

AFRICAN AND AFRICAN AMERICAN STUDIES
GRADUATE COURSE DESCRIPTIONS
FALL 2012

AAS 560 LUL – (Dual listed with AMS 580 & GGS 560) - Introduction to Teaching Undergraduates – Y. Lulat

Description: This course addresses, *subtextually*, four main teaching assistant–related concerns in academe today—the persistence, for all intents and purposes, of the age-old myth that subject-matter expertise ipso facto translates into effective pedagogy; the perceived need among TAs for guidance with pedagogy and classroom management; the fact that for most faculty the source of their current pedagogical approaches can be traced to their formative experiences as teaching assistants; and the increasing retention-driven demand from universities for an improvement in the quality of undergraduate teaching—by offering course participants a *theoretical + practical* hybrid course on pedagogy and classroom management. The topics to be covered will range from the latest findings in the neuroscience of learning to what research tells us about effective undergraduate teaching; from the deployment of AV technology in the classroom to a tangible articulation of a teaching philosophy; from the role of race and gender in student-teacher interactions to maintaining discipline in the classroom; and from the best practices in syllabus construction to developing a teaching portfolio for the job-hunt to come.

Wednesday, 6:30 – 9:20 pm
06 Clemens
3 cr./SEM
Class #24200

AAS 561 WIL – (Dual listed with GGS 561) - Black Women in United States History – L. Williams

Description: This reading and research seminar will examine the history of black women in the United States from the slave era through the reform movements that occurred after World War II. It will focus upon the range of demands placed on black women during the Gilded and Progressive eras—the founding of the National Association of Colored Women in 1896, their participation in the women’s suffrage movement—, black struggles for liberation in the United States and in the African Diaspora, cultural movements, and the labor force. It will also explore black women’s interaction with male-dominated groups and white feminists. Students will analyze black women as leaders, their leadership styles and impact that they have made on public policy issues and its constituents.

Students will read primary and secondary sources and undertake original research in the history of black women as feminists, as clubwomen and/or reformers, comparative women’s history, etc. Primary sources are readily available. The New York State Library has several collections, such as Department of Labor records which will permit students to examine this aspect of black women’s lives. The Charlotte Hawkins Brown collection is in the University Library and the Mary Church Terrell papers are available on microfilm in Lockwood Library. These collections offer insight not only into the lives of these renowned women, but also those of other black women, as well as the history of their times. The University also has the microfilm series of *The Records of the National Association of Colored Women’s Clubs*, the mofo

organization through which African American women have exercised political power of over a century. It also housed the papers of the NAACP which offers insights into the history and culture of black women activists. Local newspapers, like *The Buffalo Courier* and *The Buffalo American*, also are accessible and will permit students to do research on local topics such as, “Women and Reform efforts in Buffalo.” A number of websites offer primary documents on African American women, See, e.g., the African American Women’s archives at Duke University and the Library of Congress. The Schlesinger Library Black Women’s Oral History Collection is located at the reference desk in the library. Some records from this women’s history repository have been digitized.

All students are required to learn to read critically, to conduct a major research project using available resources, and to prepare a well-written term paper.

Tuesday, 4:10 – 6:50 pm

10 Capen

3 cr./SEM

Class #14099

AAS 572 A– (Dual listed with AMS 560 & HIS 574) - African and Slave Trade – P. Ekeh

Description: This course is designed to examine the history of the international slave trade from Africa by Arab traders (c. 950-1850) and European nations and merchants (1450-1850). It will search for the international origins of the African slave trade from the larger historical context of the changes in the Old and New Worlds, including the strengthening of Western Europe and of Tsarist Russia and the relative weaknesses of Africa. It will evaluate the ideological and intellectual justification of the slave trade in Islam, Christianity and secular Western scholarship. The course will also assess the social, political, economic and psychological impact of the slave trade on African and Africans and trace the links between the slave trade and the origins of European imperialism in Africa.

