



# GRADUATE COURSES FALL 2015

**African American Studies**

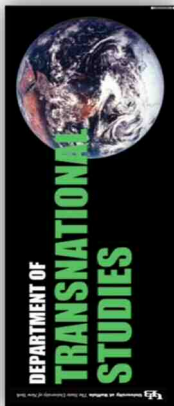
**American Studies**

**Canadian Studies**

**Caribbean & Latina/o Studies**

**Global Gender Studies**

**UB** University at Buffalo The State University of New York



Department of Transnational Studies 732 Clemens Hall  
[www.transnationalstudies.buffalo.edu](http://www.transnationalstudies.buffalo.edu)

# Department of Transnational Studies

## **GRADUATE COURSE DESCRIPTIONS**

### **FALL 2015**

## **Contents**

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**Section One:** *Helpful Web Links*

**Section Two: Course Descriptions**

- African American Studies
- American Studies
- Canadian Studies
- Caribbean and Latina/o Studies
- Global Gender Studies
- Transnational Studies

# Helpful Web Links

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If you need additional information about the department, or availability of classes, or other related matters, you are encouraged to visit the following sites:

**Departmental website** (information on faculty, graduate studies, etc.):

<http://www.transnationalstudies.buffalo.edu>

**Resources for TAs** (syllabi construction; learning outcomes; etc.)

<http://bitly.com/TNSdocs>

**UB School calendar**

<http://registrar.buffalo.edu/calendars/index.php>

**UB Class schedules**

<http://registrar.buffalo.edu/schedules/index.php>

**UB Undergraduate Catalog** (helpful information for TAs on UB syllabi requirements; classroom policies; etc.)

<http://undergrad-catalog.buffalo.edu/policies/index.shtml>

**HUB information for students**

<http://www.buffalo.edu/hub/>

**Main UB website**

<http://www.buffalo.edu/>

**UB Libraries website**

<http://library.buffalo.edu/>

# AFRICAN AMERICAN STUDIES

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**AAS 561 WIL – Black Women in US History – A** (Cross Listed with GGS 561, Dual Listed with AAS 460 & GGS 460) – L. Williams

**Tuesday, 4:10 – 6:50 pm**

**Talbert 112**

**Reg. #17510**

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.

**AAS 567 WIN – Readings in African-American Literature Since 1865 –** (Cross-listed with AMS 532) - K. Winter

**Tuesday, 9:30 – 12:10 pm**

**Clemens 1004**

**Reg. #24114**

This course will survey African American literary and cultural history since 1865, focusing on major themes and debates about life, art, and the world. Our class sessions will alternate between reading broadly to strengthen our understanding of the richness and variety of African American culture and reading deeply in three major writers (Zora Neale Hurston, Ralph Ellison, and Toni Morrison) to understand the complexity, aesthetics, and discipline of literary work.

The course has three central goals:

- 1) To provide a richly textured, broad understanding of African American culture since 1865 that will provide an enabling context for your future research and teaching;
- 2) To introduce and/or reinforce methods of historical research;
- 3) To introduce and/or reinforce methods of literary criticism.

Required Texts include:

Norton Anthology of African American Literature, Vol. 1 & 11

Zora Neale Hurston, *Their Eyes Were Watching God*

Ralph Ellison, *Invisible Man*

Toni Morrison, *Beloved*

We also will consider films, visual art, music and oratory.

**AAS 562 SAN – Caribbean & Latin American Thought –** (Cross Listed with AMS 540 & CRC 501)  
– Staff

**Wednesday, 9:00 – 11:40am**

**Clemens 1004**

**Reg. #21129**

This is a course on the history of ideas in the Caribbean and Latin America, beginning with writings about the native populations that inhabited the region to the contemporary moment. Following the development of Caribbean thought in relation to the structures of colonialism, post-colonialism and neoliberalism, the course aims to explore, through representative texts, the ways in which Caribbean space has been imagined throughout history in all its limitations and potentiality.

