AMER_ST 301-1 - 20 (14386) Seminar for Majors: Theories & Mthds in Amer Stud
Merida Maria Rua | M 2:00PM - 5:00PM | University Hall 018
This course aims to provide a "how to" of American Studies from an integrative, multiracial, and socio-cultural perspective. Taking American culture as a site for testing classic and contemporary theories about how cultures work, this Seminar in American Studies serves as an introduction to resources and techniques for interdisciplinary research. Students will be exposed to and experiment with a wide range of current theoretical and methodological approaches employed in American Studies and contributing disciplinary fields. The goal of the course is not only for students to develop knowledge of main currents in the field of American Studies but also to become practitioners through a series of assignments that will permit students to exercise their newfound skills. Students will, for instance, develop rhetorical analyses, gather ethnographic data, and "read" assorted spaces and buildings, as the class explores such problems or topics as national narratives, ethnoracial formations, the social meaning of work and discipline, and the circulation of commodities.

AMER_ST 310-0 - 20 (14387) Studies in American Culture: Coming of Age in the City: Growing up and Growing
LATINO 392-0 – 20 (11577) – Topics in Latina and Latino Social and Political Issues
Merida Maria Rua | T 2:00PM - 5:00PM | University Hall 018
This course examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have deeply affected the daily collective lives of certain populations from childhood to elderhood, taking into account how age and age relations are highly differentiated by race, class, and gender. We will also consider the ways in which cities are organized and arranged to create and recreate categories and ideas associated with age. Rather than compartmentalize concerns such as safety, housing, economic and community development, or even "at-risk populations" as issues facing distinct generations, students will be provided an integrative framework that highlights the issues that intersect across generations and that can be approached collaboratively. Working with ethnography, historical narratives, memoirs, short stories, and popular culture, among other texts, this course offers students an opportunity to wrestle with the idea of age and age relations as socially and spatially configured, to interrogate how age-based policies and practices are sanctioned and challenged in everyday life, and to critically rethink assumptions about how
geographies of race, class, and gender inform views about how individuals and communities grow up and grow older. Evaluation will be based on class participation and discussions, 4 briefs (2-pages), and a review essay (12-15 pages).

**AMER_ST 310-0 – 21 (14388) Studies in American Culture: Suburbia in the American Imaginary**

**ANTHRO 390-0 -22 (13142) – Topics in Anthropology**

**HUM 302-0 – 22 (14378) – New perspectives in the Humanities**

Ana L Aparicio  |   TTh 2:00- 3:20PM  |  ANTHRO Sem Room B07, 1810 Hinman

Starting with the era of the "first suburbs" and followed by post-war suburban sprawl, suburbia has figured prominently in the American imaginary. In addition to the study of the history of suburban development and sprawl, this course examines ethnographies, film, and popular media to explore major themes related to suburban landscapes: the construction of the American suburb in the national imaginary; suburban aesthetics; suburbia as gendered and racialized space; the relationship between the city and the suburb; class and mobility; and shifting demographics, politics, and labor in contemporary suburbs.

**Teaching Method**  Lecture and Discussion

**Class Materials (Required)**

We will read articles, essays, newspaper accounts, available on the course's blackboard page. Additionally, we will read from the following books:


**AMER_ST 310-0 – 22 (14389) – Studies in American Culture: Intro to Asian American Studies**

**ASIAN_AM 210-0 – 1 (14510) – Introduction to Asian American Studies**

Laura Fugikawa  |  MW 2:00-3:20PM  |  Locy Hall 214

This course is designed to introduce students to the interdisciplinary academic field of Asian American Studies and assist students to develop critical thinking skills through an engagement with a wide variety of texts. Ethnic studies programs and departments are the result of community members and student activists’ dissatisfaction with the absence of the histories, stories and experiences of people of color in the academy. As the result of this social movement, Asian American Studies emerged in the 1960s with the goal to incorporate Asian American histories and experiences into the classroom. To begin to meet this goal the class will: discuss a broad historical and regional grounding of experiences of Asian Americans in the 19th and 20th centuries; focus on issues of Asian and Asian American representation in literature, film, and popular culture and identify organizations that meet these needs in Greater Asian American Chicago.

