

AFRICAN AND AFRICAN AMERICAN STUDIES
GRADUATE COURSE DESCRIPTIONS
SPRING 2013

AAS 560 PAP – Black Aesthetics – (Dual Listed with AAS 417 & AMS 437) - J. Pappas

Introduces the major image elements of sound, light, space and time-motion, and how they are used in film and television to influence perception. The course is designed to provide students with criteria to help them judge and experience media-articulated messages at different intellectual and emotional levels. Analyzes and discusses specially selected television and film materials in terms of how media elements can be used to influence perception and emotions. Encourage students to do comparative analyses of different types of mass media communications to discover relevant cultural elements and the principles underlying their uses.

Monday, 3:30 – 6:10 pm

97 Alumni

3 cr./SEM

Class #12605

AAS 570 EKE – Ancient African Civilization – (Cross Listed with HIS 549) - P. Ekeh

This course examines intensively, humans and society in ancient Africa, stretching back to the evolution of humankind and includes an analysis of early forms of African state formations; Ancient Africa includes the following themes: (1) prehistoric ancient Africa; (2) the desiccation of the Sahara and its consequences; (3) African and Mediterranean civilizations; (4) Christianity and Islam in ancient Africa; (5) Africa's ancient state formations; (6) the Bantu migration hypothesis (7) the mystery of the great Zimbabwe; and (8) the international slave trade and Africa's misfortunes. All of these lead to an examination of the dynamics of civilizations in ancient Africa, including their failed forms, using Arnold Toynbee's perspective on the rise and fall of civilizations as a theoretical point of departure.

Monday, 3:30 – 6:10pm

734 Clemens Hall

3 cr./SEM

Class #23681

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
SPRING 2013

AMS 500 GRI – Native American Thought – D. Grinde

This class will examine the spiritual, gender, ecological and philosophical frameworks prominent in Native American thought. It will examine the differing concepts of racially, ideologically and place oriented identities and how they have conflicted in North America as result of European contact. It will also explore the environmentally specific aspects of Native American spiritualities and philosophies. In addition, revitalization movements like the Code of Handsome Lake, the Ghost Dance and the Native American Church will be discussed as responses to the U.S. government's policies of forced acculturation and the consequent lac of Native American religious freedom. Native American language and thought and Euroamerican ideas will also be explored and contrasted to explain Native American perceptions of the various worlds and realities as well as the resulting cultural conflicts with the Non-Indian world. The problems of understanding site based American Indian religions vs. house and text based Euroamerican religions will also be analyzed. The distinct and culturally different roles of Native women in spiritual, political, and social segments of representative Native American societies will also be stressed. Contemporary Native American thought and its historical roots will be the focus of the readings and student research papers in the seminar. As you focus on your research topic it is important to consult with Professor Grinde about your work and the directions you are taking. The culmination of this research process will be a research paper of about 25 pages.

Monday, 6:00 – 8:40 pm
1004 Clemens
3 cr./SEM
Class #14100

AMS 504 CNI– Topics in Cultural History – C. Nightingale

This class is the second half of a two-semester introductory graduate sequence required for American Studies PhD Students that covers big problems in the study of America, the Americas, and the Americas' place in the World. This year, the course will be heavily focused on the idea of transnationality, in recognition of the major conference on The Transnational Turn in the Humanities on March 22-23, which students will be required to attend. The course is based around intensive readings aimed to help graduate students learn how to read scholarly texts efficiently, quickly, and effectively; how to identify arguments in texts; how to think critically about those arguments; how to situate those arguments in bigger academic debates; how to think about those debates critically; how to research the content of these fields; how to make sense of the various different disciplines and disciplinary languages and methods that contribute to them; how to write about all of these things; and how to find a place within the scholarly world of American Studies for our own research efforts as emerging scholars. In other words it is about cultivating a love for ideas and for engagement with the politics of ideas.

