SPRING 2016
GRADUATE COURSES

African American Studies
American Studies
Canadian Studies
Global Gender Studies
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Helpful Web Links

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](http://www.transnationalstudies.buffalo.edu)

**Resources for TAs** (syllabi construction; learning outcomes; etc.)  
[http://bitly.com/TNSdocs](http://bitly.com/TNSdocs)

**UB School calendar**  

**UB Class schedules**  

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

**HUB information for students**  
[http://www.buffalo.edu/hub/](http://www.buffalo.edu/hub/)

**Main UB website**  
[http://www.buffalo.edu/](http://www.buffalo.edu/)

**UB Libraries website**  
[http://library.buffalo.edu/](http://library.buffalo.edu/)
AFRICAN AMERICAN STUDIES

AAS 584 PAP – Applied Visual Aesthetics in Black Cinema – (Dual Listed with AAS 417) – J. Pappas
Monday, 4:10 – 6:50 pm
Baldy 101
Reg. #22167

Introduces the major images elements of sound, lights, 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. It encourages students to do comparative analyses of different types of mass media communications to discover relevant cultural elements and the principles underlying their uses.

AAS 561 LUL – Whiteness, Blackness, and the Construction of Race – (Cross listed with GGS 662) – Y. Lulat
Monday, 3:30 – 6:10 pm
Clemens 734A
Reg. #24041

Our core objective in this course will be to discursively explore, from an interdisciplinary and transnational perspectives, the concepts of “whiteness” and “blackness” as, on one hand, ideological expressions of the artificial construction of racial/ethnic categories in the wake of the Columbian Project and the subsequent serendipitous simultaneity of the globalization of the capitalist mode of production and the imperial domination of the planet by the West, and on the other, as important political economic determinants of the lived experiences of all so effected by these categories. Within this context, the topics to be covered will range from law and legal discourse to class reproduction and class struggles and from identity formation to the empirical/theoretical dialectics of white and black feminism. It is important to stress that this course will not seek to be limited by either theoretical, geographic, or disciplinary boundaries in our quest for intellectual rigor and clarity.
TUTORIALS

Permission of Instructor Required


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
AMS 500 GRI – U. S. Indian Policy since 1871 – D. Grinde  
Monday, 6:00 – 8:40pm  
1004 Clemens  
Reg. #13397

This seminar will begin in 1871, the end of the treaty-making era and the point in time perhaps that the United States begins to emerge as a colonial power. In 1871, the first Indian Commissioner of the Bureau of Indian Affairs, Brigadier General Ely S. Parker (Ret.) (Seneca) is still in office but there will not be another Native American Commissioner until the Johnson Administration in the 1960s. The history of the relationship between the Federal government and the various Native American nations from 1871 to the present will be examined phase by phase; however, as we progress through the semester, special treatment will be given to certain topical areas, such as” Termination, Sovereignty, Urbanization, Federal-State-Tribal conflicts, Political Action (Alcatraz, Trial of Broken Treaties and Wounded Knee II), energy development, freedom of religion, casino and genocide. In addition, we will examine the position and role of Native Americans in the U.S. in the last 25 years. Many different approaches must be used to research and interpret U.S. American Indian policy. 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 at least 20 – 25 pages. There are no prerequisites for taking this course.

AMS 504 TRU – Topics Cultural History: 2 - C. Wu  
Monday, 3:00 – 5:40pm  
1004 Clemens  
Reg. #15392

This is the second semester of the first-year overview for Ph.D. students enrolled in the American Studies degree program. It is also open to other interested students. Students will be introduced to key texts in American Studies from its beginnings to the present. From myth-and-symbol to transnational and postnational approaches, this course shows how the field has changed and continues to do so. A large portion of the semester will be devoted to current and key issues in the field. Particular attention will be paid to interdisciplinary research that uses mixed methods.
AMS 580 FOS – Diversity, Difference and Cultural Awareness – C. Foster
Wednesday, 7:00 – 9:40pm
Clemens 734A
Reg. #24043

This course provides an interdisciplinary examination of diversity and cultural sensitivity in the modern society. It provides a transnational space for professionals and interested students of all disciplines and areas of studies to rigorously engage with the meaning of citizenship, belonging and entitlement in a society based on the precepts of liberty, freedom and equality but in which there are plenitudes of diversity and differences in the population.

