

COURSE OFFERINGS 2012 - 2013

FALL QUARTER 2012

AMER_ST 301-1
Seminar for Majors: **Performance of/in
Politics: the 2012 Elections**
Peter Civetta MW 11:00-12:20

AMER_ST 310-21
Studies in American Culture: The **History of
Higher Education in America**
William Haarlow Th 2-5

AMER_ST 310-22/ASIAN_AM 392-0-20
Studies in American Culture: **Race Wars in
American Culture**
Simeon Man M 2-5

AMER_ST 390-1
Senior Project
Ivy Wilson T 2-5

AMER_ST 399
Independent Study
Rebecca Marchiel

RELATED:
THEATRE 307-0-20 // ASIAN_AM 380-0-20
Studies in Gender and Performance: **War,
Gender & Memory**
Elizabeth Son TTh, 10-11:20, UH 318

WINTER QUARTER 2013

AMER_ST 301-2
Seminar for Majors: **Free Expression and the
McCarthy Era**
Martin Redish TTh 3:00-4:20

AMER_ST 310-20
Studies in American Culture: **The American
Vigilante**
Kathleen Belew M 2-5

AMER_ST 310-21 // LATINA/O 393-0-20
Studies in American Culture: **Immigration and
Xenophobia in American Culture**
John Alba Cutler MWF 10:00-10:50

AMER_ST 310-22 // ASIAN_AM 392-0-20
Studies in American Culture: **The American
Century in Asia**
Jinah Kim MW 12:30-1:50/PKS 223

AMER_ST 310-22 // COMM_ST 398
Studies in American Culture: **High School in the US**
Janice Radway TTh 11:00-12:20

AMER_ST 390-2
Senior Project
Ivy Wilson T 4:30-7:30

ALSO SEE COURSE LISTINGS FOR:

AFRICAN AMERICAN STUDIES <http://www.afam.northwestern.edu/undergraduate/courses.html>
ASIAN AMERICAN STUDIES <http://www.asianamerican.northwestern.edu/courses/>
LATINA AND LATINO STUDIES <http://www.latinostudies.northwestern.edu/courses/index.htm>

SPRING QUARTER 2013

AMER_ST 301-3
Seminar for Majors: **Bad News**
Lawrence Stuelpnagel T 2-5 UH 018

AMER_ST 310-20 // RELIGION 369-20
Studies in American Culture: **Am Teenage Rites of Passage**
Sarah Taylor T 2-5 PKS 215

AMER_ST 310-21 // HISTORY 300-41
Studies in American Culture: **Evolution of Chicago**
Carl Smith/Henry Binford MWF 9-9:50 Pancoe Bldg, Abbott Aud

AMER_ST 310-22 // ASIAN_AM 203-21
Studies in American Culture: **Asian American Social Movements**
Simeon Man MW 12:30-1:50 KRG 2-380

AMER_ST 310-23 // JWSH_ST 379-20
Studies in American Culture: **Storytelling Am Jewish Literature**
Marcia Gealy MWF 11-11:50 KRG 2-315

DIRECTOR

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unless otherwise noted all classes are held in
university hall 018

THE AMERICAN STUDIES PROGRAM

AMER_ST 301-1-20 (10231)

SEMINAR FOR MAJORS: POLITICAL PERFORMANCE: 2012 ELECTIONS

Peter Civetta

MW 11:00-12:20

University Hall 018

Course Description: It is no great bit of news that politicians perform, particularly when running for office. In fact, our entire electoral process can be viewed as a series of intertwined and interconnected performances: the performance of the media, of polls, of campaign commercials, of the money trail as well as the performance of the candidates themselves. This class will specifically explore how performance is used to influence the electoral process. We will seek to formulate and articulate how the political process is performed and what impact that performance has upon elections. Each member of the class will serve as a research correspondent for a core issue of the presidential campaign or to a significant House, Senate, or Governor's race. The course will seek to provide you with the skills needed to decode and understand complex performance environs, ultimately leading us to explore performance's role in determining electoral contests. We will also put these lessons to the test through graded in-class presentations designed to put what we learn about successful performance on its feet.

