy and Race

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Office Hours: Monday 11:00-1:00 or by appointment

This course explores literacy and race: as mutually constituting concepts, as “problems” national discourse and scholarship alike seek to address, as markers of identity. We will jointly examine how relationships between race and literacy have been historically constructed. Of particular interest will be how race is constructed as a category in and through research on literacy; in the scope of our reading we will encounter the epistemological assumptions, methodological scramblings, and critical/political allegiances that have created the intertwining histories of literacy and race.

The purpose of this course is explicitly to prepare you to do graduate level qualitative research. Assignments will introduce you to forms of archival and ethnographic methods. Discussion of texts will center on methodology as much as content. Students will be asked to comment frequently on the work of others in the course.

This course will coordinate with the [Ethnography of the University Initiative](#). The EUI focus will allow students to use the course readings in conjunction with the university archives and ethnographic methods to explore literacy and race within the context of the U of I’s history and present day. You will have the opportunity to present your work at EUI’s cross-campus conference, and can choose to publish your work (either under their own name or a pseudonym) in EUI’s digital repository of student work (housed within the University of Illinois Library’s [IDEALS](#)). The work produced in this course will thus contribute to the history of the U of Illinois, and the research on literacy and race in the United States.

All assignments will be given and submitted through our Moodle website. To log on, go to <https://moodle.atlas.uiuc.edu/> and follow the instructions at the “How do I get into my Moodle class” link.

Required Texts: Logan, *Liberating Language*; Heath, *Ways with Words*; Trainor, *Rethinking Racism*; M. Young, *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship*; V. Young, *Your Average Nigga*

Grading Breakdown

Five Short Assignments (10% each)

Participation (includes in-class contributions, comments on peers' work and completion of Proposal Draft on time – 25%)

Final Proposal 25%

Calendar

NOTE: Because I have two conferences coinciding with our calendar, we will need to schedule one “floating” make-up class.

Jan. 21 Logan, *Liberating Language* (to p. 57)

Jan. 28 Logan (p. 58 to end).

Assignment One Due: Analysis of document from the “Guide to African American Research Resources,” University Archives.

<http://www.library.uiuc.edu/archives/guides/afamer.php#bkmark2>

Feb. 4 Heath (pp. 1-72).

Assignment Two Due: Find a document in the University Archives but not in the “Guide to African American Research Resources,” and argue for its inclusion in the Guide.

Feb. 11 Heath (pp. 73-148); Illinois White Paper on IRB mission creep

<http://www.law.uiuc.edu/conferences/whitepaper/papers/SSRN-id902995.pdf>

Feb. 18 Heath (pp. 185-262); Silverman, “Analyzing Text and Talk”

Feb. 25 Trainor (to p. 74); Fontana and Frey, “The Interview: From Structured Questions to Negotiated Text”

Assignment Three Due: Interview Protocol due.

Mar. 4 Trainor (p. 75 to end)

Mar. 11 CLASS CANCELLED: PRENDERGAST AT COLLEGE COMPOSITION AND COMMUNICATION CONFERENCE.

FLOATING CLASS: M. Young (to p. 53); Richardson, “Writing, A Method of Inquiry.”

Mar. 18 M. Young (p. 53 -140)

Assignment Four Due: Interview Transcript

Mar. 25 SPRING BREAK

Apr. 1 M. Young (p. 140 – end)

Assignment Five Due: Source Annotated Bibliography

**Apr. 8 Proposal Draft Due. CLASS TO MEET WITHOUT PRENDERGAST.
Proposal Workshop.**

Apr. 15: V. Young (to page 53); Das and Kleinman: Introduction, *Remaking a World*

Apr. 22: V. Young (54 – 105)

Apr. 29: V. Young (105 to end)

May 6: FINAL PROPOSAL DUE