

**AMERICAN STUDIES  
COURSE DESCRIPTIONS**  
*Fall 2009*

**Inside Courses**

**INTRO TO AMERICAN STUDIES**

AMST 20100

E. Doss – TR 9:30-10:45

This course introduces the interdisciplinary field of American Studies, emphasizing key texts and methods for critically understanding what "America" means (and to whom), and what it means to be "American." How have ideas about race, gender, religion, sexuality, ethnicity, and class shaped the making and meaning of America and Americans? What are the dominant myths and values that Americans seem to share? What is the American Dream? In particular, this class considers the ways in which concepts of "America" and "American" are performed: how notions of citizenship and national identity are constructed through particular acts and actions from reciting the Pledge of Allegiance to watching football, going shopping, marching on Washington, and touring America's National Parks.

**THE CRAFT OF JOURNALISM**

AMST 30118

R. Schmuhl – M 3:00-5:30

Track 3

This class will focus on how print and broadcast journalists work-how they think and act as well as the dilemmas they face in delivering news, analysis, and commentary. Several sessions will be devoted to presentations by visiting correspondents, editors, and producers, explaining their approaches to specific stories and circumstances. In addition, students will discuss the issues and questions raised in a few books.

**MEDIA ETHICS**

AMST 30142

M. Storin – TR 9:30-10:45

Track 3

This course will examine the journalistic and ethical challenges that newsroom managers face as well as the issues that reporters in the field must tackle on a daily basis. Roughly half of the course will deal with case studies of ethical dilemmas and the other half will involve students in making choices for the front of the mythical newspaper. Although there will be readings from books on the topics, students will be expected to read *The New York Times*, *The South Bend Tribune*, and *The Observer* on a regular basis, especially on the class days when the front-page decisions will be made. The stories in those newspapers will provide the basis for those decisions. We will also consider how television deals with news on local and network levels.

**PERSUASION, COMMENTARY, AND CRITICISM**

AMST 30146

J. Colwell – MW 1:30-2:45

Track 3

This course will consider the roles of persuasion, commentary, and criticism in contemporary American culture and will explore the techniques of these forms of expression. Students will prepare and discuss their own writing assignments, including opinion columns, editorials, and critical reviews of performances or books. Ethics and responsibilities in contemporary American journalism in expression of opinions also will be explored. Assignments will serve as the examinations in this course, which is taught by a political columnist for the *South Bend Tribune* who also serves as host of public affairs programs on WNIT-TV, Public Broadcasting. Open to American Studies majors and Journalism, Ethics, and Democracy minors by permission. Other applicants must submit writing samples for review.

### **AMERICAN MEN, AMERICAN WOMEN**

AMST 30155

H. Ardizzone – MW 3:00-4:15

Track 2

What does it mean to be male or female in America? Where did our ideas about gender come from and how do they influence our lives, institutions, values, and cultures? In this course we will begin by reviewing colonial and Victorian gender systems in the U.S. Our focus, however, is the twentieth century, and the development of modern (early 20<sup>th</sup> century) and contemporary (post 1970s) gender roles and ideas. How much have they changed over time and what aspects have been retained? We will explore the ways that cultural images, political changes, and economic needs have shaped the definition of acceptable behavior and life choices based on sex and gender. We will also pay close attention to the roles that race, class, culture, sexuality, marital status and other key factors play in determining male and female roles and influencing images of femininity and masculinity.

### **CATHOLICS IN AMERICA**

AMST 30164

K Cummings-MW 1:30-2:45

Track 2

Since 1850 Roman Catholics have constituted the single largest religious denomination in the United States. This course explores what the presence of Catholics has meant for the American experience, focusing on themes of church/state separation, religion and politics, education, and social reform. We will also examine how the American context has transformed the practice of Catholicism, with attention to ethnicity, gender, region, race and class as variables that have shaped the American Catholic experience. Assigned readings range from excerpts of anti-Catholic publications to first-hand accounts written by American Catholics from the colonial period to the present. In addition we will study the representation of Catholics in American film, themes of Catholic fiction, material culture relating to Catholic devotional life and the sacraments, and the shifting position of American Catholics in the universal Roman Catholic Church.