Monday, 4:10 – 6:50 pm

112 Baldy

3 cr./SEM

Class #16701

TUTORIALS

Permission of the Instructor Required

AAS 550 – ADVANCED READINGS - AFRICAN AMERICAN STUDIES – P. Ekeh, K. Griffler, Y. Lulat, J. Pappas, T. Pressley-Sanon, L. Williams

Individualized, intensive reading program, providing the student, under faculty guidance, an opportunity to investigate the literature on a specialized topic. Meetings will be arranged. Grading will normally be based on one or two essays on the topics covered.

Location - ARR

1-6 cr/TUT

AAS 600 – THESIS GUIDANCE - AFRICAN AMERICAN STUDIES – P. Ekeh, K. Griffler, Y. Lulat, J. Pappas, T. Pressley-Sanon, L. Williams

An individualized program of faculty supervision of the student in the process of devising, designing, researching, writing and submitting a master's thesis. Meetings depend on the number of credits students take.

Location - ARR

1-12 cr/TUT

AMERICAN STUDIES GRADUATE COURSE DESCRIPTIONS
FALL 2012

AMS 500 RUN – Cultures of US Empire – T. Runstedtler

Description: Covering from the mid-nineteenth century to the present day, this graduate reading seminar examines interdisciplinary approaches to the study of “culture” in relations between, within, and among the United States and other nations. In doing so, it introduces students to the wide-ranging today of transnational scholarship that challenges prevailing ideas of U.S. exceptionalism. This course takes an inclusive view of culture. Students will read texts that analyze a variety of cultural artifacts including photographs, popular literature, touring shows, music, movies and the World’s Fairs. Focusing on culture not only illuminates the important realm of foreign relations beyond the limited sphere of the state and diplomacy, but also helps to dispel the enduring myth that the United States is not an imperial (or at least imperial-minded) nation. Moreover, exploring cultural discourses allows us to gain a better understanding of the perpetration of imperial acts – the various means by which they became publicly acceptable and ultimately erased from popular memory. In addition to historical content, course discussions and papers will focus on comparing methods, theoretical models, research techniques, and the art of writing history. Some of the major topics will include internationalism and transnationalism; imperialism and postcolonialism; the Black Atlantic, borderlands, and frontiers; Americanization and globalization; race, gender, class, and the nation; and mass culture, late capitalism, and postmodernism. In particular, we will explore the contributions various disciplines (anthropology, sociology, literary critique, etc.) can make to transnational histories and how historical research can contribute to the development of theory and method across disciplinary fields. We will also interrogate the rise of transnational history within the context of contemporary global conditions, determining what is “new” and not so new about the current period’s focus on globalization.

Thursday, 5:00 – 7:40 pm

1004 Clemens

3 cr./SEM

Class #23960

AMS 503 WIN – Topics in Cultural History – K. Winter

Description: The first half of a year-long sequence that provides a broad overview of the interdisciplinary fields that constitute American Studies, AMS 503 focuses on eighteenth-and nineteenth-century American cultures. We will examine multicultural histories and literatures in colonization, empire-building, enslavement, genocide, resistance, revolutions, nation-building, civil war, survival, resilience. We will pay particular attention to issues of memory, historiography, creativity, and critical analysis. This course is predicated on the belief that the forces and discourse at play in the eighteenth and nineteenth centuries are not over but are continuing to evolve in and inform American culture and politics.

Thursday, 12:00 pm – 2:40 pm

1004 Clemens

4 cr./SEM

Class #11812

AMS 540 BUS – (Dual listed with CRC 501) – Caribbean Thought – J. Buscaglia

Description: This is a course on the history of ideas in the Caribbean, from the Christian invasion to the present. Readings (all in English) include seminal texts of the early settler; planter, slave and pirate narratives; essays and stories from the 19th century abolitionist and anti-colonial traditions, as well as from the de-colonization, Negritude and créolité traditions of the past century. We will also read current works on Caribbean aesthetics. Following the development of Caribbean aesthetics in relation to the structures of coloniality and the discourse of European modernity, the course aims to explore, through a limited number of texts and narratives, the ways in which Caribbean space has been imagined throughout the modern era in all its limits and potentiality.

