

## American Studies Courses Spring 2003

<b>AMST 71.10</b> CRN# 85701	<b>Introduction to American Studies</b> TR 9:30-10:45	<b>Bertolini</b> MPA 310
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This course will examine how American culture has evolved since the first contact between Europeans and Indians. We will examine interrelationship between intellectual and economic change as well as the impact of ideas about race and gender on American social life. We will also consider the extent to which we should speak of a unified American culture or different American cultures. This course will use an interdisciplinary approach to study these issues, drawing on art artifacts, literary texts and historical documents. Requirements are attendance at all sessions, two papers, a mid-term and final and participation in class discussions.

<b>AMST 72</b> CRN# 84581 CRN#84582	<b>Introduction to American Studies</b> 72.10 TR 9:30-10:45 72.11 TR 11:00-12:15	<b>Borchard</b> LISH 325 LISH 325
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This course surveys key developments in twentieth-century U.S. political, social, and cultural history. It is organized chronologically, but each unit focuses on set of linked issues that emerged with particular force in a given historical moment. Several key themes within the course: an analysis of consumer culture, intersections between society and individual identities based on race, gender, class, and sexuality, and the rise of the U.S. as a global political, economic, and cultural force. Readings include many primary sources, such as photographs, films, novels, diaries, autobiographies, and plays.

<b>AMST 72</b> CRN# 82897	<b>Introduction to American Studies</b> 72.12 MW 12:30-1:20	<b>Palmer</b> STU 310
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The course provides a basic chronology and interpretations of American culture from 1890-2002. We will “read” primary texts of autobiographies, photographs, movies, novels, and music. These will be analyzed within a framework that emphasizes four large patterns of the 20<sup>th</sup> century: shift from a producer to consumer culture; U.S. rise to international economic, military, and cultural dominance; assertions of identities based on race, gender, ethnicity, and sexuality; and tensions between private liberty and public obligation. The course requires two short essays, a mid-term, final exam, and regular participation in weekly discussion sections.

### Discussion Sections:

CRN# 82898	R 9:00-9:50	P201
CRN# 82899	R 10:00-10:50	P201
CRN# 82900	R 11:00-11:50	P201
CRN# 82901	R 12:00-12:50	P201
CRN# 82902	R 3:00-3:50	P201
CRN# 82903	R 4:00-4:50	P201

**AMST 140.80**  
CRN# 85817

**Women in the US from 1877-Present**  
TR 2:00-3:15

**Harrison**  
FNDR 322

This course will examine the experience of women in the United States during the late 19<sup>th</sup> and 20<sup>th</sup> centuries, to understand how gender shapes social, economic and political roles. This exploration will include the impact of class, religion, race, and ethnicity on women's role on men. Same as HIST/WSTD 140.

**AMST 165.80**  
CRN# 85699

**Introduction to Folklore**  
MW 11:00-12:15

**Vlach**  
STU 310

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. Same as ANTH 192.

**AMST 167.10**  
CRN# 84583

**History of US Sexuality**  
TR 12:30-1:45

**Bertolini**  
LISH 325

In this combined lecture/discussion course, we will examine the evolution of sexual desires, practices and identities in America from the early Colonial Period through the 19<sup>th</sup> Century and beyond. This course will be comprised primarily of historical, literary and critical readings, and will explore such topics as: sexuality as a medium of cultural contact between Euro-Americans and indigenous peoples; the regulation of sexuality in Puritan New England; the relation of sexuality to the development of American nationalism; cross-racial sexuality in the slaveholding South; the nineteenth-century sex panics concerning masturbation and prostitution, and their associated physiological discourses of male and female sexual "hygiene" and moral "purity"; the social symbolics of incest in normative bourgeois family relations; the relationship between the cultures of male and female romantic friendship and same-sex eroticism; and the emergence of the homo-/heterosexual conceptual system in America, along with distinctively modern sexual subjectivities and identities.

**AMST 168.10**  
CRN# 84584

**Cultural Criticism in America**  
TR 11:00-12:15

**Drown**  
MPA 208

This course introduces students to the theories and methods often used by American studies scholars to write cultural criticism. In addition, it suggests that cultural criticism is a fundamental human activity that people do every day of their lives, even if they tend not to articulate the results of their analysis. Both scholarly and vernacular forms of cultural criticism share an interest in the social value of the meanings attributed to cultural artifacts, whether they be books, bodies or Boston baked beans. In addition, cultural critics are often astute observers of the processes by which meanings are made and the locations in which they operate. They

must, therefore. Examine cultural artifacts in historical and institutional contexts as well as in relation to specific groups and individuals.

AMST 168 is designed to encourage students to think of themselves as practicing cultural critics. Students can expect to take a great deal of responsibility for their learning. Active participation in the course is required. Students will lead discussions of readings, write critiques of their peers' work, and conduct interpretive research on a cultural artifact of their choice.