**TNS 560 LUL – Introduction to Teaching Undergraduates**  
**Wednesday, 7:00 – 9:40pm**  
**Baldy 106**  
**Reg. #23858**

A required course (for teaching assistants and those who intend to become teaching assistants).  
See “TRANSNATIONAL STUDIES” below.

### **TUTORIALS**

#### **Permission of Instructor Required**

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

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**AMS 500 WU – The Body and Discourses of Difference –** (Cross-listed with GGS 660) - C. Wu

**Thursday, 5:00 – 7:40pm**

**1004 Clemens**

**Reg. #23811**

This course provides an overview of classic and contemporary work in the field of disability studies. We will address topics such the relationship between non-normative bodies with their environment; the dynamics of medical science in knowledge production; disability rights activism and social justice; and the interface of disability with race, gender, and sexuality. Readings may include but are not limited to work by Douglas Baynton, Eli Claire, Rosemarie Garland-Thomson, Alison Kafer, Michael Rembis, Ellen Samuels, and Tobin Siebers.

**AMS 503 TRU – Topics Cultural History: 1** - C. Trumper

**Monday, 3:00 – 5:40pm**

**1004 Clemens**

**Reg. #16695**

American Studies has reimagined itself as an academic discipline in the past two decades: by wrestling with renewed emphases on transnational flows, by reckoning with US imperialism, and finally by integrating Latin America, Latino/a and ultimately Hemispheric perspectives to understand how each of these seemingly discreet categories have been formed together. This course, the core class for graduate work in American Studies, takes an interdisciplinary approach to answer these questions. We will read theoretical works and empirical case studies from History, Anthropology, Literature, Literary Studies, Cultural Studies, Chicano Studies, and Latin American Studies. In so doing, we chart a discipline in flux, following patterns that have already been formed, as well as the potential avenues that a fluid, critical approach may open for the “future of American Studies.”

**AMS 532 WIN – Readings in African-American Literature Since 1865 –** (Cross-listed with AAS 567) - K. Winter

**Tuesday, 9:30 – 12:10pm**

**Clemens 1004**

**Reg. #24114**

This course will survey African American literary and cultural history since 1865, focusing on major themes and debates about life, art, and the world. Our class sessions will alternate between reading broadly to strengthen our understanding of the richness and variety of African American culture and reading deeply in three major writers (Zora Neale Hurston, Ralph Ellison, and Toni Morrison) to understand the complexity, aesthetics, and discipline of literary work.

The course has three central goals:

- 4) To provide a richly textured, broad understanding of African American culture since 1865 that will provide an enabling context for your future research and teaching;
- 5) To introduce and/or reinforce methods of historical research;
- 6) To introduce and/or reinforce methods of literary criticism.

Required Texts include:

Norton Anthology of African American Literature, Vol. 1 & 11

Zora Neale Hurston, *Their Eyes Were Watching God*

Ralph Ellison, *Invisible Man*

Toni Morrison, *Beloved*

We also will consider films, visual art, music and oratory.

**AMS 540 SAN – Caribbean & Latin American Thought –** (Cross Listed with AAS 562 & CRC 501)

– Staff

**Wednesday, 9:00 – 11:40am**

**Clemens 1004**

**Reg. #18476**

This is a course on the history of ideas in the Caribbean and Latin America, beginning with writings about the native populations that inhabited the region to the contemporary moment. Following the development of Caribbean thought in relation to the structures of colonialism, post-colonialism and neoliberalism, the course aims to explore, through representative texts, the ways in which Caribbean space has been imagined throughout history in all its limitations and potentiality.



**AMS 576 RSC – Global Souths – (Cross Listed with GGS 560) – R. Soto-Crespo**  
**Wednesday, 4:10 – 6:50pm**  
**1004 Clemens**  
**Reg. #20880**

This graduate seminar 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 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 phenomena and theoretical frameworks to be considered in this class.

Readings:

Antoni, Robert. *Blessed is the Fruit*. New York: Henry Holt and Company, 1997. ISBN: 0-8050-4925-8.