Learning Objective(s): The goal of the course is to provide students with the skills they need to analyze electoral performances as a means of more fully understanding how the political process currently operates. In addition, students will also be asked to put the lessons learned "on their feet" through in-class presentations designed to help them learn successful communication strategies.

Teaching Method(s): This class will be seminar-based, dominated by discussion of the readings and topics at hand. Performance analysis techniques will be modeled, and in-class presentations will be required and graded.

Evaluation Method(s): Assignments will include blog entries, short homework responses, a 2-3 page paper, 2 in-class presentations, and a final exam. These elements combined with attendance and regular participation in class discussions will determine the final grade.

Class Materials (Required): BOOKS/READING LIST: 1. The Audacity of Hope: Thoughts on Reclaiming the American Dream, Barack Obama; 2. No Apology: Believe in America, Mitt Romney (unless Santorum wins, then a book by him); 3. The Political Brain, Drew Westen 4. Course Reader.

AMER_ST 310-0-21 (13351)

STUDIES IN AMERICAN CULTURE: HISTORY OF HIGHER EDUCATION IN AMERICA

William Haarlow

Th 2:00-5:00

University Hall 018

Course Description: 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 Objective(s): 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(s): 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(s): 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:

Required Texts: Thelin, John R. A History of American Higher Education. Baltimore: Johns Hopkins Univ. Press, 2004. Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 7th edition. Chicago: University of Chicago Press, 2007. Both are available at the Norris Bookstore and the NU Library -- Regular Reserve. Additional required reading; largely primary source documents--will be made available during the quarter.

Recommended Texts: All are available at the NU Library -- Regular Reserve. Goodchild, Lester and Harold Wechsler, eds. ASHE Reader: The History of Higher Education. 3rd edition. Pearson, 2007. Hofstadter, Richard and Wilson Smith. American Higher Education: A Documentary History, 2 vols., Chicago, 1961. A wonderful collection of primary sources; available at the NU Library. Smith, Wilson and Thomas Bender. American Higher Education Transformed, 1940-2005: Documenting the National Discourse. Baltimore, Johns Hopkins University Press, 2008. Rudolph, Frederick. The American College and University: A History. New York: A. Knopf, 1962; reprint, Athens, GA: University of Georgia Press, 1990. Lucas, Christopher J. American Higher Education: A History. 2nd edition. New York: St. Martin's Griffin, 2006.

AMER_ST 310-0-22 (17236)

ASIAN_AM 392-0-20

STUDIES IN AMERICAN CULTURE: RACE WARS IN AMERICAN CULTURE

Simeon Mann

MW 9:30-10:50

University Hall 018

Course Description: This seminar is taught by Simeon Man. Simeon Man is an Andrew Mellon Postdoctoral Fellow in American Studies and Asian American Studies. His research and teaching interests are in Asian American and U.S. transnational history, with an emphasis on the politics of race and the U.S. empire in the twentieth century. This course will take up "race war" as an analytical concept for thinking about the question of empire in U.S. culture. From the conquest of native peoples across the American continent to the Spanish American War, from World War II to the U.S. War in Vietnam, from the Cold War to the "war on terror" wars have been waged not only in the name of territorial acquisition and diplomacy, but have also profoundly shaped ideas about race and nation in U.S. society. We therefore approach the study of race beyond U.S. borders, using interdisciplinary methods to interrogate its formation in transnational and imperial contexts. How have racial ideologies worked to rationalize U.S. conquest, "pacification," and occupation overseas? In turn, how have these processes reinforced and reified racial concepts, representations, and practices in the United States? In examining these questions, we will pay attention to how historically marginalized subjects have responded to wars, from proclaiming their loyalty and patriotism to engaging in more critical acts of protests, within and beyond the United States.