### **RACE AND AMERICAN POPULAR CULTURE**

AMST 30169

J. Ruiz – MW 3:00-4:15

Track 1 or 2

While “race” is a notoriously difficult concept to define, it is undoubtedly a powerful force in American life. But how do we know what we know about race? Where do these ideas come from? How will matters of race and representation change in the era of Barack Obama? Focusing on the late nineteenth century to the present, this course explores the ways in which ideas about race are formed, negotiated, and resisted in the arena of American popular culture. From blackface minstrelsy on the Vaudeville stage to contemporary comedy, television, and music, this course will ask how popular culture actively shapes—rather than merely reflects—American ideas about race and ethnicity. Rather than emphasizing on a particular racial or ethnic group, we will more broadly examine the politics and practices of representing difference in the United States. By engaging with a diverse set of theoretical, historical, and primary texts, students will learn to approach and analyze popular culture with a critical eye.

### **THE U.S.-MEXICO BORDER IN THE AMERICAN IMAGINATION**

AMST 30172

J. Ruiz – MW 11:45-1:00

Track 1,2,3

The U.S.-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-nineteenth century. Today, the border remains the source of contentious debates in the United States—from proposed amnesty for undocumented workers and unprecedented activism for migrants’ rights to those who argue for a 700-mile fence to physically divide the two nations—even as Latinos have become America’s largest minority group. This course will unpack these varied (and often contradictory) meanings of the border, paying particular attention to the history of representations of Mexico and “Mexicanness” in the United States and their impact upon foreign policy, political organizing,

and cultural relations. Our approach will be interdisciplinary, drawing on methods and texts from history, sociology, film studies, critical race theory, cultural studies, and ethnic studies. Together we will read texts as varied as Gloria Anzaldua's *Borderlands/La Frontera* and Steven Soderberg's *Traffic*.

### **AMERICAN SPORTS, RECREATION, & LEISURE**

AMST 30173

A. Coleman – TR 9:30-10:45

Track 1,2

This course will examine sports, recreation, and leisure as forms of American cultural and political expression, identity formation, and as resources for community building through the 19<sup>th</sup> and 20<sup>th</sup> centuries. This semester readings and discussion will focus on the theme of **gender**, but race and class will also figure prominently, as will politics, the environment, media, consumption, and spectacle.

### **AMERICAN WILDERNESS**

AMST 30174

A. Coleman – TR 2:00-3:15

Track 1,2

Wilderness is an inherently slippery category, but it has proven vital to Americans' understandings of themselves and their nation. This course will explore the relationship between Americans and the places we have defined as wild. Using approaches from environmental history, cultural geography, and landscape studies, we will consider how understandings of wilderness have changed throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries, how race, class, and gender have influenced Americans' interactions with wilderness, and how wilderness has become politicized in different ways.

### **CIVIL RIGHTS AND PROTEST MOVEMENTS**

AMST 30177

H. Ardizzone – MW 11:45-1:00

Track 2

This course will look at protest movements for civil rights and other related issues, focusing on the 20<sup>th</sup> century, especially the second half. One central theme will be the African American civil rights movement of the 1950s and 1960s. How did race, gender, class, religion, and region impact the strategies, goals, and reception of various threads of black struggles for full citizenship? In addition, we will explore previous and later generations of African American activism, as well as other protest movements in the post WWII period. How did the civil rights movement that emerged in the 1950s draw on early 20<sup>th</sup> century activism and leadership? What directions did African American protest movements take after the late 1960s? How did other civil rights, racial and ethnic consciousness, and social reform movements in the 1960s, 70s, and 80s develop from their own historical experiences and in relationship to other protest movements?

## **SEMINARS**

### **EXPLORNOGRAPHY**

AMST 43145

C. Meissner – TR 12:30-1:45

In 1998, *New York Times* reporter John Tierney coined the word "explornography" to explain the phenomenal increase in demand for adventure literature, outdoor gear sales, *Crocodile Hunter* and *Survival*-type television shows, and exploration oriented trips and vacations. Explornography, Tierney said was "the vicarious thrill of exploring when there is nothing left to explore." This course takes Tierney at his word. We'll read a number of modern and classic explorer accounts of successful and failed expeditions. We'll ask what those expeditions meant in their time and what they mean in ours. We'll ask what modern versions of the traditional explorer expedition can mean in a world that is thoroughly mapped, covered by GPS technology, and always accessible by cell and satellite phone service, and filled with X-Box, Halo, and other video gaming thrills. We'll ask why in a modern, commodity-saturated culture the consumer has turned to explornography for

vicarious thrills and adventure. We'll look at how explornography has been commodified, marketed, and sold. We'll distinguish between hard-core and soft-core explornography, between those who watch and those who do, and between experiences which build the self and those which do little more than serve the narcissistic ego. And finally, we'll ask what's next, or whether explornography is indeed the final frontier.