Baucom, Ian. *Specters of the Atlantic*. Durham: Duke UP, 2005. ISBN-10:0822335964.

Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. London: Verso, 2013. ISBN-13: 978-1-84467-976-8.

Conrad, Joseph. *Heart of Darkness*. New York: Penguin, 2007. ISBN-10: 0141441674.

Faulkner, William. *Absalom, Absalom!* New York: Vintage, 1991. ASIN: B009CRX7VG.

Hardt, Michael and Antonio Negri. *Declaration*. New York: Argo Navis, 2012. ISBN-10:0786752904.

Harris, Wilson. *Palace of the Peacock*. 1960. London: Faber and Faber, 1988. ISBN-10:0571089305.

Mignolo, Walter. *The Darker Side of Western Modernity*. Durham: Duke UP, 2011. ISBN-10:0822350785.

Morrison, Toni. *Beloved*. New York: Vintage, 2004. ISBN: 1400033411.

Naipaul, V.S. *A Turn in the South*. New York: Vintage, 1975. ISBN: 0-679-73174-1.

Philips, Caryl. *Cambridge*. New York: Knopf, 1991. ISBN-10: 0679736891.

Rhys, Jean. *Wide Sargasso Sea*. New York: Penguin, 2001. ISBN: 0140818030.

Rulfo, Juan. *Pedro Paramo*. New York: Grove, 1994. ISBN-10: 0802133908.

Zizek, Slavoj. *First as Tragedy, Then as Farce*. London: Verso, 2009. ISBN-10: 1844674282.

**AMS 607 GRI – Iroquios History Since 1815 – D. Grinde**  
**Monday 6:00 – 8:40pm**  
**1004 Clemens**  
**Reg. #23798**

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.

**AMS 620 MAC – Gender/Sexuality/Indigeneity – T. McCarthy**  
**Wednesday, 1:00 – 3:40pm**  
**Room: TBA**  
**Reg. #23873**

This seminar will feature cutting edge historical and contemporary Indigenous studies scholarship on topics of gender and sexuality. We will explore works that complicate and challenge conventional thinking about Indigenous gender roles, gender identity and gender diversity. Academic and activist scholarship on Indigenous women including that which engages Indigenous feminism and its attendant critiques will also be foregrounded. We will examine path-breaking interventions in queer Indigenous studies and in the study of Indigenous masculinities. Political investments in controlling Indigenous sexuality and reproduction in the nation-building projects of settler states through time will be an ever present focal point in the seminar. We will also explore Indigenous critiques of proposed linkages between “tradition,” patriarchy and heterosexism in modern Indigenous sovereignty and nation-building movements. The significance of artistic and literary expressions of Indigenous eroticism to the reclamation of Indigenous bodies, spaces and land will also be examined in-depth in this seminar.

**TNS 560 LUL – Introduction to Teaching Undergraduates**  
**Wednesday, 7:00 – 9:40pm**  
**Baldy 106**  
**Reg. #23858**

A required course (for teaching assistants and those who intend to become teaching assistants). See “TRANSNATIONAL STUDIES” below.

## **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, C. Trumper, K. Winter, C. Wu

**1-16 credits**

**DIRECTED READING – AMS 523** – J. Buscaglia, C. Nightingale, D. Grinde, T. McCarthy, A. Mt. Pleasant, R. Soto-Crespo, A. Pressley-Sanon, L. Simmons, C. Trumper, K. Winter, C. Wu

**1-16 credits**

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

**1-12 credits**

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

**1-12 credits**

# CANADIAN STUDIES

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

**Wednesday, 9:00 - 11:40am**

**108 Baldy**

**Reg. #21086**

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.

**CDN 501 ME – Interdisciplinary Methods and Field Research in the Binational Niagara – D. Eagles**

**Tuesday, 1:00 – 4:00pm**

**1004 Clemens**

**Reg. #21087**

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. **Note:** This course alternates weekly meetings between UB and Brock University.