Wednesday, 9:00 am – 11:40 pm

1028 Clemens

3 cr./SEM

Class #17135

AMS 560 EKE – (Dual listed with AAS 572 & HIS 574) - African and Slave Trade – P. Ekeh

Description: This course is designed to examine the history of the international slave trade from Africa by Arab traders (c. 950-1850) and European nations and merchants (1450-1850). It will search for the international origins of the African slave trade from the larger historical context of the changes in the Old and New Worlds, including the strengthening of Western Europe and of Tsarist Russia and the relative weaknesses of Africa. It will evaluate the ideological and intellectual justification of the slave trade in Islam, Christianity and secular Western scholarship. The course will also assess the social, political, economic and psychological impact of the slave trade on African and Africans and trace the links between the slave trade and the origins of European imperialism in Africa.

Monday, 4:10 pm – 6:50 pm

112 Baldy

3 cr./SEM

Class #19895

AMS 580 DTE – (Dual listed with VS 500, APY 694 & ENG 699) - Ethnopoetics – D. Tedlock

Description: Ethnopoetics is a decentered poetics, an attempt to hear and read the poetries of distant others, outside the Western tradition. In contrast with “cross-cultural poetics,” as currently practiced, the focus will be on works that originate outside the globalized and metropolitan world of colonial languages. In approaching such works, we must set aside any notion that they will necessarily come from a distant time, or from present-day peoples who are somehow living in the past, or that they will necessarily resemble Homer, or that they will be less complex than Western or metropolitan poetries.

Ethnopoetics does not merely contrast the poetics of “ethnics” with just plain poetics, but implies that any poetics is always an ethnopoetics. Our main interest will indeed be the poetics of people who are ethnically distant from ourselves, but it is precisely through the effort to reach into distances that we bring our own ethnicity, and the poetics that goes with it, into fuller consciousness.

Ethnopoetics originated among poets with an interest in anthropology and linguistics and among anthropologists and linguists with an interest in poetry, such as David Antin, Stanley Diamond, Dell Hymens, Jerome Rothenberg, Gary Snyder, Nathaniel Tarn (E. Michael Mendelson), and myself. The emphasis has been on performances in which the speaking, chanting, or singing voice gives shape to proverbs, riddles, curses, laments, praises, prayers, prophecies, public announcements, and narratives.

Practitioners of ethnopoetics treat the relationship between performances and texts as a field for experimentation. Texts that were taken down in the era of handwritten dictation and published as prose are reformatted and/or retranslated in order to reveal their poetic features. In the case of sound recordings, transcripts and translations serve not only as listening guides but also as scripts and scores of the other performances. An ethnopoetics score not only takes account of the words but silences, changes in loudness and tone of voice, the production of sound effects, and the use of gesture and props. Whatever a score may encompass, the notion of a definitive text has no place in ethnopoetics. Linguists and folklorists tend to narrow their attention to the normative side of performance, recognizing only such features as can be accounted for by general rules. Ethnopoetics remains open to the creative side of performance, valuing features that may be rare or even unique to a particular artist or occasion.

Special attention will be given to the dialogical dimension of performances. At the simplest level this means that in many genres and audience response may be required, or there may be a division of roles among two or more speakers, or singers. But it can also mean that a single speaker produces multiple

contrasting voices. A poet, instead of settling on just the right words, may give voice to multiple ways of saying something, thus treating language itself as fundamentally dialogical.

Readings include translations of verbal arts in various African, Asian, and American Indian languages. There will also be listening's covering a wide range of recorded performances. Weekly one-page response papers will be required, along with a project that may take the form of a term paper---or, alternatively, a transcription and/or translation and/or performance.

Tuesday, 12:30 pm – 3:10 pm

540 Clemens

3cr./SEM

Class #19052

AMS 580 LUL – (Dual listed with AAS 560 & GGS 560) - Introduction to Teaching Undergraduates – Y. Lulat

Description: This course addresses, *subtextually*, four main teaching assistant–related concerns in academe today—the persistence, for all intents and purposes, of the age-old myth that subject-matter expertise ipso facto translates into effective pedagogy; the perceived need among TAs for guidance with pedagogy and classroom management; the fact that for most faculty the source of their current pedagogical approaches can be traced to their formative experiences as teaching assistants; and the increasing retention-driven demand from universities for an improvement in the quality of undergraduate teaching—by offering course participants a *theoretical + practical* hybrid course on pedagogy and classroom management. The topics to be covered will range from the latest findings in the neuroscience of learning to what research tells us about effective undergraduate teaching; from the deployment of AV technology in the classroom to a tangible articulation of a teaching philosophy; from the role of race and gender in student-teacher interactions to maintaining discipline in the classroom; and from the best practices in syllabus construction to developing a teaching portfolio for the job-hunt to come.