### **Memorial Mania**

AMST 43146

E. Doss – TR 3:30 – 4:45

Focusing on the great variety and great numbers of memorials erected in recent decades, this seminar explores how cultural memory is created and what it has come to mean in terms of national identity in modern and contemporary America. The definition of "memorial" is purposely broad: from statues and monuments to parks, public squares, cemeteries, public ceremonies, and moments of silence. Memorials can be permanent or temporary such as roadside shrines. Understandings of "memory" are also broad, ranging from subjects of local and civic memory to those of national and/or collective memory, and including popular interests in autobiography, memoirs, and family genealogy. Understandings of "America" are similarly wide-ranging, often conflicted, and always in flux. Recognizing the broad definitions of the key terms "memorial," "memory," and "America," this seminar considers the following: What does memory mean in America today, and in American memorial culture? What is driving the urgency to "memorialize" and who and what, in fact, is being remembered? Who and what are memorable in American history, and in terms of American national identity? Potential subjects are vast and include war memorials, Holocaust memorials, presidential commemoration, memorials erected at sites of tragedy and trauma (Oklahoma City, World Trade Center, Columbine), ritualistic memorial practices (such as pilgrimage and gift-giving), issues of public response, different styles of memorials and monuments (figurative v. abstract memorials), and the role of the National Park Service, the nation's primary "keeper" of historical and cultural memory. Course readings will include selections by contemporary historians, art historians, and theorists engaged in issues of memory, history, and material/visual culture, as well as films.

## **Outside Courses**

### **AMERICAN NOVEL**

AMST 30246

J. Staud – MWF 9:35-10:25

Track 1

We will read, discuss, and study selected novels of significant importance within the American literary tradition. As we explore these novels within their historical and cultural context, we will consider the various reasons for their place within the canon of American literature. Indeed, we will scrutinize the very nature of this literary canon and self-consciously reflect on the inevitably arbitrary nature of this, or any reading list. Even so, we will see, I hope, that these authors share deep engagement with ideas and themes common to American literature and do so, through their art, in ways that both teach and delight. Required Texts: Moby-Dick, The Adventures of Huckleberry Finn, The Awakening, The Great Gatsby, Invisible Man, The Old Man and the Sea, The Bluest Eye

### **GOD AND EVIL IN MODERN LITERATURE**

AMST 30247

T. Werge – MWF 10:40-11:30

Track 1

A study of selected modern writers whose concern with God and evil, faith and despair, and the reality and significance of suffering animates their writings.

### **AMERICAN MODERNISMS**

AMST 30249

C. Johnson – MW 3:00-4:15

Track 1

Discussions of the late nineteenth, early twentieth century literary and cultural movement of modernism often center on those qualities of the movement described in the work of early modernist literary critics, such as Harry Levin or Edmund Wilson. Such examinations emphasize the modern movement's experiments in form, structure, linguistic representation, characterization, etc., while paying much less attention to the role of the modernist movement in the larger context of a given culture. In this course, we will explore the significance of the modern movement from the perspective of American culture, as well as the manner and meaning of American literary participation in the movement. To that end, we will consider not only the work of authors generally accepted as modernists, such as F. Scott Fitzgerald, Ernest Hemingway and Gertrude Stein; we will also consider the role of authors such as Sherwood Anderson and Waldo Frank, of the early Chicago Renaissance (1910-1925), and a number of authors from the Harlem Renaissance. We will examine the work of these authors not only in the context of modernism, but also as it relates to many issues of the day, including progressivism, primitivism, race and ethnicity, immigration, cosmopolitanism vs. regionalism, and the importance of the vernacular, in addition to the question of "Americanness" and its importance to an understanding of American literature during this time. Considering these different vantage points in American literary modernism, we will try to imagine the contours of "American modernisms," and draw some conclusions about their significance within the larger modernist context. In so doing, we'll seek to arrive at a more comprehensive, more nuanced perspective on the meaning of the modern in American literature and culture. Course Texts: Edith Wharton, *Age of Innocence*; Willa Cather, *O Pioneers!*; Sherwood Anderson, *Dark Laughter*; Waldo Frank, *Holiday*; Theodore Dreiser, *Sister Carrie*; Ernest Hemingway, *Torrents of Spring*; F. Scott Fitzgerald, *The Great Gatsby*; Gertrude Stein, *Three Lives*; Jessie Fauset, *Plum Bun*; Jean Toomer, *Cane*; William Faulkner, *Absalom! Absalom!* Course Requirements: Two 10-page essays, one mini-presentation, one larger presentation