**CDN 505 DK– Canada-US Relations - D. Eagles**  
**Thursday, 6:00 – 8:50pm**  
**734 Clemens**  
**Reg. #18275**

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.

**TNS 560 LUL – Introduction to Teaching Undergraduates**  
**Wednesday, 7:00 – 9:40pm**  
**Baldy 106**  
**Reg. #23858**

A required course (for teaching assistants and those who intend to become teaching assistants).  
See “TRANSNATIONAL STUDIES” below.

### **TUTORIALS**

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

**CDN 596 ME – SUPERVISED TEACHING** - 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 AND LATINA/O AMERICAN STUDIES

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**CRC 500 MUL– Caribbean and Latin American History – (Cross listed with HIS 560) - D. Muller**  
**Thursday, 4:00 – 6:40pm**

**532 Park**

**Reg. #19355**

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.

**CRC 501 SAN – Caribbean & Latin American Thought – (Cross Listed with AAS 562 & AMS 540)**

– Staff

**Wednesday, 9:00 – 11:40am**

**Clemens 1004**

**Reg. #19349**

This is a course on the history of ideas in the Caribbean and Latin America, beginning with writings about the native populations that inhabited the region to the contemporary moment. Following the development of Caribbean thought in relation to the structures of colonialism, post-colonialism and neoliberalism, the course aims to explore, through representative texts, the ways in which Caribbean space has been imagined throughout history in all its limitations and potentiality.

**TNS 560 LUL – Introduction to Teaching Undergraduates**  
**Wednesday, 7:00 – 9:40pm**  
**Baldy 106**  
**Reg. #23858**

A required course (for teaching assistants and those who intend to become teaching assistants).  
See “TRANSNATIONAL STUDIES” below.

### **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

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

**Tuesday, 2:00 – 4:00 pm**

**734 Clemens Hall**

**Reg. #20709**

Feminist theories represent a complex and ever-expanding body of work that is truly interdisciplinary in its topics, themes, scope and impact. Over the semester we will be reading works within the broad rubric of Liberal, Radical, Socialist, Psychoanalytic, Postmodern, Black, Chicana, Native American and Global/Transnational feminist theory. In addition to analyzing key foundational works associated with each of these schools of thought, we will also be focusing on a number of recent works that seek to engage with many of the fundamental debates that have emerged within feminist theory.

**GGG 560 RSC – Global Souths – (Cross Listed with AMS 576 ) – R. Soto-Crespo**

**Wednesday, 4:10 – 6:50pm**

**1004 Clemens**

**Reg. #22154**

This graduate seminar 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 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 phenomena and theoretical frameworks to be considered in this class.

Readings:

Antoni, Robert. *Blessed is the Fruit*. New York: Henry Holt and Company, 1997. ISBN: 0-8050-4925-8. Baucom, Ian.

*Specters of the Atlantic*. Durham: Duke UP, 2005. ISBN-10:0822335964.

Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. London: Verso, 2013. ISBN-13: 978-1-84467-976-8. Conrad, Joseph.

*Heart of Darkness*. New York: Penguin, 2007. ISBN-10: 0141441674.

Faulkner, William. *Absalom, Absalom!* New York: Vintage, 1991. ASIN: B009CRX7VG.

Hardt, Michael and Antonio Negri. *Declaration*. New York: Argo Navis, 2012. ISBN-10:0786752904.

Harris, Wilson. *Palace of the Peacock*. 1960. London: Faber and Faber, 1988. ISBN-10:0571089305.

Mignolo, Walter. *The Darker Side of Western Modernity*. Durham: Duke UP, 2011. ISBN-10:0822350785.

Morrison, Toni. *Beloved*. New York: Vintage, 2004. ISBN: 1400033411.

Naipaul, V.S. *A Turn in the South*. New York: Vintage, 1975. ISBN: 0-679-73174-1.

Philips, Caryl. *Cambridge*. New York: Knopf, 1991. ISBN-10: 0679736891.

Rhys, Jean. *Wide Sargasso Sea*. New York: Penguin, 2001. ISBN: 0140818030.