Wednesday, 6:30 pm – 9:20 pm

06 Clemens

3cr./SEM

Class #24014

AMS 607 GRI - Iroquois History Since 1815 – D. Grinde

Description: This seminar is an historical examination of the political, social, economic, philosophical and cultural aspects of Iroquois peoples' survival since 1815. The seminar will include an analysis of religious revitalization under Handsome Lake, resisting removal to Oklahoma, the Civil War and the Iroquois struggles with New York State and the Federal Government, forced assimilation, Indian Rights and Indian reform, border crossing rights, the Indian New Deal in New York, return of the wampum belts and burials as well as contemporary issues like Native American militancy and casinos.

Tuesday, 6:00 pm – 8:40 pm

1004 Clemens

3cr./SEM

Class #22548

AMS 620 GRI – (Dual listed with PHI 598) - Ecological Restoration – D. Grinde/K. Shockley

Description: This course will examine humanistic, social, and technological dimensions of ecological restoration from Native American Ecocentric, multicultural and analytic perspectives. This examination will incorporate the inherently multidisciplinary nature of ecological restoration. The relationship between restoration and human ecology, including matters of culture, social context, and situated knowledge, will be emphasized. Current and recent case studies will be analyzed, and the applicability of policies associated with those case studies, considered. The underlying notions of restoration, sustainability, adaptation, and ecosystem will be critically examined, both conceptually and normatively.

Tuesday, 2:00 pm – 5:00 pm

1004 Clemens

3cr./SEM

Class #22488

AMS 640 FRI – Oral History – M. Frisch

Description: Oral History is becoming indispensable to many dimensions of research in history, and its use raises questions that link history to cultural studies and fields including education, the social sciences, urban studies, informatics, media, and documentary. Oral history has also provided a major point of connection between scholarship and the public interest in – and practice of – history.

The seminar offers a graduate level introduction to the interdisciplinary theory, practices, and historical interpretation of oral history. It is unique in combining a conventional reading course and a project-focused research workshop, offering both methodological training and intensive exploration of orality and historic interpretation, with emphasis on the cultural meanings of memory, the construction of narrative, and issues of multicultural agency and authority

The seminar structure includes discussion of extensive but diverse readings, small group presentations on major texts, and skill workshops; requirements include a modest individual or collaborative oral history pilot exercise, and a term project or paper keyed to one or more of the core dimensions of the course—theory, method, and historical interpretation.

A feature of this year's seminar stems from the instructor's work with emerging digital tools for indexing, cross-referencing, and extracting audio or video passages without history practice in fundamental and open-ended ways. While it is not practical to integrate this comprehensively in an introductory seminar, opportunities will be provided for students to explore these tools by working interactively with indexed video interviews from one or more major national oral history projects.

Monday, 11:30 am – 2:10 pm

1004 Clemens

3cr./SEM

Class #14037

TUTORIALS

The following courses need permission from the instructor

DIRECTED RESEARCH – AMS 521 – J. Buscaglia, C. Nightingale, M. Frisch, D. Grinde, T. McCarthy, R. Meyerowitz, R. Soto-Crespo, T. Runstedtler, D. Tedlock, C. Trumper, M. Vargas, K. Winter & C. Wu

1-16 credits

DIRECTED READING – AMS 523 – G. Brokaw, J. Buscaglia, S. Cahn, C. Nightingale, P. Ekeh, M. Frisch, D. Grinde, T. McCarthy, E. Meidinger, R. Meyerowitz, S. Moynihan, T. Runstedtler, R. Soto-Crespo, D. Tedlock, C. Trumper, K. Winter, C. Wu

1-16 credits

SUPERVISED FIELDWORK – AMS 623 – J. Buscaglia, C. Nightingale, D. Grinde, T. McCarthy, R. Meyerowitz, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu

