

**AMERICAN STUDIES  
COURSE DESCRIPTIONS**  
*Fall 2010*

**Inside Courses – Track 1**

**THE CITY IN AMERICAN CULTURE**

AMST 30156

CRN: 18544

C. Meissner – MW 11:45-1:00

Jane Jacobs wrote in *The Death and Life of Great American Cities* that all cities are governed by a marvelous and complex order. This order, she said, is composed of movement and change, and though it is life, not art, we may call it the form of the city, and liken it to the dance. "The City in American Culture" looks closely at the origins and continuation of that dance as it analyzes some of the forces which have shaped and continue to shape America's cities and their surrounding metropolitan areas. The course will center on a number of literary and nonliterary texts and be guided by a series of questions such as: Does urbanization thrive on a culture of poverty? Are twentieth-century gated communities a continuation of the brownstone mansion? Does the American Dream require vivid urban poverty? Is there such a thing as enough? Who lives in cities today? How are societal changes and the goals of urban development rewriting the role of cities? How has gentrification and evolving patterns of metropolitanism/cosmopolitanism effected the modern city and its composite neighborhoods. Why and how do cities compete for target communities such as arts, gay/lesbian, minority, young, urban and professional? The course will have a written, research, and a practical/experiential component.

**AMERICAN WILDERNESS**

AMST 30174

CRN: 16487

A. Coleman – TR 2:00-3:15

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 19th and 20th centuries, how race, class, and gender have influenced Americans' interactions with wilderness, and how wilderness has become politicized in different ways.

**Inside Courses – Track 2**

**CONFRONTING HOMELESSNESS**

AMST 30110

CRN: 18562

B. Giamo – TR 3:30-4:45

The purpose of this course is to examine the conditions of extreme poverty and homelessness within the broader context of American culture and society. In order to confront the nature of these conditions, we will draw upon insights from literature, history, documentary nonfiction, and the social sciences. We'll focus on the degree of permanence and change in our approach to both traditional and contemporary forms of the social problem. In addition, the causes of extreme poverty and homelessness will be explored, as well as the various cultural representations that work to organize social perceptions of the situation. There will be an experiential dimension to the course as well.

### **CULTURE AND SOCIETY IN THE GREAT DEPRESSION**

AMST 30148

CRN: 18551

B. Giamo – TR 11:00-12:15

This course explores the culture and society of one of the most turbulent periods in American history. The economic collapse and ensuing national crisis altered the political, social, and symbolic landscape of the country. We will examine the historical context of this period (1929-1941), including the conditions and responses of those affected by various hardships. Also, we'll be concerned with the cultural representation of Depression America. How was the crisis confronted? In what ways did social positions and cultural values clash? What ways of seeing and understanding events provided lasting value? In order to answer these and related questions, we will discuss historical accounts, review the importance of documentary expression (letters, photographs, nonfiction), and view the period through its defining literature.

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

AMST 30155

CRN: 15044

H. Ardizzone – MW 3:00-4:15

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 20th c) 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.

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

AMST 30177

CRN: 16592

H. Ardizzone – MW 11:45-1:00

This course will look at protest movements for civil rights and other related issues, focusing on the 20th 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 20th 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?

### **Inside Courses – Track 3**

#### **THE CRAFT OF JOURNALISM**

AMST 30118

CRN: 15042

R. Schmuhl – M 3:00-5:30

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

CRN: 15950

M. Storin – TR 9:30-10:45

This course will examine the ethical challenges that newsroom managers face as well as the issues that reporters in the field must tackle on a daily basis. Much of the course will deal with case studies of actual ethical dilemmas at major news organizations. Also, students will be asked to seek out and bring to class issues dealing with the full range of media from network news to Internet blogs. The course endeavors to teach both the aspiring professional journalist and the non-professional news consumer how to evaluate what they see and read. Taught by the former editor-in-chief of *The Boston Globe*.

#### **PERSUASION, COMMENTARY, AND CRITICISM**

AMST 30146

CRN: 16447

J. Colwell – MW 1:30-2:45

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.

