

# American Studies Course Descriptions

## FALL ~ 2009

Revised: 07/01/2009

---

### AMST UNDERGRADUATE COURSES

**Note:** All classes are held on the GW Main Campus (Foggy Bottom) unless otherwise noted. Check the GW Schedule of Classes website for specific locations, discussion sections, and the most up-to-date information at <http://my.gwu.edu/mod/pws/>.

#### **AMST 101.80 – American Culture Before 1876**

Teresa Murphy

WF 11:10-12:00

This course starts with the argument that understanding culture is key to understanding American history. Culture can refer to art and literature—some of which we will explore in class. However, culture can also refer to popular forms of expression, including the way people act. With this broader perspective, we will study some of the major scholarship addressing the evolution of American culture—from the Colonial period through Reconstruction. For example, we will look at what scholars have to say about why minstrel shows were popular and about how Indian captivity narratives were used to justify the conquest of the West. To shape our analyses, we will examine old newspapers, read popular literature, and explore the museums here in Washington, DC—then develop our own opinions and arguments as we engage in small group discussions and complete class assignments. This is an upper division course, but it is geared toward freshman and sophomores who are looking for a challenge. *Students must also register for a discussion section to satisfy the course requirement.*

#### **AMST 130.80 – Sexuality in US Cultural History**

Chad Heap

TR 11:10-12:00

This course examines the changing social organization and cultural meaning of sexual practices and desires in the US. Topics include the establishment of sexual norms in colonial America; the relationship between sex and slavery; the contested boundaries drawn between same-sex sociability and eroticism during the nineteenth century; early twentieth-century cultural conflicts centered around prostitution, cross-racial sex, and racial and sexual violence; the relatively recent emergence of heterosexuality and homosexuality as predominant categories of sexual experience and identity; and the development of women's liberation and lesbian, gay, queer and transgender politics. Class time will consist of two weekly lectures and one smaller section meeting where students will discuss the week's assigned readings and films. *Students must also register for a discussion section to satisfy the course requirements.*

#### **AMST 144.80 – Explorations in Historic Geography**

Eric Lindstrom

T 5:10-7:00

Examination of selected themes in the cultural geography of the United States over the course of its history, in relation to an overview of the historical geography of the country.

#### **AMST 165.80 – Introduction to Folklore**

John Vlach

M 2:20-3:30 & W 3:45-5:00

This course offers a survey of some of the major forms of traditional expressive culture in the United States. Examples are drawn from various folk groups and will cover verbal, artifactual, and performance genres such as folktales, crafts, and music. The primary objectives and techniques of folklore scholarship will be discussed and illustrated throughout the course. In addition to lectures and discussion of readings, the class may also feature visits to local museums, the viewing of documentary films and videos, and presentations by visiting experts and folk artists.

**AMST 167.90 – Civil Rights / Black Power**

Adele Alexander

MW 12:45-2:00

**AMST 167.91 – History of Jewish People in America**

Lauren Strauss

TR 12:45-2:00

This course turns a wide lens on the American Jewish community from its colonial beginnings 350 years ago to the present day. Drawing on a variety of sources – personal memoirs, government documents, photographs, cookbooks, academic articles, poems, songs, and movies – the course follows the development of Jewish communal institutions and poses challenging questions about the nature of Jewish and American identity in the modern world. From Colonial America through the Civil War and the late 19th century, to the upheavals of the 20th century and beyond, students will explore one of the most complex and vibrant communities in both Jewish and American history.