Learning Objective(s): The primary objectives of this course are to foster a critical lens for thinking about U.S. history in a global context, and to broaden students' skills in critical reading, research, writing, and discussion.

Teaching Method(s): Seminar, Writing assignments: in class, Presentations, Discussion: of readings

Evaluation Method(s):

Exam, mid-term: Take-home, 25%

Paper, final: 50%

Class participation: 25%

Class Materials (Required): -W.E.B. Du Bois, *Darkwater: Voices from Within the Veil* (Dover) ISBN 0-486-40890-6 Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (Hill and Wang) ISBN 0-8090-1628-1 Kimberley L. Phillips, *War! What is it Good For? Black Freedom Struggles & the U.S. Military from World War II to Iraq* (University of North Carolina Press) ISBN: 978-0-8078-3502-9 Naoko Shibusawa, *America's Geisha Ally: Reimagining the Japanese Enemy* (Harvard University Press) ISBN-13: 978-0-674-02348-2 Course Pack

AMER_ST 390-1-20 (10232)

SENIOR PROJECT

Ivy Wilson

T 2:00-5:00

University Hall 018

Course Description: A year-long sequence to complete a thesis or field study required of majors.

AMER_ST 399

INDEPENDENT STUDY

Rebecca Marchiel

Course Description: Readings and conferences on special subjects for students pursuing their area of interest within the major.

WINTER QUARTER 2013 - 4490

AMST 301-2 (21036)

SEMINAR FOR MAJORS: FREE EXPRESSION AND THE MCCARTHY ERA

Martin Redish

TTh 3:00-4:20

University Hall 018

Course Description: An intensive examination of the American political scene during the mid-twentieth century, when Senator Joseph McCarthy and other anti-Communists sought to suppress left wing dissent in the United States. The historical inquiry is combined with a thorough exploration of the theory and doctrine of the First Amendment guarantee of free expression. The two inquiries are then synthesized to consider the implications of First Amendment theory for the events that took place during the McCarthy era.

AMER_ST 310-20 (21847)

STUDIES IN AMERICAN CULTURE: THE AMERICAN VIGILANTE

Kathleen Belew

M 2-5

University Hall 018

Course Description: From the Regulators to Rambo, the vigilante has played a leading role in the history and culture of the United States. This course traces a long history of the American Vigilante and episodes of vigilante violence, from early America to the present. We will focus on the questions central to this history: what is the difference between violence to enslave and violence to set free? What is the relationship between the vigilante and the state, and in what ways has the state benefitted from

vigilantism? Where can we draw distinctions between vigilantism, terrorism, and rebellion? How has the vigilante contributed to nation-building? This class examines a wide variety of vigilante violence: settler violence against Native Americans, the lynching of people of color, urban mob violence, and the violence of the paramilitary racist right movement. We begin with the idea that resistance requires a close look at perpetrators. The class will explore the predominance of the vigilante in popular culture, particularly Jesse James, Dirty Harry, Machete, the Punisher, Charlie's Angels, Shaft, the movies of John Wayne, and the lyrics of Toby Keith. Students will focus on one element of this history, creating interdisciplinary final papers that address both historiographical and cultural dimensions of the American Vigilante.

AMER_ST 310-21 (31474)

LATINA/O 393-20 (31475)

STUDIES IN AMERICAN CULTURE: IMMIGRATION AND XENOPHOBIA IN AMERICAN CULTURE

John Alba Cutler

MWF 10:00-10:50

University Hall 018

Course Description: This course explores shifting definitions of America and Americanness through the lens of the immigration "crisis," a recurring event in American cultural history. We will see the constitution and reconstitution of whiteness through the xenophobia motivating the creation of the Know-Nothings and the passage of the Chinese Exclusion Act of 1882, and examine the tension between xenophobia and xenophilia informing the immigration legislations of 1924, 1965, and 1986. We will pay particular attention to how these historical crises offer a lens for viewing current debates about immigration. Texts will include films such as *Sin Nombre* (2009); letters and essays by Alexis de Tocqueville, Randolph Bourne, and Rubén Martínez; historical and sociological studies by Mae Ngai, Milton M. Gordon, and Richard Alba; and imaginative literature by Helena María Viramontes, Luis Alberto Urrea, and others.