#### **MAGAZINE WRITING**

AMST 30166  
CRN: 18552  
K. Temple – MW 1:30-2:45

This course will examine various forms of magazine journalism, from the direct presentation of information to narrative journalism to the art of the first-person essay. The class, requiring students to complete a variety of written assignments while performing in a workshop setting, will emphasize those storytelling techniques essential to writing for publication.

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## **Senior Seminars**

### **LIMITLESS DESIRE: LITERATURE AND THE CREATION OF CONSUMER CULTURE IN AMERICA**

AMST 43128  
CRN: 18543  
Track 1  
C. Meissner – MW 1:30-2:45

This course traces the social changes which accompanied America's movement from early retailing to a full-blown consumer culture. Beginning with representations from the later part of the nineteenth century, particularly of the development of Chicago as a mail order capital of the world and moving into the present through an examination of television shopping networks, this course will use material from a variety of perspectives and disciplines to examine what became a wholesale transformation of American life. In attempting to trace the trajectory of change from a country often identified by its rural isolation to a country of relentless publicity, from the farm to Paris Hilton, (who returned to The Simple Life), we will look at a series of linkages each of which played a specific and contributory role in the cultural shift toward a fully saturated consumerism. for instance,

the early mail order catalogue empires of Aaron Montgomery Ward and Richard Warren Sears depended on the capacity of the railroad and postal service to transport their goods from shopping catalogues to country kitchens, goods which went beyond kitchen utensils, clothes, ornaments and shoes to include assembly-ready homes. South Bend has several Sears and Roebuck homes and part of our class time will be spent in looking at these houses in the context of the course themes. All of our discussion will take place against the backdrop of a larger question about the democratization of desire, about whiter American culture became more or less democratic after the introduction of the mail order catalogue. Thus the linkage between the catalogue, the home shopping network, and the notion that freedom to desire goods is a measure of democratic freedom. Of course, the possibilities for manipulation and control are also limitless.

### **AMERICAN PLACES**

AMST43149

CRN: 18554

Track 2

A. Coleman – TR 3:30-4:45

Where do you spend your time? Spring break trips; family vacations; summer jobs; studying in your dorm; going to the football game; all of these activities help define you and your position in society - they also define the world around you. This senior seminar will examine how American identity, society, politics, and culture are connected to physical places and the environment. How does our relationship to the environment reflect our class, gender, and racial identity? How do we relate with each other spatially? We will examine how physical spaces acquire meaning, how people move through those places, and how landscapes work as texts. We will use approaches from environmental history, cultural geography, and landscape studies to look at a variety of American places including cities, tourist sites, suburbs, industrial sites, and "nature." Small projects on Notre Dame's campus and students' hometowns will build to a larger research project based on each students' area of interest. The senior seminar is designed to be a capstone experience for American Studies majors. Readings and assignments will explore course themes in the context of American Studies as a field. Requirements will include seminar-style discussions of course readings and a final project of approximately 20 pages (or equivalent) based on primary source research.

### **Outside Courses – Track 1**

#### **BLACK RECONSTRUCTION**

AMST 30265

J. Ford – MW 1:30-2:45

If "critique" refers to the analysis of the present towards the transformation of society then this course considers how African American literature has functioned in this creative and critical mode from its inception. Through lecture and class discussion, this course focuses on writings from African American authors pondering the possibilities and goals of reconstructing their communities and the United States at large. We will cover various

periods of literary activity, including antebellum slave narratives, the post-Reconstruction era, the Harlem Renaissance, and the Black Arts movement. We will cover multiple literary genres - including poetry, slave narrative, novel, and the essay, among others - used in the African American literary tradition placed in their historical, cultural, and institutional contexts. By reading the African American literary tradition in these contexts, we will pursue a number of questions, regarding issues of political agency, the role of the writer as intellectual, the relationship of literature to the folk, and literature as an avenue of recovering alternative histories. We will read material from Phillis Wheatley, Harriet Jacobs, Charles Chesnutt, Zora Neale Hurston, Ann Petry, Amiri Baraka, and others.