**AMST 167W.80 – Freedom in US Thought & Popular Culture (WID)**

Elisabeth Anker

TR 9:35-10:25

America was founded on the premise of providing freedom to its people. But what, exactly, is “freedom”? Is it doing what you want or is it participation in politics? Is it about escaping domination or does it require sharing power? These questions have been debated in America since the founding and continue today; this class will examine varied answers to these questions provided by American thought and popular culture. Analyzing political theory, public speeches, news articles and Hollywood film, we will explore how concepts of freedom and anxieties over freedom’s possibility take cultural form. While we may not settle the question of what freedom is or how to produce it, we will learn both to appreciate the complexity of freedom and to critically engage its operations in American public life. *Students must also register for a discussion section to satisfy the course requirements. This course satisfies a WID requirement.*

**AMST 168W.10 – Cultural Criticism in America (WID)**

Laura Cook Kenna

TR 12:45-2:00

This seminar introduces students to major methods for understanding and interpreting cultural materials. We will explore how and why culture—particularly mass culture such as film, television, photography, music, fashion, and advertising—plays such a significant role in our lives. At various point in the semester, we will examine 1) the ways that we experience culture and ground our identities in it; 2) the ideological messages and stereotypes that circulate in cultural products; 3) the institutional, corporate and individual production of cultural products and spaces; and 4) the ways that different audiences interpret the culture they consume. This course is writing-intensive, discussion-oriented, and fulfills the WID requirement. *This course satisfies a WID requirement. Restricted to AMST majors only.*

**AMST 180W.10 –Nighttime in America (WID)**

Chad Heap

T 4:10-6:00

This research seminar explores the dynamics of American culture between sunset and sunrise. Focusing on the time of day usually reserved for leisure, home life and sleep, students will conduct original

research into the ways that darkness has shaped American life at particular historical moments and/or the ways that American cultural practices have transformed the darkest hours of the day. Topics of inquiry might include the emergence or transformation of nighttime amusements (e.g., night clubs, drive-in movies, raves, family game night, primetime TV), illumination, work on the night shift, overnight lodging (hotels, motels, boardinghouses, or private housing), sleep, dreams, sex, crime, or other nighttime activities. Students will be encouraged to become familiar with a range of primary sources, including local archives and online databases, and will be asked to use these sources to write a substantial, independent research paper by semester's end. *This course satisfies a WID requirement. Restricted to AMST majors only.*

**AMST 180W.12 –Violence (WID)**

Kip Kosek  
R 2:10-4:00

This research seminar focuses on the problem of violence in American culture. Students may write about either historical or contemporary sources. Possible topics include (but are not limited to): cultural aspects of warfare (soldiers' memoirs, propaganda); racial and gendered aspects of violence (slavery, lynching, pornography laws); representations of violence in literature, music, or film (science fiction novels, gangsta rap, Westerns); or nonviolence and protests against violence (the civil rights movement, animal liberation). Each student will write a substantial paper based on independent research in primary sources. *This course satisfies a WID requirement. Restricted to AMST majors only.*

**AMST 185W.80 – Black Women in US History (WID)**

Adele Alexander  
MW 4:45-6:00

*This course satisfies a WID requirement.*

**AMST 192.80 – The American Cinema**

Laura Cook Kenna  
T 3:45-5:00, R 7:10-9:40

In this course, we will learn the history of American cinema and Hollywood from the invention of moving image technology to the "blockbuster" business strategy. We will read about film style and genres, as well as histories of audiences, censorship, and industry practices. Additionally, we will screen movies that illustrate the evolution of American film, including action adventure from the silent era, exploitation horror films, and conventional "classics" like Casablanca. In the end, we will have a sense of film history that spans over one hundred years and encompasses a wide range of movie trends that have kept producers, regulators, and fans on the edge of their seats. Students will walk away with a sense of how films have not merely reflected but also helped to shape our larger American culture. *Students must also register for a discussion section to satisfy the course requirements. Note: There is an additional course fee of \$30.*

**AMST 195.10 – Independent Study**

*Departmental approval required to register; contact your advisor or [amst@gwu.edu](mailto:amst@gwu.edu)*

**AMST 198.10 – History of Crime & Control in the US**

Clara Lewis  
R 12:45-3:15

This seminar will explore the history of crime and control in the United States from the antebellum period through to the present. Over the course of the semester, we will focus on particular critical moments when the definition of what constitutes criminality changes through the emergence of new technologies and revised moralities. Our central aim will be to underscore the myriad ways in which criminality is a shifting social, cultural, political and legal construction. Topics will include lynching, prohibition, the development of law enforcement agencies and technologies, the rise of the carceral state, the death penalty, the criminalization of discrimination, violence against women and hate crime. We will conclude the semester by considering how globalization affects organized crime.