1-12 credits

SUPERVISED TEACHING – AMS 625 – J. Buscaglia, C. Nightingale, D. Grinde, R. Meyerowitz, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu, M. Frisch, T. McCarthy, T. Runstedtler, D. Tedlock

1-3 credits

PROJECT SUPERVISION – AMS 700 – J. Buscaglia, C. Nightingale, M. Frisch, D. Grinde, R. Meyerowitz, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu, T. McCarthy, D. Tedlock

1-6 credits

MA THESIS SUPERVISION – AMS 701 - J. Buscaglia, C. Nightingale, G. Dimitriadis, D. Eagles, M. Frisch, D. Grinde, T. McCarthy, R. Meyerowitz, R. Soto-Crespo, T. Runstedtler, D. Tedlock, C. Trumper, K. Winter & C. Wu

1-6 credits

DISSERTATION SUPERVISION – AMS 702 – M. Eagles, J. Buscaglia, C. Nightingale, M. Frisch, D. Grinde, K. Griffler, T. McCarthy, E. Meidinger, R. Meyerowitz, S. Moynihan, R. Soto-Crespo, T. Runstedtler, D. Tedlock, C. Trumper, K. Winter, C. Wu

1-12 credits

CANADIAN STUDIES GRADUATE COURSE DESCRIPTIONS FALL 2012

CDN 500 ME– An Overview of Canadian Studies - M. Eagles

This course provides an introduction to the study of Canada for graduate students. It is inherently multidisciplinary in nature, with an intellectual emphasis on the interdependence of geography, economy, society, history, and culture. A central focus in the course will be the tension, evident throughout Canadian history, between regional and national identities. The class meets weekly in seminar format, with students taking responsibility for presenting critical reviews and discussion questions drawn from the weekly assigned readings/viewings. In addition, all students will prepare a major research paper dealing with some facet of the Canadian experience. Although the principal focus of the course is Canada, frequent comparisons will be made to the American experience. In addition to making good pedagogical sense, this reflects the omnipresence of America in the Canadian experience. In addition, an important theme in the course will be the question of the bi-national relationship and the progress of continental integration. It is hoped that the course will deepen your knowledge of, and sharpen your appreciation of the difference between, both countries. About five or six sessions will meet in Fort Erie, Ontario, with students from Brock University. All participants must possess appropriate identification to cross the border.

Wednesday, 6:00 – 8:40 pm

425 Park

3 cr./SEM

Course #17196

CDN 505 DK– Canadian-U.S.Relations – M. Eagles

Description: Canada and the United States share a relationship that is unique in world history. Their relationship is the most intensive, important, and intimate found among countries anywhere in the world. More than \$1.2 billion in trade in goods and services crosses the 5,500 mile lightly defended border each day. Indeed, since the Canada/US Free Trade Agreement passed in 1988 (as extended to include Mexico by the NAFTA in 1994), our two economies have become increasingly integrated and many goods are produced jointly through supply chains that cross the border. For example, it has been estimated that what eventually becomes an “American” car actually crosses the CANAM border an average of nine times during the production process. Understanding Canada, and knowing how to manage the bi-national relationship with this country, is therefore of critical importance to America’s future. UB is the only American research intensive university located on the CANAM border, and as such, we have an opportunity - and perhaps even a responsibility - to prepare students to take leadership roles in managing this important relationship.

As close as the bi-national relationship is, however, the border also provides the locus for many of the strains and conflicts that periodically arise in the context of this relationship. This seminar aims to introduce students to Canada and to a range of the general issues in Canadian-American relations, with a

special focus on how these play out in the context of the border and its immediate surrounding areas. In this course we take special advantage of our location on one of the busiest and most important border crossings, using the Niagara frontier as a case study in the management of the cross-border and cross-national relations. In particular, attention will be given to the border management issues arising after the terrorist attacks of September 11, 2001. Additionally, we will explore popular perceptions of ‘the other’ held by Canadians and Americans. Beyond the bilateral relationship, we will discuss developments that are associated with the NAFTA (since 1994) and look at Canada’s future in the new North America. The class meets weekly in seminar format, with students taking responsibility for presenting critical reviews and discussion questions drawn from the weekly assigned readings/viewings. In addition, all students will prepare a major research paper dealing with some facet of the Canadian-American experience. In addition, an important theme in the course will be the question of the nature and progress of continental integration since 1988. It is hoped that the course will deepen your knowledge of, and sharpen your appreciation of the differences between, both countries and to prepare you for leadership roles as citizens of the new North America.