### **US FOREIGN POLICY TO 1945**

AMST 30325

S. Brady – MWF 8:30-9:20

Track 3

This course covers the main developments in American foreign relations from the Spanish-American War in 1898 through World War II. It traces the emergence of the United States as a major world power and examines in some detail how the United States became involved in the two world wars. A recurring theme will be the major traditions in America foreign policy and the ways in which these traditions influenced policy makers in the early years of the "American Century."

### **MEXICAN-AMERICAN HISTORY**

AMST 30336

M. Rodriguez – MWF 12:50-1:40

Track 2

This course is an introductory survey of Mexican American history in the United States. Primarily focused on events after the Texas Revolution, and annexation of the American Southwest we will consider the problems the Spanish and Mexican settlers faced in their new homeland, as well as the mass migration of Anglo-Americans into the region following the annexation. Throughout the course, we will explore the changing nature of Mexican American U.S. citizenship. Other themes and topics examined will include immigration, the growth of agriculture in Texas and California, internal migration, urbanization, discrimination, segregation, language and cultural maintenance, and the development of a U.S. based Mexican American politics and culture. Although primarily focused on the American Southwest and California, this course also highlights the long history of Mexican American life and work in the Great Lakes and Midwestern United States. We will conclude with the recent history of Mexican and Latin-American migration to the United States after 1965, and the changing nature of Mexican American identity and citizenship within this context.

### **SPORT IN AMERICAN HISTORY**

AMST 30339

J. Soares – MW 11:45-1:00

Track 2

Sport, a major part of American entertainment and culture today, has roots that extend back to the colonial period. This course will provide an introduction to the development of American sport, from the horse-racing and games of chance in the colonial period through to the rise of contemporary sport as a highly-commercialized entertainment spectacle. Using a variety of primary and secondary sources, we will explore the ways that American sport has influenced and been influenced

by economics, politics, popular culture, and society, including issues of race, gender and class. Given Notre Dame's tradition in athletics, we will explore the university's involvement in this historical process.

### **UNITED STATES HISTORY, 1900-1945**

AMST 30352

T. Blantz – MWF 9:35-10:25

Track 2

The purpose of this course is to study the political, diplomatic, economic, social, and cultural development of the United States from 1900 to 1945. Major topics will include the background for Progressive reform, the New Nationalism and New Freedom administrations of Theodore Roosevelt and Woodrow Wilson, the diplomacy of the early 20th century, the causes and results of World War I, the Republican administrations of the 1920s, the New Deal administration of Franklin D. Roosevelt, isolationism and neutrality in the inter-war period, and the American home front during World War II. There will be a required reading list of approximately seven books, two shorter writing assignments, and three major examinations, including the final.

### **AMERICAN RELIGIOUS HISTORY**

AMST 30356

D. Swartz – MW 11:45-1:00

Track 2

This course will examine religion in American life from the encounter between Europeans and Native Americans in the sixteenth century to the present. We will explore the ways in which religion has shaped American society, culture, and politics, and in turn how the U. S. setting has shaped religious expression. Themes will include the rise of religious diversity and ideas of religious freedom; the interactions between the American religious "mainstream" and minority religious traditions; the relationship between religion in the US and its international setting; and the diversity and persistence of religion in American culture.

### **AMERICAN INTELLECTUAL HISTORY TO 1870**

AMST 30360

J. Turner – MW 1:30-2:45

Track 2

The first half of a two-semester sequence surveying the American intellectual history.

