SPRING 2015
GRADUATE COURSES

African and African American Studies
American Studies
Canadian Studies
Caribbean and Latin/o American Studies
Global Gender Studies
AAS 584 PAP – Applied Visual Aesthetics Black Cinema – J. Pappas (Dual listed AAS 417)

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, 4:10 – 6:50PM
Alumni 90
3cr./SEM
Class #23768

AAS TUTORIALS
Permission of the Instructor Required

AAS 550TUT – ADVANCED READINGS - 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

AAS 600 – THESIS GUIDANCE – C. Foster, 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

Department of Transnational Studies
11/6/2014

www.transnationalstudies.buffalo.edu
AMERICAN STUDIES
GRADUATE COURSE DESCRIPTIONS
SPRING 2015

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 lack 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 – 8:40PM
1004 Clemens
3 cr./SEM
Class #13591

AMS 504 CNI– Topics in Cultural History: 2 – 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.
Monday, 3:00 pm – 5:40PM
1004 Clemens
3cr./SEM
Class #15731

AMS 551 MTP – Native American Study Colloquium – A. Mt. Pleasant

This colloquium supports graduate student research and writing in Native American and Indigenous Studies. It provides a forum for discussing research agendas, refining the scope of original research projects (including Masters theses and dissertations), organizing research materials, and evaluating works in progress.

Wednesday, 2:00 pm – 4:40PM
1004 Clemens
3cr./SEM
Class #23926

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 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, 7:00 pm – 9:40PM
1004 Clemens
Class #22052
3 cr./SEM
AMS TUTORIALS
The following courses need permission from the instructor

1-16 credits

1-16 credits

1-12 credits

1-3 credits

1-6 credits

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

1-12 credits
CDN 520 ME – Borderlands: Understanding the Binational Niagara – (Dual listed with CDN 420) M. Eagles

At least since the Treaty of Westphalia (1648) ushered in a world geopolitical order defined by sovereign states, boarders and boundaries have been essential delimiters of political organization. As such, the study of borders and boundaries has a long and distinguished tradition. Anthropologists, cultural theorists, geographers, sociologists, economists, and political scientists have all contributed to our understanding of the changing significance of borders over time. In recent decades the forces of globalization are challenging the conventional bordered nation state in a variety of ways. In particular, the rise of multinational regions in the borderlands of existing states has been noted by a number of scholars. These cross-border regions, located at the intersecting edges of two or more sovereign states often develop a sense of distinctive identity or share interest around which collective action can be organized. The seminar will explore these developments in general and with particular reference to cross-border regions along the Canadian-American border. Students will be encouraged to execute a research paper addressing some aspect of the developments as they are manifested in the binational Niagara regions.

Wednesday, 3:00 – 5:40PM
322 Clemens
3cr./SEM
Class #23609

CDN TUTORIALS
The following courses need permission from the instructor

SUPERVISED TEACHING - CDN 596 ME – M. Eagles
3 Credits/TUT

INTERNSHIP - CDN 598 ME – M. Eagles
3 Credits/TUT

INDEPENDENT STUDY - CDN 599 – M. Eagles
3 Credits/TUT
CRC 598 BUS - 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 Master’s Program in Caribbean and Latin/o American Studies and the UB Study Abroad Program in Merida, Yucatan.

Course is taught in Mexico

CLAS TUTORIALS

The following courses need permission from the instructor

DIRECTED READING – CRC 555 – J. Buscaglia, D. Muller
Day/Time ARR
1 -3 Credits/TUT

MASTER’S PROJECT GUIDANCE – CRC 701 – J. Buscaglia, D. Muller
Day/Time ARR
1 -6 Credits/TUT
GGS 516 SIM – Cross Cultural Study of Women: Reading/Collecting Life Narratives- L. Simmons

This seminar will focus on a cross-cultural study of feminist and queer activists’ life-narratives. The course is especially interested in feminist and queer activism that interrogates the intersections of race, class, gender and sexuality. Using feminist oral history and biography studies, we will read, collect and analyze gendered self-representations. Texts may include *Women’s Words: The Feminist Practice of Oral History; Bodies of Evidence: The Practice of Queer Oral History; Women’s Oral History; Reading Autobiography: A Guide for Interpreting Life Narratives; and Women, Autobiography, Theory.* We will also analyze activist oral histories from The Southern Oral History Program and Voices of Feminism Oral History Project, in addition to collecting our own oral histories.

**Thursday, 2:00 – 4:40PM**
**1004 Clemens Hall**
3cr./SEM
Class #24007

GGS 525 THO – Women’s Movements (dual listed with GGS 425) – G. Thomas

This class explores two intertwined developments in women’s movements, over the course of the 20th and 21st centuries. The first development is the growth and the spread of national women’s movements across the globe. The second in the growth of transnational networks of women activist, sometimes called the global or transnational women’s movement. Both trends and their intersections will be critically analyzed over the course of semester. In exploring the growth of local and national mobilizations, the class will ask the following questions: Why and when do women mobilize? What have been the demands of recent women’s movements in different countries? What are the similarities and differences among women’s movements that hail from different cultural contexts? What is the relationship between feminist theory and women’s movements? The class will also explore the current connections between local, national, regional and global women’s activism. What role have transnational networks played in local and national women’s organizing? Why and when have transnational networks played in local and national women’s organizing? Why and when have transnational or regional networks been created? What roles do women’s movements play in the global flows of culture and capital? How should we understand the relationship
between transnational women’s networks and other international intuitional actors (the UN, international NGOs) and movements (anti-globalization, labor and environmental movements). Readings will be drawn from a variety of fields and cover a wide geographic area.

**Tuesday, 2:00 – 4:40PM**  
1004 Clemens  
3cr./SEM  
Class #23925

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**GGS 561 VAR – Queer Theory: Space, Time, and Matter – C. Varnado**

What makes theory “queer theory”? Is it a concern with sex, identity, or bodies -- or something else? An approach to knowledge, or even to existence? At a moment when the definitional contours (and future) of queer theory are hotly debated, scholars in the conversation known as queer theory have been responsible for some of the most interesting turns in the wider field of theory itself. This graduate seminar will engage with major works of cultural, political, and philosophical theory whose connection to the traditional topics of sexuality studies is questionable, complex, or attenuated. We will cover both canonical works that form the intellectual genealogies of queer theory (Marx, Freud, Derrida, Deleuze and Guattari) and current work taking queer analysis in new directions. Readings will draw on a variety of disciplines, but I can promise a focus on history and historiography, science studies and the philosophy of science, ecology, and affect studies. The seminar will be organized around three units – Space, Time, and Matter – which in recent years have become objects of intense interest and radical redefinition in queer and non-queer thought alike.

Authors up for discussion include, but are not limited to:

Space: J. Jack Halberstam, Jose Esteban Muñoz, Jeffrey Jerome Cohen  
Time: Lauren Berlant, Lee Edelman, Roderick Ferguson, Carla Freccero, Carolyn Dinshaw  
Matter: Eva Hayward, Jane Bennett, Karen Barad, Mel Chen

**Wednesday, 5:00 – 7:40PM**  
734A Clemens  
3cr./SEM  
Class #20537
The following courses need permission from the instructor

**GGS 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

**GGS 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

**GGS 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

**GGS 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

**GGS 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

**GGS 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