Thursday, 6:00 – 8:50 pm
109 Baldy
3 cr./SEM
Course #16405

TUTORIALS

CDN 598 - CANADIAN STUDIES INTERNSHIP — M. Eagles

Day/Time ARR
Class #21197

CARIBBEAN CULTURAL STUDIES GRADUATE COURSE DESCRIPTIONS **FALL 2012**

CRC 500 MUL – (Dual listed with HIS 560) - Caribbean History and Culture – C. Trumper

Description: This class is an introduction to the history and historiography of a region that has variously been referred to as the Greater Caribbean, the circum-Caribbean, the Gulf-Caribbean Complex, or the “Estuary of the Americas.” In addition to exploring how historians and other scholars have defined and determined the limits of the region, we will survey recent scholarly works in this emerging field. This course is organized as a study of a handful of interconnected ‘topics’ in Caribbean studies, including conquest, slavery and emancipation, urban history of Caribbean port cities, food, consumption and Caribbean social and cultural history.

Thursday, 4:00 – 6:40 pm

545 Park

3 cr./SEM

Course #19323

CRC 501 BUS – Caribbean Thought – J. Buscaglia

Description: This is a course on the history of ideas in the Caribbean, from the Christian invasion to the present. Readings (all in English) include seminal texts of the early settler; planter, slave and pirate narratives; essays and stories from the 19th century abolitionist and anti-colonial traditions, as well as from the de-colonization, Negritude and créolité traditions of the past century. We will also read current works on Caribbean aesthetics. Following the development of Caribbean aesthetics in relation to the structures of coloniality and the discourse of European modernity, the course aims to explore, through a limited number of texts and narratives, the ways in which Caribbean space has been imagined throughout the modern era in all its limits and potentiality.

Wednesday, 9:00 – 11:40 am

1028 Clemens

3cr./SEM

Course #19314

TUTORIALS

The following courses need permission from the instructor

DIRECTED READING – CRC 555 – J. Buscaglia, D. Muller

Day/Time ARR

DIRECTED READING – CRC 701 – J. Buscaglia, D. Muller

Day/Time ARR

GLOBAL GENDER STUDIES GRADUATE COURSE DESCRIPTIONS FALL 2012

GGG 518 THO – Readings in Feminist Theory – G. Thomas

Description: Feminist theories represent a complex and ever-expanding body of work that is truly interdisciplinary in its topics, themes, scope and impact. This course is designed as a broad survey course meant to introduce students to many of the core ideas, major approaches and key debates within feminist theorizing. Over the semester we will be reading works within the broad rubric of Liberal, Radical, Socialist, Psychoanalytic, Postmodern, Black, Chicana, Native American and Global Feminist Theory. In addition to analyzing the key works and most important criticisms associated with each, the class will also examine a number of recent works that seek to engage with many of the fundamental debates that have emerged within and between different feminist theorists and theories. The course analyzes how these works attempt to open new areas for thought and inquiry while responding to previous criticisms. The course is designed as an intensive seminar in order to foster an interdisciplinary conversation about feminist theories between class participants.

Tuesday, 1:00 – 3:40 pm
734 Clemens
3cr./Semester
Course #24261

GGG 535 DEV - Black Women Writers and the Re-imagination of American Culture – A. Deveaux