### **THINKING THROUGH CRISIS**

AMST 30266

J. Ford – MW 3:00-4:15

What does it mean to be in a "crisis?" We live only a few years after a "natural disaster" ravaged the southern coast of the United States; we live only a few years after incidents of racial violence and judicial mishaps culminated in national protest; finally, these issues have been swallowed up by our worry over an economic breakdown that has been called a mere "downturn" by some, a "recession" by others, and even fewer have called it a depression. But none of these descriptions help us understand what we mean by "crisis" and what potential there is to think and act in such turbulent times. The same sorts of issues troubling our present also troubled Americans living in the Great Depression. African American writers of that period wrote novels, short stories, autobiographies, historiographies, poetry and other literary pieces that were both aesthetically rich and experiments in thinking critically about these issues. This course simply asks: How can Depression-era African American literature help us understand what it means to think during a "crisis," and see the word as a concept, not just a media buzz word? Readings will include canonical authors like W.E.B. Du Bois, Ida B Wells, Zora Neale Hurston, Langston Hughes, and Carter G Woodson, studied alongside artistic and theoretical responses to Hurricane Katrina, Jena 6, and other recent events.

### **WRITING HARLEM**

AMST 30267

C. Johnson-Roullier – TR 11:00-12:15

A multicultural study of the historical, cultural, and political circumstances behind what has come to be known as the Harlem Renaissance of the 1920s and 1930s. The course will focus on the many different cultural voices that were a part of the movement, and examine their contributions to the cultural meaning of race at this time in literary history.

### **AMERICAN FILM**

AMST 40205

W. Krier – TR 3:30-4:45

A look at what makes a film American. The course will be structured by pairing films from the "classic" period with films from the more recent past in order to highlight essential

features, particularly genre characteristics, the work of directors, and the performance of "stars." Possible films: *It Happened One Night*, *French Kiss*, *The Lady Eve*, *Double Indemnity*, *Body Heat*, *Basic Instinct*, *Zero Effect*, *Shane*, *Unforgiven*, *The Man Who Shot Liberty Valance*, *Die Hard*, *The Godfather*, *Bound*, *Silence of the Lambs*, *Crimes and Misdemeanors*, *Don Juan de Marco*, *Moulin Rouge*, *Crash*, *The Hours*, *The Maltese Falcon* and others.

### **MARK TWAIN**

AMST 40208

T. Werge – MWF 9:35-10:25

A study of Twain's life and writings in light of the history of ideas and the literary, political, philosophical, and religious currents of 19th-century American culture. We will also consider such figures as Harte, Stowe, Douglass, and Lincoln, who illuminate Twain's style and social and moral preoccupations as well as compelling questions centering on the nature of an American identity. Special concerns: Twain's place in the tensions between conventional literary forms and the emerging American vernacular; his vision and critique of American democracy, slavery, "exceptionalism," and later geopolitical expansionism; his medievalism, including *Joan of Arc*, and larger interpretations of history; his treatment of women, individualism, and the family; and the later gnosticism of #44, *The Mysterious Stranger*. We will also address the current (and perennial) discussions of unity and pluralism in American culture, as in Garry Wills's delineation of an underlying American identity in *Under God* and Arthur Schlesinger Jr.'s fear of "balkanization" in *The Disuniting of America*. Readings: selected shorter works, including *Diary of Adam and Eve*; *Innocents Abroad*; *Life on the Mississippi*; *Tom Sawyer*; *Huckleberry Finn*; *A Connecticut Yankee*; *Pudd'nhead Wilson*; #44, *The Mysterious Stranger*; and selections from the *Autobiography*.