AMER_ST 310-22 (31473)

ASIAN_AM_ST 392-20 (31472)

STUDIES IN AMERICAN CULTURE: THE AMERICAN CENTURY IN ASIA: RACE, WAR, & POPULAR CULTURE

Jinah Kim

MW 12:30-1:50

PKS 223

Course Description: "The American Century" is a term popularized by *Life* editor Henry Luce and describes what he imagined as the utopic potential of an American global leadership made necessary by the decline of European empires in Asia, Africa, and Latin America after World War II. Indeed, the period following World War II is characterized by unprecedented economic growth and wealth in the United States that is accompanied by the intensification of U.S. military, political, and economic internationalisms throughout the globe. In this interdisciplinary class we will study the history and representations of U.S. wars, economic and political development plans, and international humanist projects in Asia to map the tight connections wrought between these two spaces in constituting the American Century.

We will develop "intimacy" as an analytic to understand how wartime relations and post-war development projects rearrange domestic and gender practices as well as national culture, politics and economy. We will study domesticity, sex-work, war brides, transnational adoption practices; we will also attempt to understand the role of Christian missions, education, and medicine in the creation of discrepant cultural practices, contingent alliances, and transnational ties. In addition to studying how power flows from the U.S. to Asia, we will also understand how U.S. notions of self, family, nation and culture have been and continue to be irrevocably affected and changed by its intimate relations with Asia since the end of WWII.

Prerequisites: None.

Teaching Objective: To gain deeper knowledge of the American century in Asia and the ways that this relationship is represented in popular culture, knowledge production, and geopolitics.

Teaching Method: Class participation, discussion, films/videos, guest speakers, presentations, readings, research project and writing assignments.

Evaluation Method: Attendance, class participation, exams, online work, papers, presentations and writing assignments.

BOOKS/READING LIST: Required By Federal Law

- Bulosan, *America is in the Heart* (Harcourt Brace, 2000) ISBN: 0-295-95289-X
- Buck, *The Good Earth* (Pocket, 2005) ISBN: 1-4165-0018-9
- Burdick and Lederer, *The Ugly American*
- Phan, *We Should Never Meet* (Picador, 2005)
- Lee, *A Gesture Life* (Riverhead, 2000)

Films and Documentaries will stream on Blackboard

- dir. Rogan, *South Pacific*
- dir. Morris, *Fog of War*
- dirs. Lee and Lee, *Camp Arirang*
- dir. Tajiri, *History and Memory*
- dir. Meerman, *Chain of Love*

AMER_ST 310-23 (31477)

COMM_ST 398 (31478)

STUDIES IN AMERICAN CULTURE: HIGH SCHOOL IN THE UNITED STATES: PUBLIC CULTURE AND PEDAGOGIES OF NATIONAL CITIZENSHIP

Janice Radway

TTh 11-12:20

University Hall 018

Course Description: This course will explore the phenomenon of “high school” in the United States, the way it is portrayed in public culture, and its central role in the national imaginary. More than simply an institution for educating young Americans about a range of different topics, high school in the United States is also a highly complex social and cultural institution through which nearly all Americans circulate. As such, it plays a central role in preparing adolescents for national citizenship and promotes intense feelings of anxiety, nostalgia, and even shame among those required to submit themselves to its discipline. We will investigate the nature of the connection between this kind of affective response and the fact that, because high school in the U. S. is neither uniform nor unified and constituted at the same time by a range of practices at once official and highly informal, it also differentiates among the young people it addresses. Through an analysis of the history, culture, and social and political effects of high school, we will consider how this institution functions as a social sorting mechanism and how it produces, reproduces and maintains a highly differentiated society with the aid of public culture and the mass media. Some of the topics we will discuss include the economic conditions of possibility for high school; the nature of the official and unofficial curriculum; the role of extra-curricular activities including clubs, athletics, and social activities; and the role of friendship, cliques, and social networks in the organization of activities surrounding gender presentation and intimate social relations.