### **THE AMERICAN REVOLUTION**

AMST 30373

P. Griffin – TRF 11:00-11:50

Track 2,3

When speaking of the American Revolution, many writers reach for a comment made by John Adams in 1818 that, "[T]he Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people. . ." Whether this assertion is true historically or not, it still does not adequately describe what that revolution was. The American Revolution obviously had its political elements, primarily the formation of the United States. To reach its political goals, military means were necessary. Without a successful War for Independence, there would have been no revolution. To leave matters there, however, would be insufficient. A fuller understanding of the revolution would need to address how it affected the whole spectrum of American life. It would consider the revolution as a social movement that challenged the political and social hierarchies of the day. It would also ask how the revolution affected those who were not white males, especially women, slaves, and Native Americans. Without considering the possible negative implications of the revolution, any telling would be incomplete. This class will take up these challenges and attempt to make a full-orbed presentation of the events surrounding the American Revolution. It will introduce students both to elites and to those whom the popular narrative glosses over. It will attempt to count the losses, as well as the gains, which flowed from the move to independence from Britain. Finally, it will attempt to describe the many changes through this period, which resulted, not only in a new political nation, but in a new society and culture--changes that in varying degrees are still with us today and of which contemporary Americans are the inheritors.

### **ABRAHAM LINCOLN'S AMERICA, 1809-1865**

AMST 30396

D. Graff – MW 3:00-4:15

Track 2

Abraham Lincoln's America will use the life of the republic's most celebrated president as a window to explore the transformations and continuities in American politics, cultures, economics, ideologies, and social life during the half-century ending in the cataclysmic Civil War. Using Lincoln's own experiences as a starting point — his poor upbringing, his family's frequent moves across the sectional borderlands, his self-motivation and professional ambition, his embrace of mass politics, and his rapid ascent to national leadership during the republic's greatest crisis — students will explore much more than the sectional struggle and the fight to save the Union from secession. Important topics will include the evolving struggles over the meanings of race, freedom, and slavery; the increasing commercialization of the economy and the forging of new class relationships and identities; migration, property-holding, and relations with Native Americans in the rural and small-town west; changing realities and conceptions of gender, family, childhood, and parental authority; the changing role of local and national governments and the rise of political parties and mass political participation; and the heated contests over nativity, religion, and citizenship. In short, Lincoln's personal experiences will be the entry into understanding American society as a whole during his life (1809-1865), and students will ponder the usefulness of biography to the larger historical project as well as the importance of memory and myth in the ways we repeatedly reconstruct the past.

### **NATIVES AND NEWCOMERS TO 1815**

AMST 30397

J. Coleman – TR 2:00-3:15

Track 2

Stretching from 1491 (and earlier) to the aftermath of the war of 1812, this course charts the history of early America through the exchanges, misunderstandings, conflicts, and unions between Native Americans and a variety of European newcomers. The course combines methodologies, themes, and questions of both Indian and colonial histories. Through lectures, class discussions, and essay assignments, students will explore early America through the multitudes of nations, peoples, and cultures that staked their claim to the continent.

### **PRESIDENTIAL LEADERSHIP**

AMST 30400

P. Arnold – TR 3:30-4:45

Track 3

This course examines the role of the presidency in the American regime and its change over time. Particular attention will be given to expectations about presidential leadership through the course of American political history. Beginning with questions about the original design and role of the presidency, the course turns to consideration of the role of leadership styles for change and continuity in American politics. Finally, cases of presidential leadership are studied to comprehend the way leadership and political context interact.

### **AMERICAN CONGRESS**

AMST 30401

TBA – TR 2:00-3:15

Track 3

This class will expose the student to the practical workings of the US Congress, some major theories attempting to explain those workings, and some of the methods and materials needed to do research on Congress. It will place the study of Congress in the context of democratic theory, and in particular the problem of the way in which the institution across time grapples with the problem of the common good.

### **CONSTITUTIONAL LAW**

AMST 30419

D. Kommers – TR 9:30-10:45

Track 3

The focus of this course is the constitution as interpreted by the United States Supreme Court. It covers landmark constitutional cases in leading topical areas such as abortion, death penalty, freedom of speech, church-state relations, equal protection, and the war powers of president and congress. The main goals of the course are three: (1) To introduce students to the leading principles and policies of American constitutional law; 2) to acquaint them with the process of constitutional interpretation; and (3) to explore with them the role of the federal judiciary, and most particularly the Supreme Court, in the American political system.