AMS 621 MAC – Fieldwork in the Americas – T. McCarthy
Tuesday, 7:00 – 9:40pm
1004 Clemens
Reg. #20906

“Fieldwork” is broadly defined in this interdisciplinary research methodology and methods focused seminar. Student in the 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 of 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” components of your graduate research. We will remain fixated on 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 diverse projects, and that some individuals may be further along in the research process than other, 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.
AMS 633 TRU – Critical Urban Issues – C. Trumper
Thursday, 5:00 – 7:40pm
1004 Clemens
Reg. #24045

This course takes a hemispheric approach to the study of American urban history, paying particular attention to the social and cultural history of everyday life in 19th, 20th and 21st centuries. We examine “critical urban issues” through three related themes.
1) We study the interdisciplinary connections between urban, American and Latin American studies, paying particular attention to the many ways in which urban residents make their own cities under conditions often not of their own choosing. (Cities include Los Angeles, New York, Rio de Janeiro, Sao Paulo, and Buenos Aires.)
2) We study food and consumption as a prism through which we can understand changing dynamics of race, gender, consumption and immigration in the Americas. (Cities include Buffalo, New York City, Los Angeles, and Mexico City.)
3) We look at violence as a category of analysis, looking especially closely at dictatorship, repression, and resistance in the Cold War period. (Cities include Recife (Brazil), Buenos Aires and Santiago, Chile.)

The city, then, serves as a prism through which we examine the interrelated, transnational and everyday experience of race, gender, and consumption in the Americas.
The following courses need permission from the instructor

1-16 credits

1-16 credits

1-12 credits

**PROJECT SUPERVISION – AMS 700** – C. Nightingale, D. Grinde, T. McCarthy, C. Trumper, K. Winter, C. Wu
1-6 credits

1-6 credits

1-12 credits
CANADIAN STUDIES

CDN 510 ME– Canadian Politics - M. Eagles
Wednesday, 3:00 - 5:40pm
734 Clemens
Reg. #23810

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 or American political experience. Accordingly, while most readings will be focused on Canadian issues and experiences, occasional references to American contrasts and comparison will be made and research essays that explicitly compare some aspect of the two countries’ experiences will be entirely acceptable.

CDN 520 ME – Borderlands: Understanding the Binational Niagara Region – D. Eagles
Days/Times TBA
Room TBA
Reg. #22044

At least since the Treaty of Westphalia (1648) ushered in a world geopolitical order defined by sovereign states, borders 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 scientist 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 shared 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 these developments as they are manifested in the bi-national Niagara region.
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.

GLOBAL GENDER STUDIES

GGS 561 VAR – Special Topics – C. Varnado
Wednesday, 2:00 – 4:40pm
Clemens 1004
Reg. #19737

Course title and description not yet available; please contact the instructor.

GGS 590 THO – Feminism and Body Politic – G. Thomas
Thursday, 2:00 – 4:40pm
Clemens 1004
Reg. #23960

Recent feminist scholarship has addressed the gendered foundations of political communities by critically interrogating accepted understandings of the nation, the state, and citizenship. Taken together citizenship, nation and state compose the “Body Politic.” Central to the debates in literature around these concepts are the issues that surround how to define and delineate political communities and what are and should be the relationships between members of those communities. This course examines how gender has been an integral part of creating and maintaining political power and authority, fostering the emotional bonds of national sentiment, developing and implementing the institutions and process of state development, and shaping the ideals of citizenship. We will explore the following questions: How does gender shape understandings of political power, authority and legitimacy? How does gender connected and what does this mean in terms of men’s and women’s involvement in nationalist movements? What role did gender play in the development of different types of state projects (colonial and imperial projects, revolutionary state, welfare regimens)? These are just a few of the questions that feminist theorist have explored in trying to analyze the creation and maintenance of political communities as well as men’s and women’s role in these processes. We will explore the above questions through an examination of recent feminist works on the gendered nature of the state, nation and citizenship.
GGS 662 LUL – Whiteness, Blackness, and the Construction of Race—(Cross-listed with AAS 561) – Y. Lulat
Monday, 3:30 – 6:10pm
Clemens 734A
Reg. #24309

Our core objective in this course will be to discursively explore, from an interdisciplinary and transnational perspectives, the concepts of “whiteness” and “blackness” as, on one hand, ideological expressions of the artificial construction of racial/ethnic categories in the wake of the Columbian Project and the subsequent serendipitous simultaneity of the globalization of the capitalist mode of production and the imperial domination of the planet by the West, and on the other, as important political economic determinants of the lived experiences of all so effected by these categories. Within this context, the topics to be covered will range from law and legal discourse to class reproduction and class struggles and from identity formation to the empirical/theoretical dialectics of white and black feminism. It is important to stress that this course will not seek to be limited by either theoretical, geographic, or disciplinary boundaries in our quest for intellectual rigor and clarity.

GGS 709 WEJ – Quantitative Methods Social Research – (Dual-listed with GGS 409) – B. Wejnert
Wednesday, 12:00 – 2:40pm
450 Park
Reg. #23962

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. 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. 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 experience in understanding and conducting basic statistical research. This course will also teach students how to interpret published, empirical papers that use quantitative research methods. Course objectives will be achieved through lectures, individual work, class discussion and class work on conducted projects.
TUTORIALS
The following courses need permission from the instructor

GGS 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

GGS 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

GGS 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


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 – 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