BOOKS/READING LIST: Required By Federal Law: There is no textbook for the class. Students will be reading selections and chapters from a number of books.

AMER_ST 390-2 (21037)

SENIOR PROJECT

Ivy Wilson

T 4:30-7:30

University Hall 018

Course Description: A year-long sequence to complete a thesis or field study required of majors.

SPRING QUARTER 2013 - 4500**AMST 301-3 (33794)**

SEMINAR FOR MAJORS: BAD NEWS

Lawrence Stuelpnagel

T 2-5

University Hall 018

Course Description: Bad News. That is what Americans are experiencing as a result of the corporate media mergers that took place in the closing years of the last century. Today there are six major companies that control much of what people read, hear and see. Those firms are AOL-Time Warner, General Electric, Walt Disney, News Corporation, Viacom/CBS, and Bertelsman.

As the firms passed from largely family owned to publicly traded companies, the pressure for profit from Wall Street has led to cutbacks in the size of the firm's news divisions and a change in news story values that have "softened" the types of news that people see on television.

This course will begin with an examination of the monetary forces that are driving the industry away from its primary mission of information. Critics, of whom the professor is one, contend that the drive for increasing profits is coming at the expense of both the quality and quantity of news that appear on television and radio, newspapers and magazines, and the Internet. The ever-diminishing number of news providers is also threatening democracy by limiting the number of voices that can be heard in our society.

We will examine the impact of these mergers on several areas of news coverage and public discussion:

1. Privacy and scandal, particularly the stories about President Bill Clinton.
2. The transformation of how the press has covered wars from Vietnam to the new Gulf War. Has the media gone from watchdog to lapdog?
3. Race. Former U.S. Senator Bill Bradley has said, "America is a nation obsessed with the interplay between African Americans and White Americans." We will examine how the press has covered the issue of race in America and how the press deals with the issue in its own newsrooms.
4. Politics. Reporting of scandals and personality has replaced critical evaluations of policy. The "horse race" with its poll-driven coverage is now the norm. We will examine the phenomenon through the lens of the 2000 through the 2012 presidential races.

Evaluation: Your grade will be determined in the following way; 25% for an OP-Ed piece on a subject of your choice that is germane to the class and approved by the professor; 35% for a 10-15 page term paper; 25% take home examination; 15% class participation. No P/N. I do not grant extensions for any written assignments. They are due at the beginning of the class as noted on the syllabus. Failure to make the deadline will result in a lower grade for that assignment.

Since the class meets once a week, your attendance at all meetings is mandatory. Unexcused absences will result in a lower class participation grade and the likelihood of a lower class grade.

AMER_ST 310-21 (34320)**HISTORY 300-41 (33264)**

STUDIES IN AMERICAN CULTURE: THE EVOLUTION OF CHICAGO

Carl Smith/Henry Binford

MWF 9-9:50

Pancoe Bldg, Abbott Aud

Course Description: This team-taught course will employ a chronological and topical approach to survey major developments in the history of Chicago, with an emphasis on the city as a built environment. It will examine Chicago from the 1830s to the turn of the twenty-first century in terms of a series of major human-made structures and institutions that both reflected the larger events and ideas that created them and left a lasting mark on the cityscape. Among likely subjects to be considered are the creation of the canal and the railroad in the middle decades of the nineteenth century; the construction of the Union Stock Yard and the model town of Pullman in the period following the Civil War; the response to perceived urban problems in such forms as settlement houses, suburbs, and city planning; and massive recent public projects, from universities (e.g., UIC) to parks (e.g., Millennium Park) under the mayoralties of Richard J. and Richard M. Daley. In addition to lectures and sections, there will be approximately four required field trips on selected Saturdays throughout the term.