### **INTRO TO US FOREIGN POLICY**

AMST 30428

M. Desch – MW 1:30-2:45

Track 3

The United States is the most powerful state in the world today. Its actions are important not just for U.S. citizens, but they also affect whether others go to war, whether they will win their wars, whether they receive economic aid, whether they will go broke, or whether they will starve. What determines U.S. foreign policy? What is the national interest? When do we go to war? Would you send U.S. soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the U.S. economy and its citizens? We first study several theories about foreign policy. We then examine the U.S. foreign policy process, including the president, Congress, the bureaucracy, the media, and public opinion. To see how this all works, we turn to the history of U.S. foreign policy, from Washington's farewell address through the World Wars and the Cold War to the Gulf War. We then study several major issue areas, including weapons of mass destruction, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future. This course requires papers about the history of American foreign policy and about a current policy problem, as well as a comprehensive final. Participation, debate, and oral presentation skills are also important.

### **ENVIRONMENTAL POLITICS**

AMST 30438

M. Doppke – TR 3:30-4:45

Track 3

The first half of the course provides an overview of major American environmental policies such as regulating land use and preservation, water, air, and endangered species. The second half of the course deals more directly with issues of policy formulation, implementation and enforcement.

### **ORIGINAL INTENT AND FREEDOM OF RELIGION**

AMST 30442

P. Munoz – TR 12:30-1:45

Track 3

The focus of this course is the constitution as interpreted by the United States Supreme Court. It covers landmark constitutional cases

### **DOMESTIC SOURCES OF U.S. FOREIGN POLICY**

AMST 30443

T. Lavalley – MW 11:45-1:00

Track 3

This course provides students with the analytical tools to understand and critically analyze the impact of domestic actors within the US foreign policy decision-making process. This course examines the roles of the President, Congress, the bureaucracy, public opinion, interest groups, the media and other sources of influence on the foreign policy-making process and its outcomes. Particular emphasis is given to the study of domestic foreign policy actors through the use of case studies as a qualitative tool of political science research. This course is designed to give the student a sense of real-world involvement in American foreign policy making by means of various exercises involving active student participation, especially case memos, simulations, and case discussions. Students will be required to integrate the conceptual and theoretical material presented in class discussions and readings with the case studies presented. In addition to improving students' understanding of how domestic actors impact foreign policy choices, this course is also designed to enhance analytical thinking and problem-solving skills. Short research assignments, especially preparation for case memos, will

increase students' "information literacy," or research skills. Because all students will be expected to participate in class discussions and debates, the course should also improve communication skills.

### **DEMOCRACY AND ITS CRITICS**

AMST 30444

E. Verdeja – TR 3:30-4:45

Track 2,3

Most Americans and, increasingly, most people around the world, would agree that democracy is the only legitimate and feasible form of government. But what exactly does 'democracy' mean? And is democracy always good, or can this form of government also be a source of problems? In this class, we will try to answer these questions by studying both the historical and contemporary debates about the meaning of democracy. We will begin the course with a brief look at the debate about democracy in ancient Athens. We will then examine the debate about democracy in early modernity. This is the period in which the main principles of modern democratic theory, such as consent, equality, majority rule, and representation, received their theoretical defense. This is also the period in which democracy came under attack from liberal, conservative, and radical thinkers. In the last part of the course, we will discuss several competing twentieth-century models of democracy. The purpose of this class is to provide the students with an increased historical awareness about the value of democracy, and to facilitate critical reflection about the meaning and limitations of democratic government.

### **RELIGION AND SOCIAL LIFE**

AMST 30507

K. Christiano – TR 3:30-4:45

Track 2

How does social life influence religion? How does religion influence society? What is religion's social significance in a complex society like ours? Is religion's significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States.