### **CLASS, LABOR, AND NARRATIVE**

AMST 40222

V. Sayers – TR 2:00-3:15

An exploration of short stories and novels depicting the "working stiff" in the U.S. from 1920 to the present. Our reading list will include many of the usual suspects (James Farrell, John Steinbeck, Richard Wright, Nora Zeale Hurston, William Saroyan, Langston Hughes, Grace Paley, Tillie Olsen, and Raymond Carver); writers not usually associated with labor (Jean Toomer, Gertrude Stein, and Donald Barthelme); and contemporary writers (Sherman Alexie, Sandra Cisneros, Aleksandar Hemon, Edwidge Danticat, Juno Díaz, Gish Jen, and George Saunders). We'll question the representation of labor, laborers, and class differences, and we'll also pose aesthetic questions: What narrative forms most provocatively explore particular kinds of work? What work do experimental texts perform that more conventional narratives cannot (and vice versa)? Many of the theorists we'll rely on for insights about workers, class, and writing (Tillie Olsen, James Agee, and Barbara Ehrenreich) make good use of narrative themselves, and will help us contemplate how writing about labor can also reflect the labor of writing. Short response papers, group presentation, midterm, and a final project.

### **AMERICAN CULTURE AS COLLAGE**

AMST 40253

S. Fredman – TR 12:30-1:45

One of the exciting aspects of American culture is that we make it up as we go along: there is no historical or traditional or divine template that we all agree to follow. Without a template, American artists and thinkers have often resorted to a "kitchen-sink" approach to representing American culture, which begs the question of how to create a form to contain all the marvelous odds and ends. We will trace this urge to capture American culture through the form of a collage in R. W. Emerson's essays, H. D. Thoreau's *Walden*, T.S. Eliot's *The Waste Land*, Gertrude Stein's *Tender Buttons*, Ezra Pound's *Cantos*, Harry Smith's *Anthology of American Folk Music*, Charles Reznikoff's *Testimony*, Langston Hughes' *Montage of a Dream Deferred*, Assemblage art of the fifties and sixties, Charles Olson's *Maximus Poems*, and *A New Literary History of America*.

### **SINATRA**

AMST 40701

P. Wojcik – TR 3:30-4:45

This course examines the career and image of Frank Sinatra. As an entertainer who worked in numerous media - radio, the music industry, television, cinema, and live performance - Sinatra provides a lens through which to examine American 20th century media. Moreover, as an iconic figure, Sinatra enables an explanation of masculinity, American identity, ethnic identity, race, liberalism, and more. Sinatra will be paired with various other performers, especially Bing Crosby, Dean Martin, and Gene Kelly, to consider his star image comparatively. Sinatra will be situated within discourses on Italian immigration, urbanism, the Depression, prohibition and war. Students will listen to Sinatra music and radio programs, watch Sinatra films and TV shows, and read a wide range of materials - including contemporary accounts of Sinatra performances, analyses of his career and meaning, essays and articles about the star system, recording technology, film genre, acting styles, the mob, and more. Throughout, we will consider what model of American masculinity Sinatra embodies, ranging from early concerns that his female fans and lack of military service rendered him effeminate to his image as family man, and later incarnation as playboy. We will consider what Sinatra means today through an analyses of his entertainment heirs, like George Clooney, parodies, like Joe Piscopo's, the use of his music in film soundtracks and advertising, and in performances like the Twyla Thorpe "Come Fly With Me." This is an undergraduate course. Graduate students who take it will have additional readings and meetings, and they will have different written assignments. All students should be able to attend the lab, which will consist of film screenings.  
Co-req: 41701 – Sinatra Lab (T 5:00-7:00)