Description: The late twentieth century marked a period during which black diasporic women writers emerged as significant voices both within national and global literatures. In the United States in particular, this emergence became codified as “the second renaissance in black women’s literature.” Since then, the impact of black diasporic women writers has reshaped discourses defining black diasporic women’s lives and “American” culture. This seminar will undertake an examination of literature written by contemporary writers’ deploying black feminist analyses to illuminate the intersectionality of race, gender, sexuality, culture, class, and what Caribbean feminist scholar Carole Boyce Daviers argues is “the politics of location” ,in the re-imagination of black women as critical subject category. The goal of this seminar is to provide students with interdisciplinary tools for theorizing black women’s lives as aspects of the imaginary and of a diasporic “blackness.” Required readings include works by Saidiya Hartman, Chimamanda Ngozi Adichie, Dionne Brand, Jewelle Parker-Rhodes, Rebecca Skloot, Gloria Wekker, Tananarive Due, Paule Marshall, and Jacqui Alexander. Supplemental readings will be made available as Xerox handouts. Film and music, and other forms of black women’s expressive culture will be employed to enhance and texture our discussions.

Thursday, 4:10 – 6:50 pm
112 Baldy
3 cr./SEM
Course #24037

GGS 560 LUL – (Dual listed with AAS 560 & AMS 580) – Introduction to Teaching Undergraduates – Y. Lulat

Description: This course addresses, *subtextually*, four main teaching assistant–related concerns in academe today—the persistence, for all intents and purposes, of the age-old myth that subject-matter expertise ipso facto translates into effective pedagogy; the perceived need among TAs for guidance with pedagogy and classroom management; the fact that for most faculty the source of their current pedagogical approaches can be traced to their formative experiences as teaching assistants; and the increasing retention-driven demand from universities for an improvement in the quality of undergraduate teaching—by offering course participants a *theoretical + practical* hybrid course on pedagogy and classroom management. The topics to be covered will range from the latest findings in the neuroscience of learning to what research tells us about effective undergraduate teaching; from the deployment of AV technology in the classroom to a tangible articulation of a teaching philosophy; from the role of race and gender in student-teacher interactions to maintaining discipline in the classroom; and from the best practices in syllabus construction to developing a teaching portfolio for the job-hunt to come.

Wednesday, 6:30 – 9:20 pm
06 Clemens
3 cr./SEM
Course #24201

GGS 561 WIL– (Dual listed with AAS 560 & AMS 580) – Black Women in US History – L. Williams

Description: This reading and research seminar will examine the history of black women in the United States from the slave era through the reform movements that occurred after World War II. It will focus upon the range of demands placed on black women during the Gilded and Progressive eras—the founding of the National Association of Colored Women in 1896, their participation in the women’s suffrage movement—, black struggles for liberation in the United States and in the African Diaspora, cultural movements, and the labor force. It will also explore black women’s interaction with male-dominated groups and white feminists. Students will analyze black women as leaders, their leadership styles and impact that they have made on public policy issues and its constituents.

Students will read primary and secondary sources and undertake original research in the history of black women as feminists, as clubwomen and/or reformers, comparative women’s history, etc. Primary sources are readily available. The New York State Library has several collections, such as Department of Labor records which will permit students to examine this aspect of black women’s lives. The Charlotte Hawkins Brown collection is in the University Library and the Mary Church Terrell papers are available on microfilm in Lockwood Library. These collections offer insight not only into the lives of these renowned women, but also those of other black women, as well as the history of their times. The University also has the microfilm series of *The Records of the National Association of Colored Women’s Clubs*, the mofor organization through which African American women have exercised political power of over a century. It also house the papers of the NAACP which offers insights into the history and culture of black women activists. Local newspapers, like *The Buffalo Courier* and *The Buffalo American*, also are accessible and will permit students to do research on local topics such as, “Women and Reform efforts in Buffalo.” A number of websites offer primary documents on African American women, See, e.g., the African

American Women's archives at Duke University and the Library of Congress. The Schlesinger Library Black Women's Oral History Collection is located at the reference desk in the library. Some records from this women's history repository have been digitized.

All students are required to learn to read critically, to conduct a major research project using available resources, and to prepare a well-written term paper.

Tuesday, 4:10 – 6:50 pm
10 Capen
3 cr./SEM
Course #19875

GGG 661 A – Interpretation in the Humanities: Modes of Reading and Representation – C. Varnado

Description: This seminar is a trans-historical, multi-genre survey of the interpretive methodologies used in the humanities (including the disciplines of cultural studies, history, literary/art/media criticism, feminist and queer theory, ethnography, linguistics, psychoanalytic theory, documentary studies, and activist scholarship).