### **AMST 198.11 – Design, Preservation & Memory in the District of Columbia**

Amber Wiley

M 12:45-3:15

This course offers an in-depth look at the urban fabric of the District of Columbia through its design developments, from the L'Enfant Plan, creation and erection of various monuments on the National Mall and other public spaces, neighborhood growth and changes, and major public works projects. Coursework will chart the evolution of the streetscape through the processes of creation, expansion, demolition, and revitalization. Central to this investigation is the idea that all architectural sites are cultural landscapes at their foundational core which represent structures of hierarchy and power. Architectural and preservation theory will be applied to this site-specific study of the city, paying particular attention to the way that local and national bodies have made the claim for the dominating narrative and collective memory of the city in contemporary times. Literature for the course may include the works of Carl Abbot, Kent Bloomer, Charles Moore, J. B. Jackson, Karsten Harries, and Paul Shackel.

### **AMST 198.80 – Claiming Space**

Elaine Peña

T 2:00-4:00

This interdisciplinary seminar considers the production of space in various locales across the Americas. We will use space production theories and approaches—Lefebvre, Harvey, de Certeau, Tuan, Massey, Smith, and Hayden, among others—as an optic through which to examine how communities shape conceptions of geopolitical borders, cultural boundaries, and national identities. We will begin the course with key space theories from anthropological, geographical, and sociological perspectives. Units two and three move to critical ethnographies and performance-oriented analyses that explore issues of cultural production, race, gender, religion, political economy, and the fluid space of identity formation. The last weeks of the term will be devoted to artistic practice and its role in claiming political ground.

### **AMST 198W.10 – Knowledge and Power in America's Empire (WID)**

Matt Kohlstedt

M 3:30-6:00

When Indiana Jones wasn't saving archeological treasures from falling into the wrong hands ("This belongs in a museum!"), he was teaching an undergraduate lecture course. Ever wonder what he talked about? "Knowledge and Power in America's Empire" is a WID readings and research seminar that uses our own writing to examine the creation and ramifications of American knowledge production from archeological and anthropological expeditions to the Middle East during the 1920s and 30s. We will start the semester by examining debates on the historical role of scholarship in the perpetuation of empire. We will then apply that knowledge to a cohort of American scholars who first visited the Middle East during the twenties and thirties, and later became influential as academics, policy makers, and spies. What did they learn on their initial trips? What knowledge did they bring back to their American audiences? What did they leave out of their descriptions? Through archival research in and around DC, we will begin to parse these questions. *This course satisfies a WID requirement.*

### **AMST 801.10 – Washington: Making & Remaking the Nation's Capital**

Richard Longstreth

M 12:15-3:15

This seminar explores the shaping of the Washington DC, metropolitan area from the city's conception at the end of the eighteenth century to the present. A major focus is the city's exceptionality – as a national symbol, as a model for planning and urban order, as a place long immune from severe economic downturns, and, from a cultural standpoint, as a colonial outpost. Washington also became unusual in its dearth of industry and its high percentage of middle-class households, including what was once the

nation's largest African American bourgeoisie. These latter factors rendered the city – and, after World War II, the surrounding jurisdictions – among those that came closest to embodying the American dream as a desirable place to live. The monumental core, commercial districts, urban neighborhoods and suburbs, recreational areas, and transportation infrastructure are examined to gain a better understanding of the complex, and often contradictory, complexion of the national capital area. Exploring important segments of the city firsthand offers an essential complement to illustrated presentations and discussions in the classroom. For class projects, each participant has the opportunity to a research facet of the metropolitan area that is of special interest and share findings with others in the seminar.