AREA OF CONCENTRATION: Americas

PREREQUISITES: None, though some knowledge of American history from 1830 to the present will be helpful.

TEACHING METHOD: Lecture and discussion sections; field trips

EVALUATION METHOD: A midterm paper or exam (the choice may be up to the student), final paper or exam (again, the choice may be up to the student); brief writing assignments; contribution to discussion sections; participation in field trips (required)

READING LIST: Among the likely readings are

William Cronon, *Nature's Metropolis* (Norton) ISBN 978-0393308730

Harold Mayer and Richard Wade, *Chicago: Growth of a Metropolis* (Chicago) ISBN 978-0226512747

Carl Smith, *The Plan of Chicago: Daniel Burnham and the Remaking of the American City* (Chicago) ISBN 9780226764733
Course Reader

GRADING BASIS: ANC. Midterm approximately 25%, final approximately 50%, shorter assignments and participation (including field trips), approximately 25%.

NOTES: No P/N. Attendance at first class mandatory except with permission of the instructors.

BRIEF BIOGRAPHY OR PERSONAL STATEMENT: Henry Binford and Carl Smith are both American urban historians specializing in the nineteenth and twentieth centuries. While this course is a new collaboration, they have team taught multiple times.

AMER_ST 310-20 (33534)

RELIGION 369-20 (33416)

STUDIES IN AMERICAN CULTURE: AMERICAN TEENAGE RITES OF PASSAGE

Sarah Taylor

T 2-4:30

PRKS 215

Course Description: This seminar is specially geared to American Studies and Religious Studies majors. Drawing from anthropological and sociological case studies, we will examine various rites of passage experienced by teens in the U.S. In analyzing these rites, students will become conversant with theories of ritual, contemporary surveys of teen demographics and

cultural trends, gender studies and cultural studies literature dealing with teen popular media and consumption. Students will also be asked to generate original research for their seminar final project, applying the tools of the course to a case study of their own choosing. This seminar will make rigorous use of multimedia materials and will require multi-source digitized media viewing and analysis as integral to course assignments. Attendance is required at the first meeting of seminar in order to be admitted to the course and is required subsequently each week thereafter.

Books: Shachtman, *Rumspringa: To Be or Not To Be Amish* (Norris Bookstore); Oppenheimer, *Thirteen and a Day: The Bar and Bat Mitzvah Across America* (Norris Bookstore); Amy Best, *Prom Night: Youth, Schools, and Popular Culture* (Norris Bookstore)

AMER_ST 310-22 (34331)

ASIAN_AM 203-21 (33412)

STUDIES IN AMERICAN CULTURE: ASIAN AMERICAN SOCIAL MOVEMENTS

Simeon Man

MW 12:30-1:50

KRG 2-380

Course Description: The Asian American movement of the late 1960s occupies a pivotal place in the history of Asian American cultural politics. Yet this movement did not occur in a vacuum. In this class, we will situate this movement within a longer history of Asian American activism, from the late nineteenth century to the present. From the labor organizing of early migrant workers to the multifaceted struggles of the contemporary moment, Asian Americans have contested their social, political, and economic marginalization by utilizing the courts, demonstrating in public spaces, and engaging a range of cultural practices. We will examine how Asian Americans historically have forged solidarities within and between ethnic groups, and across racial and national boundaries. How have political affinities forged with African Americans, Latinos, and Native Americans in the United States—and with Asian peoples abroad—empowered Asian Americans in their struggles for justice? How have these cross-racial and transnational movements reinforced or challenged conceptions of justice rooted in U.S. American liberal ideals? We will examine topics such as immigration reform, antiwar and anticolonial movements, draft resistance, Japanese American redress, hate crimes, racial profiling, and affirmative action.

