

AFRICAN AND AFRICAN AMERICAN STUDIES
GRADUATE COURSE DESCRIPTIONS
FALL 2013

AAS 560 LUL – Introduction to Teaching Undergrads – (Cross Listed with AMS 580 & GGS 560) – 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, 7:00 – 9:40 pm

260 Capen

3 cr./SEM

Class #21149

AAS 561 WIL – Black Women in US History – A (Cross Listed with GGS 561) – 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 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.

Thursday, 4:10 – 6:50pm

10 Capen

3 cr./SEM

Class #13094

TUTORIALS

Permission of the Instructor Required

AAS 550TUT – 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 2013

AMS 500 CW – Master's Research Seminar in Canadian-American Studies – (Cross Listed with CDN 511) – C. Wu

Description: This course will prepare students in the joint Canadian-American Studies M.A. degree program for more advanced work at the graduate level. Students will read scholarship in Canadian studies and American studies with an eye towards developing the analytical and writing skills necessary to produce original research. We will focus on issues of immigration and indigeneity. Our readings may include but are not limited to texts by Kornel Chang, Lily Cho, Lisa Mar, Mary Jane Logan McCallum, and Theresa McCarthy.

Thursday, 12:00 – 3:00 pm

1004 Clemens

3 cr./SEM

Class #20945

AMS 503 TRU – Cultural History I: Hemispheric American Studies – C. Trumper

Description: This course is the first half of a year-long sequence that explores the interdisciplinary field of American Studies. This section places American Studies within a hemispheric framework. Examining recent scholarship, literature, film and art, we broach the relationship between the U.S., Latin America and the Caribbean in the 19th and 20th centuries; state formation, empire and modernity; race and gender; urban studies and politics, etc. While taught from the perspective of "cultural history", the course takes seriously critiques of disciplinarily to examine the intersection of history, anthropology, and urban, cultural and visual studies and lay the foundation for further interdisciplinary graduate work. This course is open to students across the University. Questions? Email the instructor at ctrumper@buffalo.edu.

Tuesday, 4:10 pm – 6:50 pm

1004 Clemens

4cr./SEM

Class #11291

AMS 540 FOS – Caribbean Thought – (Cross Listed with CRC 501) - C. Foster

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 – 11:40am

1028 Clemens

3cr./SEM

Class #15586

AMS 576 RSC – The Global South– R. Soto-Crespo

Description: This course explores the circulation of debt between two systems of wealth distribution, the global north and the global south, as a way of focusing on neoliberalism. We will examine the history and culture of the global south from the perspective of debt theory, considering how a global economy based on debt creation relies on processes of devaluation, or decapitalization, which have imprinted deep financial constraints on the economies of the global south. We will investigate how literary writers, historians, psychoanalysts, and cultural critics comprehend cultures of global debt. Capitalism, neoliberalism, sovereignty movements, nationalism, postnationalism, postcolonialism, globalization, and psychoanalysis are among the theoretical frameworks to be considered in this class. Course requirements are a 15 -20 page research paper and one in-class presentation.

Works to be discussed

Warwick Anderson, et al. *Unconscious Dominions*

Buju Banton Belinda Becker's *Life and Debt* (Documentary Film)

William Faulkner's *Absalom, Absalom!*

Sam Gindin's *The Making of Global Capitalism*

Edouard Glissant's *Faulkner, Mississippi*

Michael Hardt and Antonio Negri's *Commonwealth*

Fredric Jameson's *Cultures of Globalization*

Jamaica Kincaid's *See, Now, Then*

Murizzio Lazzaratto's *A Morning in Trinidad*

Toni Morrison's *Beloved*

V.S. Naipaul's *A Turn in the South*

Caryl Phillips' *Crossing the River*

Vijay Prashad's *The Poorer Nations*

Jean Rhys's *Voyage in the Dark*

Slavoj Zizek's *Living in the End Times*

Wednesday, 4:10 – 6:50 pm

112 Baldy

3cr./SEM

Class #22098

AMS 580 LUL – Introduction to Teaching Undergrads – (Cross Listed with AAS 560 & GGS 560) - 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, 7:00 – 9:40 pm
260 Capen
3 cr./ SEM
Class #24465

AMS 606 GRI - Iroquois History Before 1815 – D. Grinde

Description: Since the range of this course will be from the Founding of the League of the Haudenosaunee to the development of the Code of Handsome Lake, this seminar will explore the culture and history of the Haudenosaunee (Iroquois) people from about the 12th century to 1815. Through the use of multidisciplinary and interdisciplinary approaches, students will examine an array of sources, perspectives and methodologies utilized in the study of Iroquois history.