*This course is restricted to first year undergraduates.*

### **AMST 801.13 – Representing Culture: Museums & the Politics of Representation**

Terry Murphy

W 12:45-3:15

Washington is a city where everything has a political meaning – including culture. The Smithsonian Museum, with its vast array of artistic, anthropological, and historical collections, is funded by Congress. As a result, politicians weigh in on exhibits and are not shy about demanding changes. Donors, who often pay to stage an exhibit, are equally intrusive. At the same time, these institutions hold vast repositories of information in their collections that are available for scholars to research. This course will examine how curators choose to display many of these objects and will show students how they too can access many of these materials for their own research. Students will visit the museums, meet with curators, and research the rich archival sources that reveal the lively history of cultural display in the nation's capital. *This course is restricted to first year undergraduates.*

**Graduate Courses – continue on the next page**

## AMST GRADUATE COURSES

**Note: All classes are held on the GW Main Campus (Foggy Bottom) unless otherwise noted. Check the GW Schedule of Classes website for specific locations and the most up-to-date information at <http://my.gwu.edu/mod/pws/>**

### **AMST 201.10 – Scope & Methods: American Studies**

Kip Kosek  
W 2:00-3:50

This course is an intensive introduction to the history, debates, and methodologies that are central to the field of American Studies. Students will analyze key texts, explore ways to redefine the canon of American Studies scholarship, and begin to formulate ideas for future research. *Restricted to graduate students in American Studies.*

### **AMST 244.80 – US Gender & Sexuality to 1876**

Teresa Murphy  
F 2:00-3:50

This seminar focuses on how power was deployed in early America, from colonial settlement through the end of Reconstruction. The central premise of the course is that shifting ideologies of gender and sexuality were deeply tied to political change, the formation of racial ideologies, and imperial conquest. Through readings, we will examine how ideas of gender and sexuality were central to the organization of colonial contact and how those ideas varied in the English, French, and Spanish empires. We will explore debates about the relationship of gender and sexuality to the creation of race in the colonial world. We will analyze how challenges to patriarchy were related to the political revolutions that swept the western world in the 18th century. We will explore how alternatives to dominant ideals of sexual identity were expressed and how those alternatives challenged or were accepted by mainstream society. We will discuss how gender and sexuality were symbolically figured in the urban, industrial, and market transformations of the nineteenth century. And finally, we will explore how ideas of citizenship were intertwined with ideas of gender and sexuality.

### **AMST 250.10 – American Material Culture**

Katherine Ott  
W 1:30-3:30 (Smithsonian)

This class is an introduction to the major theories, issues, and diverse viewpoints and practices in the field of material culture. Material culture refers to the objects and artifacts that populate the tactile and visual environment. Material culture is a form of evidence poorly understood and often dismissed, yet it is the primary component of the sensory world – it is through objects and images that people learn about and integrate themselves into the human community. Material culture carries and creates meaning. Some artifacts, such as the refrigerator, the spinning wheel, and the contraceptive pill, initiate new systems and support cultural transitions. Other objects, such as a wedding ring or a judge's gavel, convey complex symbolic meanings. Still others, such as photographs and clothing, create personal identity. We will study the range of these relationships with material things. *The class is taught by a Smithsonian history curator and meets off-campus; contact Prof. Ott at [ottk@si.edu](mailto:ottk@si.edu) for location details.*

### **AMST 257.80 – American Folklife**

John Vlach  
W 6:10-8:00

This course will present the materials of American folk culture concentrating particularly on folk architecture, folk crafts, and folk art. The major organizing themes of the course are regionalism and the use of objects as indicators of cultural intention. During the first half of the course we will assess the entire nation in terms of architectural expression. This will be followed by a topical consideration of insights to be gained by the analysis of objects in their social contexts. Course requirements include assigned readings and a major term paper.