We will closely examine a range of texts and cultural objects (films, novels, plays, polemic, pulp and propaganda, dance, visual art, theory, graphic novels) from the Renaissance to the present day, attending to both their representational and narrative techniques and to the practices of reading and interpreting that we bring to bear on them as scholars and readers. We will concentrate on artifacts in which multiple, over-layered voices, influences, and generic conventions make the question of who or what is being represented, and to what ends, a particularly rich and complicated one, especially in the areas of gender, sexuality, race, class, and nation. Over the course of the seminar, we will theorize the acts of representing and reading, developing a methodological vocabulary for what we're doing when we interpret a text or creative work – in other words, we will not only explore the content of the artistic and scholarly texts on our syllabus, we will talk about how we read them, and why.

Central questions to be addressed will include: what is the relationship between aesthetic form and ideological content? How is meaning produced and decoded in language, in image, in affect? What kinds of knowledge are produced by various genres of cultural artifact, and what is the critic's role in interpreting representational forms? How does a play, for instance, represent desire, identity, or personhood in the world; and how do its strategies differ from those in a newspaper article, or a recorded oral history? How can we study the dynamics and effects of gender in a work of art? An event in the past? A subculture? A relationship?

Through intensive reading, discussion, research, and writing, we will interrogate what counts as evidence in various disciplines, how we decide what to look at, how we formulate questions about it, and what is at stake in those decisions. The goal is to ultimately be able to see qualitative modes of analysis- narrative, descriptive, ideological, aesthetic, personal, memorial - as discrete kinds of intellectual moves to make- and to develop the habits of research and description necessary to understanding the multiple, cross-cutting kinds of knowledge that it's possible to produce about the materials of culture.

Monday, 4:10 – 6:50pm
120 Baldy
3cr./SEM
Course #22135

TUTORIALS

The following courses need permission from the instructor

GGG 520 – DIRECTED READING – A. DeVeaux, T. McCarthy, L. Simmons, G. Thomas, C. Varnado, B. Wejnert, L. Williams, K. Winter

This course is designed for graduate students wishing to gain advance knowledge in a particular discourse or field. Students are expected to work independently primarily. Faculty of this department must guide research at this level.

1-16 credits/TUT

GGG 620 – SUPERVISED RESEARCH – A. DeVeaux, T. McCarthy, T. Runstedtler, L. Simmons, G. Thomas, C. Varnado, B. Wejnert, L. Williams, K. Winter, C. Wu

Empirical research connected with a Master's or Doctoral thesis.

1-6 credits/TUT

GGG 630 – SUPERVISED TEACHING – A. DeVeaux, T. McCarthy, T. Runstedtler, L. Simmons, G. Thomas, C. Varnado, B. Wejnert, L. Williams, K. Winter, C. Wu

Teaching assistants enroll with permission of department chair. A member of the department faculty supervises work. Credit is dependent upon type and amount of instructional duties. May be taken more than once for credit.

3 credits/TUT

GGG 700 – M.A. THESIS SUPERVISION – A. DeVeaux, T. McCarthy, T. Runstedtler, L. Simmons, G. Thomas, C. Varnado, B. Wejnert, L. Williams, K. Winter, C. Wu

Guidance in preparation of project. May be taken more than once for credit.

1-6 credits/TUT

GGG 708 – COMPREHENSIVE EXAM READINGS – A. DeVeaux, T. McCarthy, T. Runstedtler, L. Simmons, G. Thomas, C. Varnado, B. Wejnert, L. Williams, K. Winter, C. Wu

This course entails intensive research, reading, and writing in specific subjects under the guidance of the major professor/committee chairperson. Only PhD students who have completed all coursework and are preparing for the qualifying/comprehensive exam can take GGS708.

1-3 credits/TUT

GGG 710 – DISSERTATION SUPERVISION – A. DeVeaux, T. McCarthy, T. Runstedtler, L. Simmons, G. Thomas, C. Varnado, B. Wejnert, L. Williams, K. Winter, C. Wu

Writing of thesis or dissertation under supervision of major professor. May be taken more than once for credit.

1-6 credits/TUT
