

**AFRICAN AND AFRICAN AMERICAN STUDIES**  
**GRADUATE COURSE DESCRIPTIONS**  
**SPRING 2014**

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**AAS TUTORIALS**  
**Permission of the Instructor Required**

**AAS 550TUT – ADVANCED READINGS - AFRICAN AMERICAN STUDIES** – K. Griffler, Y. Lulat, J. Pappas, T. Pressley-Sanon, L. Williams, C. Foster

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**

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**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 2014**

**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 #13791**

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**AMS 504 CWU– Topics in Cultural History: 2 – C. Wu**

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.

**Monday, 3:00 pm – 5:40 pm**  
**1004 Clemens**  
**3cr./SEM**  
**Class #16120**

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**AMS 520 AMT – Special Topics - Critical Multiculturalism** (Cross listed with CDN 517) – 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 # 22234**

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**AMS 576 MTP – Special Topics – Readings in American Indian History** – A. Mt. Pleasant

This intensive readings course introduces students to the historiography of Native America. We will pay particular attention to the development of ethnohistorical inquiry, "new Indian history," and current debates within the field. The course aims to provide broad chronological coverage from European contact through the twentieth century. There is similar emphasis on geographic breadth (within the political boundaries of the modern United States). Readings include recent publications and classic texts. The final project is a 25-page historiographic essay developing a fine-grained analysis of scholarship about a subfield in American Indian history.

**Wednesday, 2:00 pm – 4:40 pm**

**1004 Clemens**

**Class #22366**

**3 cr./SEM**

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**AMS 580 A – Special Topics – History of the Body: Race, Gender, Sexuality**— (Cross listed with GGS 560) - L. Simmons

This course examines the theory and practices of body history and body theory. We will pay special attention to the intersecting themes of race, gender, sexuality and health. Over the course of the semester we will read both historical and theoretical texts in order to think about the place of the body in history and methods for studying health, sexuality and embodiment.

**Readings May Include:**

Kathleen Brown, *Foul Bodies: Cleanliness in Early America*

Barbara Duden, *Disembodying Women: Perspectives on Pregnancy and the Unborn*

Leslie Reagan, *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America*  
Alondra Nelson, *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*  
Elaine Scary, *The Body in Pain*  
Alexandra Mina Stern, *Eugenic Nation*

**Thursday, 5:00 pm – 7:40 pm**

**1004 Clemens**

**3cr./SEM**

**Class #22222**

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**AMS 620 TED – Poetics of the Americas –** (Cross listed with ENG 647 & APY 515) - Dennis Tedlock

MAYAN HIEROGLYPHIC WRITING has been deciphered, revealing the full history of a literature that begins around 400 bcc, shifts to alphabetic writing in sixteenth century, and continues in the present day. The story of decipherment is largely a story of attempts to understand the writing of the Other as the opposite of the writing of the Self. Charles Olson was an early exception; he was on the right track in his *Mayan Letters* and in his unrealized research project titled “The Art of the Language of Mayan Glyphs.”

PICTORIAL WRITING SYSTEMS prevailed to the north of Maya. Scripts consisting of images and diagrams fill the books of the Aztecs and Mixtecs, the birch-bark scrolls of the Ojibwa, the winter counts of the Plains Indians and the sandpaintings of Navajo.

FIRST CONTACT with invaders from the other side of the Atlantic is the subject of pictorial documents and early alphabetic works by indigenous author. Differences between civilizations are in high relief.

PSYLOCIBIN MUSHROOMS and other psychotropic plants celebrated in the songs and rituals of Mesoamerican shamans played a role in the literacy history of the North American counterculture, beginning in the 1950s and continuing with the widespread use of synthetic mind-altering drugs that followed. The key figure on the Mexican side of the border is Mari Sabina, A Mazatec healer from Oaxaca. Those who crossed the border include R. Gordon Wasson, Allen Ginsburg, William Burroughs, Anne Waldman, and various rock musicians.

One-page response papers will be due at each meeting, with a longer piece of work due at the end. Alternatives to term papers may be negotiated, including translations, creative works, and performance pieces. Readings: Zelia Nuttall, *The Nuttall Codes*; Miguel Leon Portilla, *Fifteen Poets of the Aztec World*; Charles Olson, *Mayan Letters*; Gladys Reichard, *Navajo Medicine Man: Sandpaintings*; Dennis Tedlock, Popl Vuh: *The Mayan Book of the Dawn of Life and 2000 Years of Mayan Literature*; Anne Waldman, *Fast Speaking Woman*, Other examples of texts and performances will be downloadable.