### **AMST 277.80 – Historic Preservation: Principles and Methods**

Richard Longstreth

MW 4:10-6:00

This course addresses the scope and purpose of the preservation movement in the U.S., focusing on developments since the 1960s. Topics include the development of ideas and approaches to preservation at home and abroad since the late 18th century; the legal framework developed at the national, state, and local levels to foster preservation; the nature of an dynamics between public- and private-sector preservation organizations; and key facets of the research process essential to determine significance and set priorities to protecting historic properties. Both pragmatic and conceptual aspects are explored, as are the implications of preservation practice on broader realms, ranging from our attitudes toward the past to the tangible benefits for a community or business. Preservation must be a practical line of work imbued with political, technical, and economic expertise, but its ultimate worth is as a form of cultural expression. Classroom lectures and discussions are supplemented by visits from a number of prominent figures in the field who afford behind-the-scenes insight, current initiatives, and challenges. For further information, visit the AMST Historic Preservation webpage at <http://www.gwu.edu/~amst/histpres/pres.htm> or contact Prof. Longstreth at [rw1@gwu.edu](mailto:rw1@gwu.edu)

### **AMST 284.10 – Introduction to American Visual Culture: Visualizing the American West**

Frank Goodyear

M 6:10-8:00

This reading seminar serves as an introduction to the visual culture of the trans-Mississippian West, paying particular attention to a range of historic themes and critical approaches. The course will consider a diverse assortment of Native and non-Native visual texts from the past two hundred years and will foreground the role that images have played in the often complicated network of relationships concerning this region. The contested nature of the West's identity and this region's relationship with the East will also be significant topics for discussion. Through an interrogation of the visual texts that constitute the West's history and the scholarly inquiries regarding these images, this course aspires to prepare students for advanced study in this field.

### **AMST 287.80 – US Urban History**

Chris Klemek

M 4:10-6:00

### **AMST 289.10 – Preservation Planning**

Constance Ramirez

R 4:10-6:00

This course examines issues related to the role of historic preservation in land-use planning. Communities are shaped by local, state, federal, and private decisions. Emphasis is given to how historic resources are treated in local planning activities in the Washington metropolitan area and their relationship to state and federal plans. The course looks at planning as it implements policy and establishes goals and standards for preservation programs and projects within different legal and administrative structures. The course will also examine how historic preservation is integrated into or affected by other kinds of land use plans and decisions, including zoning, housing, transportation, tourism, and economic development. While the emphasis is on urban areas, applications will be made to planning for rural preservation, heritage areas, special situations, and current preservation issues. The class will be taught as a seminar and include discussions, speakers, and student presentations. Projects and papers chosen by the students may be undertaken in small teams or individually, depending upon the topic.

### **AMST 289.12 – Melodrama & the American Political Imaginary**

Elisabeth Anker

T 12:45-3:15

Melodrama is a tawdry cultural genre associated with emotional excess and domestic issues. It is also one of the dominant modes of representation in American political and cultural life. Its narrative of injury and retribution, character triad of villain, victim and hero, moral binaries of good and evil, and liberal

sentimentalism shape a wide range of political projects and cultural ideas. Critiques of capitalism, justifications for racial inequality, astonishments of modern spectacle, and support for the Iraq war have each been articulated at various historical points through the melodramatic mode. This course will critically examine melodrama's varied instantiations in Hollywood movies, silent films, early theater drama, and political discourse in order to grapple with the way it figures cultural norms and political projects. We will engage established scholarship on melodrama in film studies, cultural studies and feminist theory, and also extend our scope by examining pertinent work in political theory. In addition, we will address questions of methodology and genre, focusing on how to analyze film, visual culture, and theoretical material. Readings to include: Lauren Berlant, Wendy Brown, Judith Butler, Alfred Hitchcock, Karl Marx, Friedrich Nietzsche, Michael Rogin, Harriet Beecher Stowe and Linda Williams. Films to include: Birth of a Nation, Gone With the Wind, Stella Dallas, Showboat, Written on the Wind, The Terminator, and Three Kings. The class will also include a trip to the Library of Congress to screen original prints of early silent films.