3 discussion sections

60 (17230)  |  F 9:00-9:50AM  |  Parkes Hall 223
This course is devised as a response to the heightened attention to race relations and the fracturing of black bodies—male and female—in the U.S. in the wake of 2015. In order to provide an historicized understanding of the continued assault on minoritized bodies, this course will explore the art, performance and politics of the African American literary and cultural left, from the Soviet Revolution to the assassination of Martin Luther King, Jr. We will investigate the shaping influence of the Marxism, Leninism and feminism on black radicalism, and the shaping influence of black radicals upon global policies and thought regarding race. Our course will investigate "Black Marxism" as a diverse appropriation of socialist thought as developed by key theorists and activists in liberation movements of the African Diaspora. Key relationships between Soviet internationalism and black transnationalism will be investigated through writings by Claude McKay, Langston Hughes, Louise Thompson Patterson, Eslanda Robeson, Paul Robeson, Richard Wright, Ralph Ellison, Shirley Graham, Claudia Jones, Gwendolyn Brooks, W.E.B. Du Bois, Lorraine Hansberry, Alice Childress, James Baldwin, Angela Davis, and others; as well as primary documents such as the left-wing African American magazine Freedom, the Daily Worker, the Baltimore Afro-American, unpublished manuscripts, concert performances, and Soviet press coverage of African Americans in such periodicals as Pravda, Ogonek, and Krokodil. Assignments will include a short paper and a 10-15 page archival case study.

Our efforts in this course will be directed toward the study of the growth of colleges and universities and the major social factors and philosophical rationales that have shaped their development. Emphasis will be placed upon the historical development of higher education in colonial America and the United States.

Learning Objectives  It is anticipated that the design and conduct of this course will provide participants with an understanding of the traditional and emerging patterns and roles of universities and other major institutions of higher education. Special stress will be placed upon the changing concept of "university" from its medieval beginnings through its contemporary variations. Through research, readings, and discussions, students will investigate the evolving aims, structure, functions, curriculum, administration,
financing and student and faculty roles inherent in the university concept. In developing this informational and conceptual perspective, students should more specifically: a. Increase their understanding of the relationship between institutions of higher education and social, economic, political, and religious currents. b. Strengthen their ability to evaluate and interpret historical sources. c. Broaden their academic knowledge base via reading, research and discussion. d. Gain perspective into the historical context of value positions and ideological commitments that both sustain and produce conflicts within the contemporary university. e. Develop a deepened awareness of the domestic and foreign ideals and practices that have and are influencing the course of higher education in America.

**Teaching Method** This is a seminar. Attendance is mandatory and it is expected that every class member will complete assigned readings and contribute freely and meaningfully in class discussions. Discussions and assigned readings are designed to convey information establishing a common frame of reference and basic knowledge level for all students regardless of background and academic specialization. Readings should also facilitate and encourage class analysis of issues in a seminar fashion.

**Evaluation Method** A. Class participation will count toward 20% of the final grade. B. Weekly response papers to required readings will count toward 20% of the final grade. C. The "mid-term" research paper will count toward 20% of the final grade. D. The research presentation to the class will count toward 20% of the final grade. E. The final essay will count toward 20% of the final grade. N.B. All written work will be evaluated on six criteria: 1) the cogency of your argument; 2) your use of primary source evidence and course material to support your argument; 3) your ability to relate your topic to larger issues in the history of higher education; 4) your ability to synthesize the material in a coherent presentation; 5) clarity of presentation; and 6) grammar and style. All written work must be handed in on paper; no electronic submissions at any time.

**Class Materials (Suggested)**

AMER_ST 390-1 – 20 (14390) – Senior Project
Shana Bernstein | W 2:00-5:00PM | University Hall 018

Unlike most courses, the purpose of this course is not to introduce a series of texts or a corpus of concrete information, but rather to provide a framework within which you can pursue your own interests and develop your own ideas. More than anything else, this course is a hybrid of the research seminar and the writing workshop, and we will confront the challenges of both researching and writing in a collaborative manner. To that end, some of our sessions will be devoted to reading and responding to one another's work. While it can be difficult and intimidating to publicly present your work, and to publicly critique or question another's work, we shall undertake both in the spirit of support and assistance. Becoming a careful reader, responder, and recipient of constructive criticism are also invaluable skills that fundamentally inform the process by which virtually all scholarly work is produced.