**AMST 172.80**                      **U.S. Social History From 1865 to the Present**                      **Stott**  
CRN# 86504                                      MW 2:00-3:15                                      FNGR 322

This course will focus on the history of ordinary Americans from the Civil War to the present. It is divided into three parts. The first part is a survey of the living and working conditions of ordinary Americans, black and white, men and women, working class and middle class, young and old, in the period 1870-1900. The second section will look at how the great social changes of the twentieth century, including the World Wars and Vietnam War, the Great Depression, prosperity of the 1950's and 1960's, etc., affected them. The final section will resurvey ordinary Americans today to analyze the significance of the social changes that have occurred over the last 135 years.

Readings will be drawn from, Hareven and Lagenback, *Amoskeag*, Neil R. McMillen, *Dark Journey*, Robert McElvaine, *Down and Out in the Great Depression: Black Mississippians in the Age of Jim Crow*, Betty Friedan, *The Feminine Mystique*, John D'Emilio, *Sexual Politics*, *Sexual Communities*, and Kenneth Jackson, *Crabgrass Frontier*.

Grading will be based on a midterm and final exam, a 15 page term paper and discussion preparation and participation. Graduate students must do a longer research paper and additional readings. I will meet periodically with them to discuss these readings.

**AMST 176.80**                                      **American Architecture**                                      **Longstreth**  
CRN# 82904                                      MW 2:00-3:15                                      STU 310

Examination of selected aspects of the built environment in the United States from the first period of European settlement to the eve of the Civil War. Stylistic properties, from type characteristics, technological developments, and urbanistic patterns are introduced as vehicles for interpreting the historical significance of this legacy. Buildings are analyzed both as artifacts and as signifiers of broader social, cultural, and economic tendencies. Other topics introduced include the role of the designer, the influence of region, and architecture as an aspect of landscape.

**AMST 180.10**                                      **Proseminar in American Studies**                                      **Palmer**  
CRN# 82905                                      M 4:10-6:00                                      LISH 325

Senior research seminar for American Studies majors. During the course students will produce an analytic essay based on primary research in American culture. The course concludes in a public symposium where majors present their research projects.

**AMST 192.80**  
CRN# 82907

**The American Cinema**  
T 2:00-3:15  
R 2:00-4:30

**Drown**  
Gelman B04  
Gelman B04

This course examines Twentieth Century American cinema in order to discover the cultural forms (ideas, images, characters, and narratives) that have legitimated and challenged the distribution of power in America. Students should come away from this course having learned how what has happened in America since 1900 has shaped the present in which they live. Additionally students will be equipped to think both theoretically and historically about the complicated relationships among film as a corporate-produced, mass-mediated form of entertainment, the events and ideas that constitute social life, and viewers. Finally, students will develop a critical method that treats film both as a popular art form and a cultural artifact.

**AMST 232.80**  
CRN# 85635

**Cultural Theory & American Studies**  
T 4:10-6:00

**McAlister**  
LISH 125

Cultural Theory and American Studies (also Human Sciences 205) is a graduate level introduction to the theories of culture and society. The course examines developments in structuralist and post structuralist theory of the last 40 years by focusing on competing definitions of the concept of "culture" in literary studies, anthropology, philosophy and sociology. The aim is to unpack why and how theoretical models are useful, even necessary, for studies of culture. Readings will likely include Geertz, Barthes, Habermas, Adorno, Foucault, Fanon, McClintock, Bourdieu, Freud, Bhabha, and Lowe.

**AMST 253.10**  
CRN# 85706

**American Decorative Arts:**  
R 10:00-11:50

**Nickles**  
NMAH

This seminar explores selected topics in the history of home and family life in America from the colonial period to the present through the lens of material culture: architecture, spaces, furnishings, utensils, technological systems, and artifacts associated with ritual and play. Through museum collections, exhibits, and readings, we will consider a range of issues including ideal and actual standards of living; life stages (childhood, etc.); rituals (holidays, etc.); household economies; daily activities; property; foodways; community; and museum interpretation. Particular focus will be given to the home as a place for: constructing and performing social identity (ethnicity, class, gender, race, religion); reproducing and contesting the social and political order; and producing and consuming goods and services. Requirements include a field trip, weekly readings, one brief paper, and a research paper on a topic selected by the student.

**AMST 257.80**  
CRN# 85703

**Topics in American Folklife**  
W 4:10-6:00

**Vlach**  
P201

This course will present the materials of American folk culture concentrating particularly on folk architecture, folk crafts and folk art. The major organizing themes for 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 topical consideration of insights to be gained by the analysis of objects in their social contexts. Readings and a major term paper.

**AMST 272.80**  
CRN# 83665

**Rdgs/Rsrch: US Social History**  
T 2:00-3:50

**Horton**  
FNDR 307

History 272 is a research seminar. During the semester we will emphasize the development of research skills. The final product of the course will not be a seminar paper however. Rather, it will be an extended research proposal. This proposal must include a review of all the relevant secondary material in the area of your proposed research, which explains the importance of the contribution of your project. The proposal must also include an extensive bibliography. Since the research must be drawn, at least in part, from primary sources, the proposal must also include a discussion of archive or library collections and records that are important to your study. There must also be specific information on exactly how these sources will be used in the study. If, for example, you plan to use photos you will use and how they will be used. Further, you must specify the points they will be used to illustrate or how they will be read. In most cases you should have reviewed substantial proportions of the collections you propose to use in your study and be able to write about them with authority. Your research need not be limited to standard academic projects but can also include proposals for exhibits, oral history projects, proposed film projects, tour designs for thematically linked historic sites, and other public history projects. As with any other research project, your proposal must include a thorough discussion of secondary sources, a detailed description of primary resources to be included, and a complete design for project production. Where possible, consultancies will be arranged for those who require specific expertise in exhibit design or film production. Pretend that you are applying to a major funding agency for support. Your job is to convince the officials of that agency that you are your project are worth their money. You must be clear and well focused in your research plan, and you must write your proposal explicitly, displaying your command of the general area and your ability as an accomplished professional who will deliver the final project.