**AMST 289.80 –Readings in Race & Ethnicity 20<sup>th</sup> Century**

Suleiman Osman

R 6:10-8:00

This graduate seminar will introduce students to the major scholarship on the history of race and ethnicity in the twentieth-century United States. Along with the most influential history books in the field, the course will also include works by social scientists and cultural theorists that examine the process of racial formation in the United States over the past century. The course will cover topics like whiteness studies, the urban crisis, colorblind racism, the Long Civil Rights Movement, Asian and Latino immigration, and cultural representations of race.

**AMST 295.10 – Independent Study**

*Departmental approval required to register; contact your advisor or [amst@gwu.edu](mailto:amst@gwu.edu)*

**AMST 299.10 – Thesis Research**

**AMST 300.10 – Thesis Research**

**AMST 398.10 – Advanced Reading & Research**

**AMST 399.10 – Dissertation Research**

**Additional graduate courses in affiliated departments – continue on the next page**

## **GRADUATE COURSES: AFFILIATED DEPARTMENTS**

The following is a list of additional Graduate courses in other departments related to the field of American Studies (please consult CCAS Schedule of Classes to confirm details at <http://my.gwu.edu/mod/pws/>). When in doubt, be sure to confirm your choices with your advisor. Also, when a course in another department is restricted to its own graduate students, you will need to get permission from the instructor to take that course.

### **ART HISTORY**

#### **AH 256.10—Seminar: American Art in the 20<sup>th</sup> Century (Postmodernism & Its Legacies)**

Alexander Dumbadze

W 2:30-5:00

This course examines the development and legacies of Postmodernism in Contemporary art. We will discuss, in some detail, key texts that reveal what was at stake in this intellectual movement. We will also investigate some of the more recent theoretical developments in Contemporary art. The readings for this class will vary from the philosophical to the art historical/critical. The point is to immerse you in the texts that have shaped the discourse of today's contemporary art world. (Restricted to AH grad students; non-AH grad students will need permission from instructor).

#### **AH 256.11—Seminar: American Art in the 20<sup>th</sup> Century**

Anne Goodyear

M 6:15-8:45

#### **AH 258—Historiography**

David Bjelajac

W 3:30-6:00

This seminar focuses on the history of art history and recent theoretical and methodological approaches to the interpretation of the visual arts. Texts we will study include: Hans Belting, *Art History after Modernism*; Pierre Bourdieu, *Distinction: A Social Critique of the Judgement of Taste*; Anna Brzyski, ed., *Partisan Canons*; Jacques Derrida, *The Truth in Painting*; Jae Emerling, *Theory for Art History*; Michael Hatt and Charlotte Klonk, *Art History: A Critical Introduction to its Methods*; Elizabeth C. Mansfield, ed., *Making Art History* Donald Preziosi, ed., *The Art of Art History: A Critical Anthology*. Students can tailor their work to suit an interest in American art and/or visual culture through papers and oral reports.

### **ANTHROPOLOGY**

#### **ANTH 202—Proseminar: Sociocultural Anthropology**

Catherine Allen

W 5:10-7:30

#### **ANTH 222—Development, Human Rights, & Humanitarianism**

Ilana Feldman

T 6:10-8:00

This course will explore how anthropology, and related disciplines, approaches the study of selected sorts of interventions into human life and society. These forms of intervention – development, human rights, humanitarianism – differ in the scale and scope of their projects and of their intended effects. They also share many common features. Each is explicitly concerned with improving conditions under which people live, and yet each has also been subjected to substantial critique for often producing opposite outcomes. In one way or another, each of these projects also takes as its object the human subject, and in so doing contributes to shaping ideas about humanity. The aim of this course will not be to be simply “for” or “against” any of these forms of intervention, but to critically engage with the multiplicity of their effects. In the process we will also consider what an “anthropology of intervention” might look like.