### **CRITICAL APPROACHES TO THE ANTHROPOLOGY OF RACE**

AMST 30616

M. Hauser – MW 11:45-1:00

Track 2

While issues of Race and Racism are pervasive in our society, most people know surprisingly little about the social, biological, political, and historical factors at play. Race is simultaneously a very real social construct and a very artificial biological one. How can this be? Why do we care so much about classifications/divisions of humanity? This course will tackle the Anthropology of Race from a critical perspective. We will learn about the biology of human difference and similarity, how societies view such similarities and differences, how our social and scientific histories create these structures, and why this knowledge is both extremely important and too infrequently discussed.

### **ANTHROPOLOGY OF GLOBALIZATION**

AMST 30620

M. Albahari – TR 12:30-1:45

Track 2

This course analyzes contemporary patterns of globalization drawing on recent ethnographies. We will briefly overview the historical antecedents of globalization, and then proceed to analyze globalization's cultural, socio-political, and economic complexity, often resulting in urbanization. In particular, we will tackle the global circulation of food, entertainment, fashion, capital, ideologies, violence, religious practice, migrant/trafficked labor, and even of so-called "anti-globalization" movements. Examples of specific topics include youth and free trade in Latin America; cyber-politics among transnational Chinese, Eritreans, and others; McDonald's and consumerism in Moscow; Indian cinema and global media. By locating global processes in everyday practice, we will come to understand the interconnectivity sustaining globalization, and the resulting practices of resistance. More broadly, we will appreciate on the one hand how various cultures and societies

become increasingly interconnected, and on the other how people around the world appropriate large-scale processes in culturally specific ways.

The course emphasizes anthropology's role as a discipline that is globally relevant and publicly "engaged." Accordingly, we will focus on the discipline's methodological and theoretical contributions in the study of globalization and its inequalities, and toward a more socially-just world. The course will also equip you to design and implement an original research project, and to write an ethnographic account based on such project.

### **MATERIAL LIFE OF AFRICANS IN THE AMERICAS**

AMST 30621

M. Hauser – MW 3:00-4:15

Track 1

This course will provide the student with a sampling of the diversity of experiences of people of African descent in the Americas as viewed from the archaeologist's and historical anthropologist's perspectives. Because the language of archaeology is material culture, we'll be exploring how people have used crafts, goods, and space to communicate and negotiate identities and relationships with one another in the contexts of colonization, the birth of new nations, industrialization, and modernization. The experiences of colonizers and colonized, enslaved people, and post-colonial immigrant peoples and their families will be discussed. Due to the breadth and diversity of the material to be covered, the course will have both a loosely chronological and topical structures, but will not adhere formally to either.

### **AMERICAN FILM**

AMST 40205

W. Krier – TR 3:30-4:45

Track 1

Presentations and discussions of the several genres of film produced in America since the early 1900s.

### **AMERICAN LITERATURE IN THE WORLD**

AMST 40249

S. Gustafson – MW 1:30-2:45

Track 1

In this course we will consider the place of American literature in global society. Our readings will span from the Puritans through the present, and we will focus our interpretations around the theme of conversation.

### **LITERATURES OF IMMIGRATION**

AMST 40250

J. Rodriguez – MW 1:30-2:45

Track 1,2

Close reading of recent literature that explores the immigration between Mexico, Latin America, and the United States.

### **AMERICAN WOMEN WRITERS**

AMST 40251

A. Irving – MW 3:00-4:15

Track 1,2

A survey of American women writers from Chopin to present.

### **NEW AFRICAN-AMERICAN POETRY**

AMST 40252

C. Eady – MW 3:00-4:15

Track 1,2

A survey of poets from the Black Arts Movement to Cave Canem.

**NATIVE AMERICANS IN FACT AND FICTION**

AMST 40609

J. Mack – MW 3:00-4:15

Track 1,2

This course focuses on images of Native Americans and how these images may have been shaped by popular and scientific writing, fine art, advertisement, and film. Using an anthropological perspective, the student reads fictitious and factual accounts of Native Americans and their cultures, both past and present, allowing them to build a more accurate image of Native Americans. The course uses books and film to broaden the understanding of Indian stereotypes, and the student will compare them to ethnographic studies which use a scientific approach to Native American beliefs, life styles, and material culture. Some of the literature will be from Native American authors and the art from contemporary Native American artists. Together the readings, artworks, and films will also reveal the great diversity of both people and ideas which all too often are lumped under one category which we label "Native American." Writing Intensive course for College of Arts and Letters.