Tuesday, 7:00 pm – 9:40 pm
1004 Clemens
3cr./SEM
Class #16746

AMS 520 A – Critical Multiculturalism – The Canadian Experience – C. Foster

With political leaders in a number of European states recently pronouncing the failure of multiculturalism (Prime Minister David Cameron in the UK and German Chancellor Angela Merkl prominent among these), the Canadian experience stands in sharp contrast. Adopting multiculturalism as an official policy in the 1970's and enshrining it in the Charter of Rights and Freedoms in 1982, Canada has – to a degree unsurpassed anywhere in the world – embraced this commitment to respecting and promoting diverse cultures in the country. This openness to diversity has been reflected in Canada's openness to immigrants. Since the 1970's, Canada has opened its doors to over a quarter million immigrants each year, making it one of the most immigrant-acceptant countries in the world. The experience has not been without challenges and the course will explore the province of Quebec's embrace of *interculturalism* within its borders. As a result, this proposed course explores the promise and the reality of Canada's experience with multiculturalism.

Wednesday, 6:30 pm – 9:00 pm
734 Clemens
3cr./SEM
Class # 23932

AMS 540 TRU – The Politics of Memory: Memory, Violence and Human Rights in the Americas
– C. Trumper

How do we study everyday life under military dictatorship and political repression? This course explores the history of state-sponsored violence, in the Americas paying particular attention to questions of violence, memory, repression and human rights in different national contexts. We begin the course with a range of contributions to the history and anthropology of violence, drawing connections between “state-sponsored” and “everyday” violence. In the weeks that follow, we examine a series of overlapping case studies from the Caribbean, the Southern Cone and North America. We will follow the same structure for each section: we begin by setting each national case study in historical context and read selections of an analytical monograph; we then turn our focus to testimonial literature and primary accounts of repression and subsequent struggles for memory; and we finally watch a film and read a piece of literature that develops the themes embedded in each place and time. Throughout, we pay close attention to questions of method – of how we grapple with and write history in contexts of repression in which violence was mobilized precisely to “erase” or “silence” memory of the past.

Possible Texts:

Nancy Scheper-Hughes and Philippe Bourgeois, eds. *Violence in War and Peace: An Anthology*
Lauren Hutchinson Derby. *The Dictator's Seduction: Politics and the Popular Imagination in the Era of Trujillo*
Edwidge Danticat. *The Farming of Bones: A Novel*
Margarite Feitlowitz, *Lexicon of Terror*
Alicia Partnoy, *The Little School*
Florencia Mallon, *Memory Tastes of Blood*

Stern, Steve J. *Battling for Hearts and Minds: Memory Struggles in Pinochet's Chile, 1973-1988*.

Peter Winn, *Victims of the Chilean Miracle*

Leslie Gill, *The School of the Americas*

Films:

The Sugar Babies (Haiti/Dominican Republic)

Garage Olimpo / The Official Story [Depending on availability] (Argentina)

The Obstinate Memory / The Battle of Chile (Chile)

Hidden In Plain Sight / SOA (The School of the Americas/United States)

Thursday, 2:00 pm – 4:40 pm

1004 Clemens

3 cr./SEM

Class #23973

AMS 576 WU – Contemporary Critical Theory – (Queer Transnationalism) - C. Wu

In 1992, Eve Kosofsky Sedgwick—exasperated by the overwhelming impulses to categorize areas of inquiry by nation—exclaimed, “What we’re really talking about is America, our vision of what the country is, what the country should be. Is there any way to stop?” This course takes up her challenge by foregrounding recent scholarship in queer theory that pushes against nation-centric paradigms. Our discussions will address two main issues: (1) how foregrounding sexuality disrupts the homogenizing imperatives of the nation and exposes the regulating imperatives of the state and (2) how politicizing sexuality is essential to a transnational critique.

This course immerses itself in the post- and transnational moment in contemporary critical theory inaugurated by the field of ethnic studies.

If the study of race in the U.S. has debunked modernity’s fantasy of an imagined national coherency (via critiques from the various cultural nationalisms of the 1970’s), it has also shown—through the late 1990’s transnational turn in cultural studies—how an enduring/prevaling U.S.

imperialism reproduces itself through global economic circuits that dictate the increased and decreased mobility of racialized subjects worldwide. Moreover, this economy is bound with a set of knowledge production practices linking sexuality, race, and nation that have material consequences for those whose everyday lives have become more narrowly circumscribed by globalization and those who benefit from the mobility of globalization alike.