**ANTH 251—Displacement & Diasporas**

Michele Habecker

R 7:10-9:00

**ANTH 259—Culture, Intellectual Property, & Informal Economies**

Alex Dent

R 12:45-3:15

This class will investigate the relationship between three phenomena. First, on a global scale, digital technology is often spoken of as creating new opportunities and pitfalls for the reproduction of cultural products of various sorts. Second, neoliberal social and economic reform has brought with it a dramatic rise in participation in informal economies. And third, cultural forms and practices are increasingly being rethought as property, subject to regimes of legal control, and circulated in “market” contexts. In the first part of the class, we will seek to detail each of these three areas, asking: Why are digital textualities so often presented as being revolutionary and new? What explains the rise of informality, and how does its current form differ from older versions? Why do a variety of actors, from corporations to expropriated Indigenous tribes in North and South America, increasingly seek to frame what they have and do as property? In the second part of the class, we will strive to integrate these questions, using, as our overarching method and model, Bourdieu’s concept of fields of cultural production. Calling on classic texts from Critical Theory and more recent ethnographies and theories of circulation, we will work to establish our own approach to the relationship between these increasingly important interdependent currents. Students will use the theory from the class to think about cases that are of particular interest.

**ENGLISH****ENGL 203.10—Introduction to Literary Theory**

Marshall Alcorn

M 3:30-6:00

**ENGL 231.10— “I have been a witness in the West Indies”: Race, Slavery and Diaspora in Black Abolitionist Writing**

Jennifer James

W 3:30-6:00

This course will explore black anti-slavery writers in the U.S. who turned to sites outside of the nation proper— such as Britain, Cuba, Haiti and Liberia—as geographical contexts to meditate upon the “local” politics of slavery, race and abolition. How, for instance, did black anti-slavery writers and activists respond to Britain’s emancipation of the West Indies? The Haitian Revolution? Maroon rebellions in Brazil and Jamaica? Emigration proposals (plans to relocate free and enslaved blacks from the U.S. to colonies in Africa and Central America)? How did they engage anti-slavery writing from England and the Caribbean? Or imagine themselves in relationship to other black populations in the African diaspora? And in what ways do these questions—and the transnational critical perspective from which they emerge— help us reconsider and broaden our understanding of black abolitionist writing and black literary culture in the U.S.? To pursue these inquiries, we will analyze a variety of anti-slavery texts from the late 18th century to the years leading to the Civil War: fiction, slave narratives, travel writing, political tracts and journalism. Some works might include: William Wells Brown, *Clotel*, or the President’s Daughter and *Three Years in Europe: Or, Places I Have Seen and People I Have Met*; Martin Delany, *Blake, or the Huts of America*; Frederick Douglass, *My Bondage and My Freedom*; David Walker, *Appeal to the Coloured Citizens of the World*; Wilson Jeremiah Moses, ed., *Liberian Dreams: Back-to Africa Narratives from the 1850’s*. Works by non-U.S. writers might include: Olaudah Equiano, *The Interesting Narrative of Olaudah Equiano*, or *Gustavus Vassa, The African (Britain)*; Mary Prince, *The History of Mary Prince, a West Indian Slave (Bermuda)*; Juan Francisco Manzano, *Autobiography of a Slave (Cuba)*. We will also read selected historical and theoretical treatments of slavery, race, transnationalism and diaspora. These might include: Ruth Hill, *Towards an 18th Century Transatlantic Critical Race Theory*; Barbara Bush, *Slave Women in Caribbean Society*; CLR James, *The Black Jacobins: Touissant L’Ouverture and the Santo Domingo Rebellion*; Ifemo Nwanko, *Racial Consciousness and Transnational Identity in the Nineteenth*

Century Americas; John Thornton, *Africa and Africans in the Making of the Atlantic World*; Paul Gilroy, *The Black Atlantic*.