### **CHRISTIAN REPERTOIRES AND WORSHIP TRADITIONS IN THE USA FROM THE PILGRIMS TO THE PRESENT**

AMST 40801

M. Fassler – R 3:30-6:00

This course is an MA level course in Theology; undergraduates require department permission. The first half of the course is dedicated to a history of Christian music in the USA, outlining the major worship traditions and the great variety of vocal, choral, and instrumental repertoires that functioned within them. Study will be of primary resources, from facsimiles of the Bay Psalm book and wall paintings on missionary churches in California to field recordings of the Georgia Sea Island Singers, and Gospel, quartet, sung sermons and testimonies found in the extraordinary collection "Good-Bye Babylon," to anthems, sacred songs, and organ works by American composers. The second part of the course introduces various contemporary Christian repertoires and the ways in which they both extend and break with the streams of liturgical understanding studied in the first half of the course. There will be attention to the mega-churches, to contemporary monastic communities, and to the Copts and other immigrant communities newly arrived during the second half of the twentieth century. A documentary film in progress "Where the Hudson Meets the Nile: Teaching Chant at St. Mark's Coptic Orthodox Church," will offer material for discussion. The ways in which sacred music in the context of worship serves as sung theology in Christian practices, and music's role in helping congregations to understand and form their own identities will be emphasized. Students will conduct intensive studies of local communities of song, both from within and from without their own traditions, and prepare either a treatment for a short documentary film about the community studied, or a musician's or minister/priest's case study of how to work as a leader within that particular community. Toward the end there will be a class project on shape-note singing, its history and its contemporary revival, with study of local communities of song in Northern Indiana. We end with reflection upon the ways in which traditional repertoires are being reconsidered as many Christian groups rethink their practices taking either "preservation" or "updating" actions, or some combination of both. The textbook, Steven Marini's, Sacred Song in America: Religion, Music, and Public Culture (UI Press, 2003) provides historical background for several digital resources focusing on contemporary practice, including the documentary directed by Margot Fassler, "Joyful Noise: Singing Psalms in Community" and her (with JC Richard) "You can't Sing it for Them: Music Ministry at Messiah Baptist Church," streamed audio databases such as "Smithsonian Global Sound," and "American Music," or the wonderful "Folkstreams.net," which features many ethnographic studies of American sacred music and a variety of contemporary musicians.

## **Outside Courses – Track 2**

### **U.S. PRESIDENTS: FDR TO CLINTON**

AMST 30304

W. Miscamble – TR 9:30-10:45

A study of the personalities, style, policies, and performances of American presidents from Franklin D. Roosevelt to Bill Clinton as they developed the modern American presidency and made it the most important elective office in the world.

### **JACKSONIAN AMERICA: POLITICS, CULTURE, AND SOCIETY 1815-1848**

AMST 30314

D. Graff – MW 1:30-2:45

This course explores the early 19th-century history of the United States, from the close of the War of 1812 to the coming of the Civil War (1815-48). Although the era and course take their name from President Andrew Jackson, we will cover much more than national politics and affairs of state. We will explore the birth of mass political parties, conflicts between nationalism and sectionalism, early industrialization and the rise of class conflict, the development of slavery and antislavery, changing gender roles and the rise of feminism, evangelical religion and reform, and Native American resistance and removal.

### **COLONIAL AMERICA**

**AMST 30322**

**TBA – TR 5-6:15**

This course considers the history of New World exploration and settlement by Europeans from the 15th century to the 18th century. It examines the process of colonization in a wide variety of cultural and geographic settings. It explores the perspectives of Indians, Europeans, and slaves with a particular emphasis on the consequences of interracial contacts. We will discuss the goals and perceptions of different groups and individuals as keys to understanding the violent conflict that became a central part of the American experience. Lectures, class discussions, readings, and films will address gender, racial, class, and geographic variables in the peopling (and de-peopling) of English North America.

### **U.S. SEX/SEXUALITY/GENDER TO 1890**

**AMST 30326**

**G. Bederman – TR 9:30-10:45**

Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last 40 years or so. This course will both introduce students to a variety of current themes in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religions' attitudes towards sexuality (the Puritans were not anti-sex!); how different cultures' views of sex shaped relations between colonists and Indians; why sex was an important factor in establishing laws about slavery in Virginia; birth control and abortion practices; changing patterns of courtship; men who loved men and women who loved women; and why the average number of children in American families fell by 50 percent between 1790 and 1890. Over the course of the semester, students will also design a small research proposal on some aspect of the history of American sexuality prior to 1890. Written assignments will include a weekly journal, midterm and final examinations; a book review; and a small research project.