Monday, 3:00 pm – 5:40 pm

1004 Clemens Hall

3 cr./SEM

Class #24082

AMS 580 SIM – Interdisciplinary Methods – (Cross listed with GGS 560) - L. Simmons

This course examines methodologies and approaches relevant to Gender Studies and American Studies. We will be focusing on the effect of Gender, Sexuality, and Transnational Studies on a variety of academic disciplines. We will also discuss the differences between “inter”, “trans” and “anti”-disciplinary methods based on conversations current in Gender & American Studies. At the end of the semester, students will apply the methods to a particular scholarly project. To foster a truly interdisciplinary community, students from all disciplines are welcomed in the course.

Possible Texts:

Ann Cvetkovitch, *An archive of Feeling: Trauma, Sexuality and Lesbian Public Cultures*
Susan Fieldman, *Mappings"" Feminism and the Cultural Geographies of Power*
Kathy Davis, *The Making of Our Bodies Ourselves: How Feminism Travels Across borders*
Brent Edwards, *The Practice of Diaspora: Literature, Translation and the Rise of Black Internationalism*
Rosemarie Garland-Thomson, *Staring: How We Look*
Chikako Takeshita, *The Global Politics of the IUD: How Science Constructs Contraceptive Users and women's Bodies*

Thursday, 5:00 – 7:40 pm**1004 Clemens Hall****3cr./Semester****Class #23920**

AMS 600 MAC – Indigenous Sovereignty and Nation-Building – T. McCarthy

This seminar examines the accelerating momentum of *Onkwehonwe* ('original peoples' or 'the *real* peoples of this land') assertions of sovereignty though nation-building efforts that continue to advance in the 21st century. Despite the apparent newness of terminology associated with nation-building, our elaboration of *Onkwehonwe* sovereignty and nation-building will emphasize the continuity of consciousness, sentiment and actions that express and reinforce distinctly Indigenous cultural, linguistic, spiritual, ideological, political and economic ties that are rooted in the places and territories of this land. Focus in this seminar will include, but extend beyond Six Nations (Iroquois) peoples, attending to how citizens of broader Indigenous communities are working to implement self-determining, autonomous and relevant solutions to concerns in such areas as governance and legal jurisdiction, commerce and economic development, land and resource rights, the retention of languages and traditional knowledge, ecological sustainability, education, health and social welfare. Alongside engaging the complexities associated with how sovereignty is defined and expressed within Indigenous communities, critical interventions involving gender, race, space, visual culture and the influence of Eurocentric notions and aspirations will also constitute key points of discussion in this seminar.

Possible Texts and Readings may include:

Sovereign Subjects: Indigenous Sovereignty Matters – Aileen Morton-Robinson
The Third Space of Sovereignty – Kevin Bruyneel
Native Acts: Law, Recognition and Cultural Authenticity – Joanne Barker
Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity - J. Kehaulani Kauanui
Being Again of One Mind: Oneida Women and the Struggle for Decolonization – Lina Sunseri
Wasasé: Indigenous Pathways of Action and Freedom – Taiaiake Alfred
Reservation Reelism: Redfacing, Visual Sovereignty and Representations of Native Americans in Film – Michelle Raheja
Rebuilding Native Nations: strategies for governance and development - Miriam Jorgensen (ed) *Sovereignty, Colonialism and the Indigenous Nations: A Reader* – Robert Odawi Porter

Wednesday, 12:40 pm – 3:20 pm**1004 Clemens****3 cr./SEM****Class #23974**

TUTORIALS

The following courses need permission from the instructor

DIRECTED RESEARCH – AMS 522 – J. Buscaglia, C. Centrie, C. Nightingale, M. Frisch, D. Grinde, T. McCarthy, R. Meyerowitz, S. Moynihan, T. Runstedtler, R. Soto-Crespo, C. Trumper, M. Vargas, K. Winter, C. Wu & G. Brokaw
1-16 credits