**Wednesday, 3:30 – 6:10**

**538 Clemens**

**3cr./SEM**

**Class #24624**

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**AMS 621 MAC – Fieldwork in the Americas –** T. McCarthy

“Fieldwork” is broadly defined in this interdisciplinary research methodology and methods focused seminar. Students in this seminar will receive individual attention toward formulating an effective methodology for their Department of Transnational Studies [www.transnationalstudies.buffalo.edu](http://www.transnationalstudies.buffalo.edu)

final MA or PhD research projects. Emphasis will be placed on critical methodological scholarship, innovative research models and a survey of interdisciplinary approaches to research methods for projects that are ethnographic, archival, visual and/or literary in nature. This seminar aims to practically assist students in reaching their research goals by attending to other necessary components of this process, such as proposal writing, seeking support for research, preparing for ethics review, designing research instruments and locating primary sources. The main purpose of this seminar is to promote a sustained focus on the “how” component of your graduate research. We will remain fixated on the logistics of how you will get from the central research question or proposition of your thesis/dissertation to producing the original, analytic contribution that is to be the enduring result of your graduate work. Designed as a working seminar, the majority of our course content will come from discussions of your ongoing efforts to identify and develop a conceptual framework for approaching your research (ie., the methodology), alongside clarifying and justifying the investigative techniques (ie., methods) you will adopt and practice in order to reach your research objectives. Recognizing that seminar participants are engaging in a diverse kinds of projects, and that some individuals may be further along in the research process than others, this seminar will attempt to balance consideration of more generalizable methodological and method-based concerns, with those that might be more specifically relevant to particular projects.

**Tuesday, 1:00 pm – 3:40 pm**

**1004 Clemens**

**3 cr./SEM**

**Class #23690**

### **AMS TUTORIALS**

**The following courses need permission from the instructor**

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**DIRECTED RESEARCH – AMS 522** – J. Buscaglia, C. Centrie, C. Nightingale, D. Grinde, C. Foster, T. McCarthy, A. Mt. Pleasant, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu & Staff

**1-16 credits**

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**DIRECTED READING – AMS 524** –C. Foster, J. Buscaglia, C. Centrie, C. Nightingale, A. Mt. Pleasant, D. Grinde, T. McCarthy, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu & Staff

1-16 credits

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**SUPERVISED FIELDWORK – AMS 624** – J. Buscaglia, C. Centrie, C. Nightingale, C. Foster, D. Grinde, T. McCarthy, A. Mt. Pleasant, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu & Staff

**1-12 credits**

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**SUPERVISED TEACHING – AMS 626** – J. Buscaglia, C. Centrie, C. Nightingale, C. Foster, D. Grinde, T. McCarthy, A. Mt. Pleasant, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu & Staff

**1-3 credits**

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**PROJECT SUPERVISION – AMS 700** – J. Buscaglia, C. Nightingale, C. Foster, D. Grinde, A. Mt. Pleasant, T. McCarthy, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu & Staff

**1-6 credits**

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**MA THESIS SUPERVISION – AMS 701** - J. Buscaglia, C. Nightingale, D. Grinde, T. McCarthy, R. Soto-Crespo, C. Trumper, K. Winter & C. Wu & Staff  
**1-6 credits**

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**DISSERTATION SUPERVISION – AMS 702** – M. Eagles, J. Buscaglia, C. Nightingale, C. Foster, D. Grinde, K. Griffler, A. Mt. Pleasant, T. McCarthy, R. Soto-Crespo, C. Trumper, K. Winter, C. Wu & Staff  
**1-12 credits**

**CANADIAN AMERICAN STUDIES**  
**GRADUATE COURSE DESCRIPTIONS**  
**SPRING 2014**

**CDN 510 EAG – Canadian Politics – M. Eagles**

This seminar provides an overview of the politics and government of Canada, America's 'neighbor to the north'. As Seymour Martin Lipset (1990) has noted: "Knowledge of Canada or the United States is the best way to gain insight into the other North American country." Canada is (by far) the US's largest and most important trading partner. The countries share many similarities (both are advanced capitalist economies, liberal democracies with federal regimes, etc.) but equally there are important differences. Most notably, Canada's colonial experience with Britain is much different than that of America. It did not overthrow the British parliamentary tradition through revolution as did the US, but it has modified the British model by adopting a written constitution, a bill of rights, and a federal structure. For these reasons, Canadian politics offers a fascinating point of comparison with our American political experience. Accordingly, while most readings will be focused on Canadian issues and experiences, occasional references to American contrasts and comparisons will be made and research essays that explicitly compare some aspect of the two countries' experiences will be entirely acceptable.

**Wednesday, 3:00 – 5:40 pm**

**734 Clemens**

**3cr./SEM**

**Class #23824**

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**CDN 517 FOS – Special Topics - Critical Multiculturalism ( Cross listed with AMS 561) – 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 # 22234**

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## CDN TUTORIALS

The following courses need permission from the instructor

**CDN 598 ME – INTERNSHIP** – M. Eagles

**CDN 599 NE – INDEPENDENT STUDY** – M. Eagles

## CARIBBEAN LATIN/O AMERICAN STUDIES GRADUATE COURSE DESCRIPTIONS SPRING 2014

**CRC 598 – Caribbean & Latin American Geography** – J. Buscaglia

This course will look at Caribbean & Latin/o American geography by considering the relationship between intellectual and cultural production and the urban and rural landscape in the broadest social and historical context. Class readings and discussions will be complemented and verified by on-site field work. We will approach our subject of study using a variety of disciplinary tools and techniques borrowed from anthropology, architecture, comparative literature, history, political science, sociology, and urban planning, among others. This course is taught in Mexico and is only open to students enrolled in the Masters Program in Caribbean and Latin/o American Studies and the UB Study Abroad Program in Merida, Yucatan.