Rulfo, Juan. *Pedro Paramo*. New York: Grove, 1994. ISBN-10: 0802133908.

Zizek, Slavoj. *First as Tragedy, Then as Farce*. London: Verso, 2009. ISBN-10: 1844674282.

**GG5 560 WU – The Body and Discourses of Difference – (Cross-listed with AMS 500) - C. Wu**  
**Thursday, 5:00 – 7:40pm**  
**1004 Clemens**  
**Reg. #24457**

This course provides an overview of classic and contemporary work in the field of disability studies. We will address topics such the relationship between non-normative bodies with their environment; the dynamics of medical science in knowledge production; disability rights activism and social justice; and the interface of disability with race, gender, and sexuality. Readings may include but are not limited to work by Douglas Baynton, Eli Claire, Rosemarie Garland-Thomson, Alison Kafer, Michael Rembis, Ellen Samuels, and Tobin Siebers.

**GG5 561 WIL – Black Women in US History – A (Cross Listed with AAS 561, Dual Listed with AAS 460 & GGS 460) – L. Williams**  
**Tuesday, 4:10 – 6:50pm**  
**Talbert 112**  
**Reg. #19603**

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, land the labor force. It will also explore back 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 mother 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.

**GGG 601 WEJ – Globalization & Gender – (Dual-listed with GGS 414) – B. Wejnert**  
**Tuesday, 9:00 – 11:40am**  
**Baldy 112**  
**Reg. #23998**

The evolution of the contemporary global environment is largely determined by adaptation of societies and countries to globalization of market economy. Multiple critical stimuli stemming from such environment form the foundation for development of economic, political and cultural systems and for individual differences between societies, cultures and levels of countries' development. In recent years scholars have sought to assess the impact of these global changes on opportunities open to women in comparison to men when interconnecting trends of globalization, human rights, poverty and gender. What are the fruits of such efforts?

This course will explore the complex relationships between globalization, economic well-being, gender equality, and human rights from global and comparative perspectives. It will interrogate the analytical and conceptual frameworks, definitions and measurements of globalization enriched by conceptual investigations of neoliberal theory, theory of modernization, Marxist and dependency theory, distant proximity approach, economic and technological determinism, and post-structuralism. These theories will be viewed together with

the concepts of global poverty, development, rights, democracy, while particularly focusing on social positions of women in comparison to men, and women's socio-economic and political status in developing and developed countries.

The class is centered on discussion about globalization and about women's experiences in globalized societies analyzing policies and practices that shape their opportunities and life experiences illustrating constraints and advancements that affect women's positions worldwide. Drawing from multiple theoretical and conceptual frameworks this course will focus on interdisciplinary of social sciences, global development and gender.

**TNS 560 LUL – Introduction to Teaching Undergraduates**

**Wednesday, 7:00 – 9:40pm**

**Baldy 106**

**Reg. #23858**

A required course (for teaching assistants and those who intend to become teaching assistants). See "TRANSNATIONAL STUDIES" below.

**TUTORIALS**

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

**GG5 520 – DIRECTED READING** – K. Griffler, 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**

**GG5 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**

**GG5 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**

# TRANSNATIONAL STUDIES

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## **TNS 560 LUL – Introduction to Teaching Undergraduates**

**Wednesday, 7:00 – 9:40pm**

**Baldy 106**

**Reg. #23858**

This is a generically-titled theoretical + practical hybrid course, primarily directed at graduate teaching assistants in all programs, on pedagogy and classroom management that aims to address, subtextually, four main TA-related concerns: a) the persistence, for all intents and purposes, of the age-old myth that subject matter expertise ipso facto translates into effective pedagogy; b) the perceived need among TAs for guidance with pedagogy and classroom management; c) the fact that for most faculty the source of their current pedagogical approaches can be traced to their formative experiences as teaching assistants; and d) the increasing retention-driven demand from universities for an improvement in the quality of undergraduate teaching (a concern that is also strongly shared by this department). The topics 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 multi-media 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.