### **MEXICAN-AMERICAN HISTORY**

**AMST 30336**

**M. Rodriguez - TR 2:00-3:15**

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.

### **HISTORY OF AMERICAN SPORT**

AMST 30339

J. Soares – MW 4:30-5:45

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.

### **THE UNITED STATES, 1900-45**

AMST 30352

T. Blantz – MWF 9:35-10:25

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

J. Bain-Conkin – TR 12:30-1:45

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 – TR 11:00-12:15

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

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

AMST 30397

J. Coleman – MW 11:45-1:00

This course explores settler and Native American relations from contact until the end of the American War of 1812.

### **LATINOS IN THE CITY**

AMST 30450

C. Duarte – MW 11:45-1:00

This course is a critical examination of urban life and how it affects and is affected by Latinos. We will explore the salient features of social structure, experience and transformation in the American metropolis as it relates to the past and growing Latino population. This class will be geared toward viewing the city as simultaneously a social, cultural, and political economic phenomenon, with particular attention to the following concerns: a) the city as a locus of ethnic, racial, gender and class relations, interactions and conflicts; a) The growing urban population in Latin American and its effects on Latino immigration to the U.S.; c) how Latinos have been affected by strategies of urban "revitalization" and the future of the "postmodern" city in the major metropolitan areas of the United States (i.e. Los Angeles, New York, Chicago and Miami).

### **RELIGION AND SOCIAL LIFE**

AMST 30507

K. Christiano – MW 1:30-2:45

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.

### **PREHISTORY OF THE AMERICAN SOUTHWEST**

AMST 30606

D. Glowacki – TR 3:30-4:45

This course introduces students to the diversity of cultures living in the American Southwest from the earliest Paleoindians (11,500 years ago) to European contact, the establishment of Spanish Missions, and the Pueblo Revolt of 1680-1692. Most of the course is devoted to learning about the complex cultural developments in the Mimbres Valley, Chaco Canyon, Mesa Verde, the Rio Grande, and the Phoenix Basin. Class work and discussions will focus on important issues such as the adoption of agriculture, the development of villages, the transformation of ideological beliefs and political organization, the importance of migration, and the impact of warfare using information on environmental relationships, technology, and other aspects of material culture. Students will also learn about descendant populations living in the Southwest today including the Pueblo peoples (e.g., Hopi, Santa Clara, Acoma) and Tohono O'odham.

### **AFRICAN AMERICAN RESISTANCE**

AMST 40326

R. Pierce – TR 11:00-12:15

An exploration of a series of cases of African-American resistance throughout US history.

## **Outside Courses – Track 3**

### **U.S. PRESIDENTS: FDR TO CLINTON**

AMST 30304

W. Miscamble – TR 9:30-10:45

A study of the personalities, style, policies, and performances of American presidents from Franklin D. Roosevelt to Bill Clinton as they developed the modern American presidency and made it the most important elective office in the world.

### **CONSTITUTIONAL LAW**

AMST 30419

D. Kommers – TR 9:30-10:45

This course examines the main principles of American Constitutional law, the process of constitutional interpretation, and the role of the Supreme Court in the American political system. Topics covered are presidential war powers, congressional-executive relations, free speech, church-state relations, the right to life (abortion, right to die, and death penalty), race and gender discrimination, and the American federal system. A good deal of attention is given over to recent personnel changes on the Supreme Court and the extent to which these changes are reflected in the court's opinions. A background in American national government is desirable.

### **U.S. FOREIGN POLICY**

AMST 30428

D. Lindley – MW 3:00-4:15

The United States is the most powerful state in the world today. Its actions are important not just for US 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 US foreign policy? What is the national interest? When do we go to war? Would you send US 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 US economy and its citizens? We first study several theories about foreign policy. We then examine the US 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 US 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.