Although seminar discussions and readings will come from a diverse range of data, every effort will be made to balance Iroquois and Non-Iroquois sources and interpretations in the study of Iroquois history. Interpretive sources, historical documents, traditional stories and narratives, archaeological analyses, ethnography, the Internet and material culture will be the principle sources used in seminar discussions and the resulting research papers. The seminar will start with an examination of cultural, social and methodological issues. Next we will develop skills in identifying, utilizing and interpreting the documents relating to content of the course. As each student's research topic evolves, the class will focus in the spiritual, political, economic, diplomatic, military, gender, social and cultural considerations that are crucial for an informed understanding of Iroquois history. Since the Iroquois people (Seneca, Cayuga, Onondaga, Oneida, Mohawk, and Tuscarora Nations) comprise multiple communities and traditions, many different sources and approaches must be used to research and interpret their histories appropriately.

Monday, 6:00 – 8:40pm
1004 Clemens
3cr./ SEM
Class #24179

AMS 640 DTE – Traditional Narrative – (Cross listed with APY 515 & ENG 564SEM-A) - D. Tedlock

Description: *Narrative*, which can be highly lyrical, will be distinguished from *story*, whose movement is determined by plot. Our attention will be centered on oral narratives that are spoken rather than sung. Spoken myths and tales are rich in multivocal discourse. M.M. Bakhtin sets up a dichotomy between the monological epic and the dialogical novel, ignoring the fact that folktales provide a dialogical antecedent to the novel. He is one among many who have used the epic to set up a grand dichotomy between oral and literate discourse. Mythography is the process by which oral narratives are converted into texts. We will explore this process in its full range, from ancient writing systems to sound recording, comparing the works of such mythographers as playwrights, poets, novelists, and compilers of sacred books, on the one hand, and those of folklorists, linguists, and ethnographers on the other. There will be exercises in the scripting of sound recordings. Term papers may be based on sound recordings, on oral narratives that have already been textualized, or on performances by the authors of written works.

Readings will include:

David Antin, *The Beggar and the King*
M. M. Bakhtin, *Discourse in the Novel*
Dell Hymes, *Breakthrough into Performance*
Claude Levi-Strauss, *The Structural Study of Myth*
Charles Olson, *Projective Verse*
Dennis Tedlock, *Finding the Center: The Art of the Zuni Storyteller*
& The Spoken Word and the Work of Interpretation
W. B. Yeats, *Mythologies and Irish Fairy and Folktales*

Tuesday, 12:30 – 3:10pm
538 Clemens
3cr./SEM
Class#24144

TUTORIALS

The following courses need permission from the instructor

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

1-16 credits

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

1-12 credits

SUPERVISED TEACHING – AMS 625 – J. Buscaglia, C. Nightingale, D. Grinde, T. McCarthy, R. Meyerowitz, R. Soto-Crespo, Staff, D. Tedlock, C. Trumper,

K. Winter, C. Wu

1-3 credits

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

1-6 credits

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

1-6 credits

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

K. Winter, C. Wu

1-12 credits

CANADIAN STUDIES
GRADUATE COURSE DESCRIPTIONS
FALL 2013

CDN 500 – Canadian Studies – (Dual listed with CDN 400) - M. Eagles

Description: 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, 9:00 - 11:50am
1004 Clemens
3cr./SEM
Class #24494

CDN 501 – Interdisciplinary Methods and Field Research in the Binational Niagara – D. Eagles,
Nick Baxter-Moore

Course Description: This course will equip students with the necessary theoretical and methodological skills to undertake original fieldwork in the Niagara (or other) borderlands region. It is organized as a field seminar focused on a binational comparison of some aspect of the cross-border region. Early meetings of the seminar will expose students to the substantive background and issues in the area being studied and to instilling the necessary methodological skills for students to undertake original fieldwork in the borderlands region. Later meetings of the seminar will take the form of working sessions as student and faculty participants share the results of their research, and work collectively on the production of an original piece (or more) of potentially publishable research.