**Course is taught in Mexico**

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## CLAS 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 2014**

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**GGS 560 A – History of the Body: Race, Gender, Sexuality** – (Cross Listed with AMS 580) - L. Simmons

This course examines the theory and practices of body history and body theory. We will pay special attention to the intersecting themes of race, gender, sexuality and health. Over the course of the semester we will read both historical and theoretical texts in order to think about the place of the body in history and methods for studying health, sexuality and embodiment.

**Readings May Include:**

Kathleen Brown, *Foul Bodies: Cleanliness in Early America*

Barbara Duden, *Disembodying Women: Perspectives on Pregnancy and the Unborn*

Leslie Reagan, *Dangerous Pregnancies: Mothers, Disabilities, and Abortion in Modern America*

Alondra Nelson, *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*

Elaine Scary, *The Body in Pain*

Alexandra Mina Stern, *Eugenic Nation*

**Thursday, 5:00 – 7:40 pm**

**1004 Clemens Hall**

**3cr./SEM**

**Class #19506**

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**GGS 561 VAR – Special Topics – How Soon Is Now?: New Directions in Queer Theory** - Christine Varnado

As queer theory enters its fourth(!) decade of existence – reports of its death, as always, greatly exaggerated – it is more important than ever for graduate students interested in gender and sexuality to have a command of its history, its present, and its possible futures. This theory seminar takes a genealogical approach to the fields of queer theory and gender theory, beginning with Michel Foucault, Judith Butler, and Eve Sedgwick’s foundational claims unraveling the “normal” orders of sex, gender, desire, and aesthetics. By starting from selected works representing three areas of high energy and interest in queer theory now – studies of temporality, history, and archive; interventions into the mainstream; and confrontations with state power and violence – the course will trace the strains of intertextual influence and conversation that have shaped the present moment. We will work backwards through the links of citation, reaction, and intervention connecting each piece of new scholarship to the theory it draws upon, and to the theory it draws upon, and so on. The course thus explores queer theory’s major strains of social, sexual, and ideological critique through their descent, change, and applicability over time, highlighting the interdependency of texts and ideas, the heterogeneity of queer theory as a body of scholarship, and the flexibility of its methodological tools.

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**Potential authors and texts to include:**

Eve Sedgwick – All.

Karen Tongson – *RELOCATIONS: Queer Suburban Imaginaries*.

Jasbir Puar – *Terrorist Assemblages: Homonationalism in Queer Times*.

Roderick Ferguson – *Aberrations in Black: Toward a Queer of Color Critique*.

José Esteban Muñoz – *Cruising Utopia: The Then and There of Queer Futurity*.

**Tuesday, 4:10 – 6:50 pm**

**1004 Clemens**

**3cr./SEM**

**Class #21910**

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**GGG 709 – WEJ – Quantitative Methods - Social Research – Barbara Wejnert**

This course introduces basic statistical methods and their application to social science research focusing on gender issues.

Students will have the opportunity to learn how to conduct basic statistical analyses and apply them to research topics, such as gender and global health, maternal health, gender and global development, and contemporary democratization and women. In addition students will acquire knowledge of how to extract data from existing databases, as well as be guided in the collection of their own empirical data.

Two types of statistical analyses will be used to assess samples of data: a broad range of descriptive statistics, and correlation and regression models. This course is a hands-on experience and is held in a computer lab; therefore, students will have a good opportunity to become skilled and experienced in understanding and conducting basic statistical research. This course will also teach students how to interpret published empirical papers and use quantitative research methods. We will be learning applications through the use of the SPSS Program.

Course objectives will be achieved through lectures, individual work, class discussion and class work on conducted projects.

**Thursday, 11:00 – 2:00pm**

**450 Park**

**3cr./SEM**

**Class #24790**

## GGS TUTORIALS

**The following courses need permission from the instructor**

### **GGG 520 – DIRECTED READING** – L. Simmons, C. Varnado, 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**

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### **GGG 620 – SUPERVISED RESEARCH** – L. Simmons, C. Varnado, G. Thomas, B. Wejnert

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

**1-6 credits/TUT**

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### **GGG 630 – SUPERVISED TEACHING** – L. Simmons, C. Varnado, G. Thomas, B. Wejnert

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**

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### **GGG 700 – M.A. THESIS SUPERVISION** – L. Simmons, C. Varnado, G. Thomas, B. Wejnert & Staff

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

**1-6 credits/TUT**

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### **GGG 708 – COMPREHENSIVE EXAM READINGS** – L. Simmons, C. Varnado, G. Thomas, B. Wejnert

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**

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### **GGG 710 – DISSERTATION SUPERVISION** – L. Simmons, C. Varnado, G. Thomas, B. Wejnert

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

**1-6 credits/TUT**