### **PUBLIC POLICY AND ADMINISTRATION IN THE UNITED STATES**

AMST 30446

P. Arnold – MW 3:00-4:15

This course examines recent developments in public policy and administration in American politics.

### **FOOD AND AGRICULTURE POLICY**

AMST 30447

M. Doppke – TR 3:30-4:45

This course examines political and economic origins of, and consumer consequences of, four main areas: the farm bill and commodity programs, the regulation of ag biotechnology, food safety, and global trade in foodstuffs. This is a discussion-centered course with a significant portion of the grade coming from a group project presentation.

### **REINVENTING GOVERNMENT**

AMST 30448

P. Mueller – TR 5:00-6:15

Since World War II, many presidential candidates have campaigned on promises to make government more efficient, delivering services to individuals more cheaply, faster, and with fewer errors. We will explore the attempts made to re-invent the federal bureaucracy since the advent of the spoils system with Andrew Jackson's presidential victory in 1828. We will examine the regulatory challenges presented to the federal government by the Industrial Revolution and how the federal government responded. Finally we will examine critically, the presidential initiatives of the last quarter century to improve the national bureaucracy. This class will provide the student with the tools to understand the challenges of public administration, measure the effectiveness of various improvement initiatives, and diagnose potential maladies within the current system.

## **PARTY POLARIZATION IN AMERICAN POLITICS**

AMST 30449

A. Baker – MW 11:45-1:00

This course examines questions concerning party polarization in American politics. Is party polarization increasing? Does the concept of “culture wars” explain party polarization? What are the causes of party polarization in government and the electorate?

## **AMERICAN PUBLIC OPINION AND VOTING BEHAVIOR**

AMST 30451

G. Layman – TR 9:30-10:45

A central tenet of democracy is that citizens exert some degree of control over the actions of government, a requirement that places responsibilities on both government office holders and citizens. In this course, we will focus on whether American citizens live up to their end of the democratic bargain both in the depth and breadth of their political opinions and in the quantity and quality of their participation in American elections. We will assess the degree to which citizens hold real opinions on political issues and how those opinions are formed, the extent to which they turn out to vote in elections and the factors determining voter turnout, the nature of voting behavior in various types of elections, the characteristics of the parties' electoral coalitions, and long-term changes in those coalitions.

## **CONSTITUTIONAL RIGHTS**

AMST 30452

V. Munoz – TR 9:30-10:45

This course will consist of an examination of how our rights are defined, protected, and limited by the judiciary under the Bill of Rights and Fourteenth Amendment of the Constitution. Our primary method of study will be to read, analyze, and debate landmark Supreme Court opinions.

## **AFRICAN AMERICAN RESISTANCE**

AMST 40326

R. Pierce – TR 11:00-12:15

An exploration of a series of cases of African-American resistance throughout US history.

## **CONSTITUTIONAL INTERPRETATION**

AMST 40416

S. Barber – TR 11:00-12:15

Americans have always debated Supreme Court opinions on specific constitutional questions involving the powers of government and the rights of individuals and minorities. The leading objective of this course is to acquaint students with the basic issues of

constitutional interpretation and to show how they influence questions involving constitutional rights and powers and the scope of judicial review.

### **IMMIGRATION, POLITICAL RIGHTS, AND CITIZENSHIP**

AMST 40423

E. Ruiz, J. Brown-Gort – MW 1:30-2:45

Citizenship is a pressing question for nation-states in the era of globalization. Whereas previous research on citizenship focused narrowly on the process of legal status, new studies are illuminating the actual practice of citizenship. As individuals' lives increasingly span national boundaries, states are debating the rights of people who claim to belong in more than one country. What are and what should be the extent of immigrants' economic rights? What about their legal rights, political rights and cultural rights? The European Union and the United States confront similar challenges of integrating immigrants. The immigration debate that peaked in the United States with the end of the national Quota Act in 1965 surged again at the turn of the millennium while the Parliament and the Council of the European Union in 2008 adopted the directive of "Return of Illegal Immigrants", marking a new milestone in Europe's internal immigration debate.