**ENGL 236.10—20th Century: Introduction to Asian American Literature**

Patty Chu

R 3:30-6:00

The course introduces Asian American literature as a tradition that questions mainstream constructions of Asian American race and ethnicities and provides alternative accounts of Asian American experiences. We'll discuss the political roots of the terms "Asian American" and "Asian American literature"; nineteenth-century East-West encounters; Chinese immigration and exclusion; Japanese American internment narratives; feminist, national and postcolonial influences; adoption, transnational migration; theories of narrative, genre, mourning, and loss. Readings generally include Chinese, Japanese, Korean, Filipino, and South Asian North American writers, such as: Maxine Hong Kingston, David Henry Hwang, John Okada, Kim Ronyoung, Chang-rae Lee, Carlos Bulosan, Michael Ondaatje, Shyam Selvadurai. Additional critics may include: Elaine H. Kim, David L. Eng, Margaret Homans, Lisa Lowe, Christine So, Rajini Srikanth, and Sau-ling Wong.

**ENGL 244.10—Constructions of Ethnicity and Identity: Renaissance Orientations**

Gil Harris

W 6:10-8:40

This graduate seminar takes as its point of departure Sara Ahmed's recent book, *Queer Phenomenology: Orientations, Objects, Others*, in order to think through a cluster of related preoccupations with the "orient" (spanning North Africa, Turkey, and Persia to India, China and Indonesia) in English Renaissance writing. The orient was a shifting compass point in relation to which England in particular, and Europe in general, repeatedly (dis)oriented itself in space and time. How may these processes of (dis)orientation shed light on long-standing conceptions of the orient and its objects? We will pay particular attention to medieval and Renaissance travel writing about the orient (from Mandeville to Coryate, Herbert, and Heylyn) and Renaissance "oriental" drama (from Preston's *Cambyses* and Marlowe's *Tamburlaine* to *The Adventures of the Three English Gentlemen* and Fletcher's *The Island Princess*). We will also consider other theoretical texts on the orient and its objects, including Said's *Orientalism*, Chakrabarty's *Provincializing Europe*, and Gunder Frank's *Re-Orient*.

**HISTORY**

**HIST 261—Reading/Research Seminar: Modern Latin America**

Peter Klaren

M 5:10-7:00

**HIST 267—American Social Thought Since WWII**

Leo Ribuffo

T 6:10-8:00

Consideration of C. Wright Mills, Daniel Bell, Abraham Maslow, Dwight McDonald, Paul Goodman, Martin Luther King, Jr., William F. Buckley, Barbara Ehrenreich, Robert Putnam, and other major social critics.

**HIST 297—Readings on American Welfare State**

Ed Berkowitz

R 4:10-6:00

**HIST 297—US Asian Relations**

Greg Brazinsky

R 5:10-7:00

**History 772—Race, Medicine and Public Health**

Vanessa Gamble

M 2:20-3:35; W 3:45-5:00

**MUSEUM STUDIES**

**MSTD 297—Historic House Interpretation**

Kym Rice

W 11:00-12:50

**HUMAN SCIENCES**

**HMSC 201—The Idea of Human Sciences**

Peter Caws

F 11:10-1:00

**SOCIOLOGY**

**SOC 238—Development of Sociological Theory**

William Chambliss

R 4:10-6:00

**SOC 245—Race Relations**

Michael Wenger

T 6:10-8:00

**SOC 250—Urban Sociology**

Donna Marschall

M 6:10-8:00

**SOC 268—Race, Gender and Class**

P. Lengermann & Jill Brantley

R 6:10-8:00

**SOC 286—The Law of Race and Slavery**

Robert Cottrel

M 3:50-5:50

**WOMEN'S STUDIES**

**WSTU 230—Global Feminisms**

Todd Ramlow

M 5:10-7:00

**WSTU 241—Women and the Law**

Cynthia Harrison

T 7:10-9:40

**WSTU 270—Global Domestic Labor Studies**

Dan Moshenberg

T 5:10-7:00

**WSTU 270—Global Islamic Feminisms**

Kelly Pemberton

W 11:10-1:00