Tuesday, 1:00 – 3:40pm
1004 Clemens
3cr./SEM
Class #24496

CDN 505 – Canada-US Relations – (Cross Listed with CDN 505 BRK) - D. 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 – 8:50pm

Arranged

3cr./SEM

Class #14998

CDN 507 CW – Master's Seminar in Research Methods – (Cross Listed with AMS 500) – C. Wu

Description: This course will prepare students in the joint Canadian-American Studies M.A. degree program for more advanced work at the graduate level. Students will read scholarship in Canadian studies and American studies with an eye towards developing the analytical and writing skills necessary to produce original research. We will focus on issues of immigration and indigeneity. Our readings may include but are not limited to texts by Kornel Chang, Lily Cho, Lisa Mar, Mary Jane Logan McCallum, and Theresa McCarthy.

Thursday, 12:00 – 3:00 pm

1004 Clemens

3 cr./SEM

Class #TBD

CDN 596 ME – Supervised Teaching – (Cross Listed with 596 BRK) - D. Eagles – Day/Time ARR - Permission of the Instructor is required.

CDN 598 ME – Internship – D. Eagles – Day/Time ARR – Permission of the Instructor is required.

CARIBBEAN CULTURAL STUDIES
GRADUATE COURSE DESCRIPTIONS
FALL 2013

CRC 500 – Caribbean History – (Cross listed with HIS 560) - D. Muller

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 – 6:40pm
508 Cooke
3cr./SEM
Class #17306

CRC 501 – Caribbean Thought – (Cross listed with AMS 540) - C. Foster

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 – 11:40am
1028 Clemens
3cr./SEM
Class #17297

TUTORIALS

The following courses need permission from the instructor

DIRECTED READING – CRC 555 – J. Buscaglia, D. Muller
Day/Time ARR

MASTER’S PROJECT GUIDANCE – CRC 701 – J. Buscaglia, D. Muller
Day/Time ARR

GLOBAL GENDER STUDIES
GRADUATE COURSE DESCRIPTIONS
FALL 2013

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 – 3:40pm
734 Clemens Hall
3cr./SEM
Class #21191

GGG 560 LUL – Introduction to Teaching Undergrads – (Cross listed with AMS 580 & AAS 560) - 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, 7:00 – 9:40pm
260 Capen
3cr./SEM
Class #21150

GGG 561 WIL – Black Women in U.S. History – (Cross listed with AAS 561) - 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 major 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.

Thursday, 4:10 – 6:50pm
10 Capen
3cr./SEM
Class #17751

GGG 601 – Contemporary Global & Gender Issues – B. Wejnert

Description: This course will explore the complex relationships and nexus between gender and poverty from a global and comparative perspective. It will interrogate the analytical and conceptual framing, definitions and measurements of poverty by interposing human poverty with consumption/income poverty, and subjective/qualitative characterizations of poverty with normative, quantitative definitions, and measurements of poverty. The contested notion and shifting pattern of poverty as it links to “the feminization of poverty,” viewed from particular historical moments and diverse economic, social, ideological, and cultural contexts will be explored to critically analyze the conceptual underpinning of “poverty” and the universal validity of the “feminization of poverty.” Drawing from multiple theoretical

and conceptual frameworks, interdisciplinary, and feminist scholarship encompassing canonical and emergent literature, the course will examine poverty discourses, public policies and poverty alleviation strategies and responses at micro and macro levels in order to capture the multifaceted dimensions of poverty. It will shed light on current issues such as global warming, financial crisis and global food crisis to broaden students' analytical, theoretical and practical understanding of the intersecting dimensions, competing discourses and paradigms on gender and poverty.

Thursday, 11:00 – 1:40pm

523 Cooke

3cr./SEM

Class #22885

TUTORIALS

The following courses need permission from the instructor

GGG 520 – DIRECTED READING – 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 – T. McCarthy, 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 – T. McCarthy, 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 – T. McCarthy, 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 – T. McCarthy, 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 – T. McCarthy, 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