DIRECTED READING – AMS 524 –J. Buscaglia, C. Centrie, C. Nightingale, G. Dimitriadis, M.Frisch, D. Grinde, T. McCarthy, E. Meidinger, R. Meyerowitz, S. Moynihan, T. Runstedtler, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu
1-16 credits

SUPERVISED FIELDWORK – AMS 624 – M. Frisch, D. Grinde, T. McCarthy, R. Meyerowitz, S. Moynihan, T. Runstedtler, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu
1-12 credits

SUPERVISED TEACHING – AMS 626 – J. Buscaglia, C. Centrie, C. Nightingale, M. Frisch, D. Grinde, T. McCarthy, R. Meyerowitz, S. Moynihan, T. Runstedtler, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu
1-3 credits

PROJECT SUPERVISION – AMS 700 – J. Buscaglia, C. Nightingale, M. Frisch, D. Grinde, B. Jackson, O. Lyons, T. McCarthy, R. Meyerowitz, S. Moynihan, T. Runstedtler, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu
1-6 credits

MA THESIS SUPERVISION – AMS 701 - J. Buscaglia, C. Nightingale, M. Frisch, D. Grinde, Staff, T. McCarthy, R. Meyerowitz, Staff, R. Soto-Crespo, T. Runstedtler, 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, B. Jackson, T. McCarthy, E. Meidinger, R. Meyerowitz, S. Moynihan, R. Soto-Crespo, T. Runstedtler, D. Tedlock, C. Trumper, M. Vargas, K. Winter, C. Wu
1-12 credits

CARIBBEAN CULTURAL STUDIES
GRADUATE COURSE DESCRIPTIONS
SPRING 2013

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
SPRING 2013

GG5 560 SIM – Interdisciplinary Methods – (Cross Listed with AMS 580) - L. Simmons

This course examines methodologies and approaches relevant to Gender Studies and American Studies. We will be focusing on the effect of Gender, Sexuality, and Transnational Studies on a variety of academic disciplines. We will also discuss the differences between “inter”, “trans” and “anti”-disciplinary methods based on conversations current in Gender & American Studies. At the end of the semester, students will apply the methods to a particular scholarly project. To foster a truly interdisciplinary community, students from all disciplines are welcomed in the course.

Possible Texts:

Ann Cvetkovitch, *An archive of Feeling: Trauma, Sexuality and Lesbian Public Cultures*

Susan Fieldman, *Mappings”” Feminism and the Cultural Geographies of Power*

Kathy Davis, *The Making of Our Bodies Ourselves: How Feminism Travels Across borders*

Brent Edwards, *The Practice of Diaspora: Literature, Translation and the Rise of Black Internationalism*

Rosemarie Garland-Thomson, *Staring: How We Look*

Chikako Takeshita, *The Global Politics of the IUD: How Science Constructs Contraceptive Users and women’s Bodies*

Thursday, 5:00 – 7:40 pm

1004 Clemens Hall

3cr./Semester

Class #20863

TUTORIALS

The following courses need permission from the instructor

GGS 520 – DIRECTED READING – A. DeVeaux, Staff, G. Thomas, B. Wejnert

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

GGS 620 – SUPERVISED RESEARCH – A. DeVeaux, Staff, G. Thomas, B. Wejnert

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

1-6 credits/TUT

GGS 630 – SUPERVISED TEACHING – A. DeVeaux, G. Thomas, B. Wejnert, Staff

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

GGS 700 – M.A. THESIS SUPERVISION – A. DeVeaux, G. Thomas, B. Wejnert, Staff

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

1-6 credits/TUT

GGS 708 – COMPREHENSIVE EXAM READINGS – A. DeVeaux, G. Thomas, B. Wejnert, Staff

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

GGS 710 – DISSERTATION SUPERVISION – A. DeVeaux, G. Thomas, B. Wejnert, L. Williams, Staff

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

1-6 credits/TUT
