



# GRADUATE COURSES

# FALL 2016

**African American Studies**

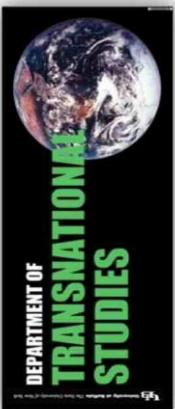
**American Studies**

**Canadian-American Studies**

**Global Gender Studies**

**Transnational 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 2016**

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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** – (Cross Listed with GGS 561) - T. Jabbar-Gyambrah  
**Thursday, 4:10 – 6:50 pm**  
**Clemens 202**  
**Reg. #17164**

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.

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

**Monday, 3:00 – 5:40pm**

**Clemens 1030**

**Reg. #25638**

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 them 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 576 MTP – Readings in American Indian History - A. Mt. Pleasant**

**Thursday, 9:00 – 12:00pm**

**Clemens 1030**

**Reg. #24010**

Readings in American Indian History is an intensive readings course that 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.

This graduate seminar is intended to provide a broad overview while also allowing students to develop (through the major writing assignment) a nuanced analysis of a topic within American Indian history. The course is conceived as part of the intellectual base for a comprehensive exam field in American Indian history or Native American and Indigenous Studies that also allows students to build toward their dissertation topic. The final project, which students define in consultation with the professor, might be thought of as a preliminary (or exploratory) bibliography and literature review for an exam field or a dissertation prospectus. In previous years students have written about the scholarship regarding California Indians, Native communities on Long Island, the development of Borderlands historiography, American Indian

education, American Indian and African American relations, American Indian and Alaska Native women, and Native peoples and public history.

**AMS 606 GRI – Iroquois History before 1815 – D. Grinde**

**Monday, 6:00 – 8:40pm**

**Clemens 1010A**

**Reg. #23888**

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.



## TUTORIALS

The following courses need permission from the instructor

**DIRECTED RESEARCH – AMS 521** –C. Nightingale, D. Grinde, T. McCarthy, R. Meyerowitz, C. Trumper, K. Winter, C. Wu

**1-16 credits**

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

**1-16 credits**

**SUPERVISED FIELDWORK – AMS 623** –C. Nightingale, D. Grinde, T. McCarthy, C. Trumper, K. Winter, C. Wu

**1-12 credits**

**PROJECT SUPERVISION – AMS 700** –C. Nightingale, D. Grinde, T. McCarthy, C. Trumper, K. Winter, C. Wu

**1-6 credits**

**MA THESIS SUPERVISION – AMS 701** – C. Nightingale, D. Grinde, M. Eagles, T. McCarthy, C. Trumper, K. Winter & C. Wu

**1-6 credits**

**DISSERTATION SUPERVISION – AMS 702** – M. Eagles, C. Nightingale, M. Frisch, D. Grinde, K. Griffler, T. McCarthy, J. Pappas, C. Trumper, K. Winter, C. Wu

**1-12 credits**

# CANADIAN STUDIES

**CDN 501 EAG – Interdisciplinary Methods and Field Research in the Binational Niagara – D.M. Eagles**  
**Tuesday, 9:30 – 12:30pm**  
**Clemens 1010A**  
**Reg. #20309**

This course will equip students with the necessary theoretical and methodological skills to undertake original fieldwork in the Niagara (or other) Borderland regions. 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 of the substantive background and issues in the area being studied and to instilling the necessary methodological skills for student 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.

## 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.

# GLOBAL GENDER STUDIES

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

**Tuesday, 3:00 – 5:40pm**

**Clemens 1028**

**Reg. #20007**

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 521 WEJ – Democracy & Gender – B. Wejnert**

**Tuesday, 9:00 – 11:40am**

**Clemens 1030**

**Reg. #23901**

How are democracy and transition to democracy interconnected with gender? This course will survey recent debates about democratic transitions and diffusion of democracy. Conceptual and practical understanding the concept of democracy; democratic principles; processes of democratization and re-democratization; types of democratic systems; and the most suitable conditions for development of democracy, will constitute the core of our investigations. Through lively class discussions, we'll assess the impact these forces have on gender relations; culture and cultural identity; women vs. men social, economic, and political opportunities; and maternal health in contemporary United States, and in other countries.

**GGG 561 WIL – Black Women in US History – (Cross listed with AAS 561) - T. Jabbaar-**

**Gyambrah**

**Thursday, 4:10 – 6:50pm**

**Clemens 202**

**Reg. #18982**

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

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.

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**GGG 661 SIM – New Directions in Histories of Race, Gender, Sexuality – L. Simmons**  
**Wednesday, 3:00 – 5:40pm**  
**Clemens 1030**  
**Reg. #23906**

In the past few years there has been an explosion in the fields of African American Gender History, African American Gender Studies, and in studies of race and sexuality. This course will explore new trends in the scholarship, focusing on work published since 2012. We will pay particular attention to work that explores the politics of the raced body, black women's/girls' sexuality, and queer of color critique. Readings may include Marisa Fuentes, *Dispossessed Lives: Enslaved Women, Violence and the Archive*; Talitha LeFlouria, *Chained in Silence: Black Women and Convict Labor in the New South*; Uri McMillian's *Embodied Avatars: Genealogies of Black Feminist Art and Performance*; Kevin Mumford, *Not Straight, Not White: Black Gay Men from the March on Washington to the AIDS Crisis*; and Mireille Miller-Young, *A Taste for Brown Sugar: Black Women in Pornography*.

## 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**

**GG5 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**

**GG5 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 504 FOS – Diversity, Difference, and Cultural Awareness: Ideals & Practices of Citizenship**

– C. Foster

**Tuesday, 7:00 – 9:40pm**

**Clemens 1030**

**Reg. #23754**

This course seeks to provide a critical and rigorous grounding in the ideals and practices of modern citizenship that is diversified, fragmented, and noted for cultural differences. It will examine the contradictions of modern living in plural societies that subscribe to notions of liberty, equality, and fraternity for all members of the state and those legitimized as "We the People."

## **TNS 560 LUL – Introduction to Teaching Undergraduates – Y. Lulat**

**Wednesday, 6:00 – 8:40pm**

**Clemens 117**

**Reg. # 22505**

This is a generically-titled theoretical + practical hybrid course, primarily directed at graduate teaching assistants, 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 fro the best practices in syllabus construction to developing a teaching portfolio for the job-hunt to come.