**AMST 275.10**  
CRN# 85707

**Politics of Historic Preservation**  
R 6:10-8:00

**Striner**  
LISH 125

Examination of political issues, forces, events, and players that have shaped contemporary preservation practice, with an emphasis on public policy issues that have not been resolved and continue to confront preservation objectives and the role of community activism.

**AMST 282.10**  
CRN# 85702

**Seminar- American Architecture**  
M 4:10-6:00

**Longstreth**  
GEL B01A

Advanced research problems addressing artistic, cultural, social, technical, and urbanistic aspects of the built environment in the United States during the nineteenth and twentieth centuries. Areas of focus have included: housing for persons of moderate income, the middle-

class house in the 1930's, the landscape of retailing, architecture in the city in the 1920's and the legacy of the post-World War II era.

**AMST 284.10**  
CRN# 84594

**American Photography: Theory and Practice**  
W 6:10-8:00

**Goodyear**  
P201

Over the course of the last one hundred and sixty years, photography has emerged as the dominant visual medium in American society. Photographic images have played a central role in mediating our understanding of the different social, political, and cultural landscapes in America. This graduate seminar will consider the many ways in which photography has been practiced by individuals, theorized by visual culture scholars, and incorporated into American life. We will look especially at the unique nature of the medium and interrogate the different traditions and usages that have grown up around it. Readings will comprise a selection of recent books on the theory and practice of photography in America.

In addition to the weekly reading assignments, each student will be required to deliver three in-class reports. Approximately ten minutes each in length, these presentations should provide the class with a critical summary of the subject or book that you chosen. The topics for these reports include a photographic process or format (Week 2), a photographic history survey (Week 3), and an additional book of your choice (Week to be determined). Students will be required to complete two writing assignments. The first assignment is a five-page critical review of the book you chose to report on. This essay will be due one week after your in-class report. It is expected that this essay will be more than a summary of the book's contents, but will be rather a paper that interrogates its methods and conclusions. Each student will also research and write a 15 to 20 page essay on an original topic in this field. During the final three weeks of the semester, students will have an opportunity to present their research to the class.

*Required Texts:*

Richard Bolton, ed., *The Contest of Meaning: Critical Histories of Photography* (1989)  
James Curtis, *Mind's Eye, Mind's Truth: FSA Photography Reconsidered* (1990)  
Martha Sandweiss, *Print the Legend: Photography and the American West* (2002)  
Carol Squiers, ed., *Over Exposed: Essays on Contemporary Photography* (1999)  
Alan Trachtenberg, *Reading American Photographs: Images as History* (1989)  
Laura Wexler, *Tender Violence: Domestic Visions in an Age of U.S. Imperialism* (2000)

**AMST 289.10**  
CRN# 85705

**History of Reading in America**  
M 6:10-8:00

**Bertolini**  
P201

This course is a graduate seminar that explores American reading practices in their ethical, social and political dimensions. The course will begin with a consideration of print culture in the Revolutionary and Early National periods. We will examine the role of print forms and reading communities in the formation of an intercolonial political public sphere and in the rise of American nationalism. We will also study the Early American novel in relation to questions of American education, moral regulation, the political rights of women, and cultural nationalism. The rest of the course will concern itself with reading practices in the 19<sup>th</sup> century. We will study the history of new publication and print distribution technologies in what amounted to a veritable boom in available reading material in American from the first third of the century on. We will examine the social functions of newspapers and magazines, the

various genres of moral and social reform writing, and the development of professional authorship. We will also study literary authors who portray or thematize reading practices, with an eye to understanding how individual writers attempt to prosecute their own literary projects of social and political reform *rhetorically* through the ethical subjectivities of their readers.

**AMST 289.11**  
CRN# 86381

**Popular Culture and Citizenship**  
M 4:10-6:00

**McGovern**  
1776 G 101

This graduate reading seminar investigates the ways in which Americans have used cultural forms to envision, claim and contest citizenship for themselves in American polity and public spheres. By examining the relationships of citizenship, culture, collective memory and social groups, the course interrogates the public and common impact of cultural forms and movement over time in America. A mixture of historical and critical readings and discussions will bring us hopefully to informed understandings of the ways in which Americans have defined citizenship through cultural forms as well as political rituals. The course will concentrate in the 20<sup>th</sup> century, although readings will cover earlier periods as well. Genres to be examined include material culture, advertising and print media, popular music, radio and film. A working knowledge of American history is helpful but not required.