TEACHING OBJECTIVES: Students will develop analytical reading skills and learn to ask informed questions that push conventional interpretations of Asian American and U.S. history. This course will hone your skills in evaluating primary sources and in engaging discussions, including expressing ideas verbally, mobilizing evidence, and defending and deconstructing an argument. You will also learn the craft of writing an essay that demonstrates an argument and the creative application of course materials.

TEACHING METHOD: class discussion, discussion, lecture, readings and writing assignments.

EVALUATION METHOD: class participation (25%), final exam (15%), mid-term exam (15%), final paper (30%), and writing assignments (15%).

BOOKS/READING LIST:

Robert Sadamu Shimabukuro, *Born in Seattle: The Campaign for Japanese American Redress* (University of Washington Press, 2001) ISBN 0-295-98142-3

Daryl J. Maeda, *Chains of Babylon: The Rise of Asian America* (University of Minnesota Press, 2009) ISBN 978-0-8166-4891-7

Eric L. Muller, *Free to Die For Their Country: The Story of the Japanese American Draft Resisters in World War II* (University of Chicago Press, 2001) ISBN 9780226548234

Biju Mathew, *Taxi! Cabs and Capitalism in New York City* (The New Press, 2005) ISBN 1-56584-811-X

Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian America* (Harvard University Press, 2013) ISBN 978-0-674-06666-3

AMER_ST 310-23 (37714)

JWSH_ST 379-20 (33386)

STUDIES IN AMERICAN CULTURE: STORYTELLING IN AMERICAN JEWISH LITERATURE

Marcia Gealy

MWF 11-11:50

Kresge 2-315

Course Description: The achievement of a select group of American Jewish writers is dependent in large measure on the way in which their writing reveals a Jewish past. Their treatments of Jewish tradition and Jewish history are the particulars which, paradoxically often give their best work its most distinctive claim to universality. This course will focus on stories by American Jewish writers such as Anzia Yezerska, I.B. Singer, Grace Paley, Bernard Malamud, Cynthia Ozick, Saul Bellow, Lore Segal, Philip Roth, Rebecca Goldstein, Jonathan Safran Foer, and Woody Allen, who have reshaped the Jewish tradition of storytelling to their own individual talents.

PREREQUISITES: none

TEACHING OBJECTIVES: To encourage students to read critically and write clear, coherent, persuasive prose; to participate in class discussions, and to understand and appreciate the writing of modern American Jewish writers who echo and transform Jewish storytellers of the past.

TEACHING METHOD: discussion, some student led discussions, lecture

EVALUATION METHOD: response papers, 1 short, 1 long essay, participation in class discussion

BOOKS/READING LIST: Henry Roth's *Call It Sleep*, I. B. Singer's *Enemies, a Love Story*, Lore Segal's *Other People's Houses*. Course Pack containing short stories by authors name in course description.

BIO: Marcia Gealy teaches a variety of courses in the WCAS writing program, Comparative Literary Studies, and Jewish Studies. Her name has appeared on the ASG Honor Roll and she is a senior fellow in the Searle Center for Teaching Excellence. Her research interests include the teaching of minority students and the Storytelling tradition in Modern Jewish literature, two fields in which she has published articles.

RELATED COURSES

THEATRE 307-0-20 (17076)

ASIAN_AM 380-0-20 (17802)

STUDIES IN GENDER AND PERFORMANCE: WAR, GENDER & MEMORY

Elizabeth Son

TTh 10-11:20

FQ 2012

University Hall 318

Course Description: This course examines the history of U.S. involvement in wars in Asia and the Pacific alongside Asian American cultural productions, which emerged in response to colonization, militarization, internment, migration and displacement. Our objective is to understand how theatre, performance art, music, spoken word and social performances (for

example, pilgrimages by adoptees, cloth weaving, and family history projects) in particular are significant sites and critical practices in contesting these histories of loss. We will have a particular focus on the relation of gender and memory, particularly how women employ memory to make political claims and to articulate histories of violence that have long been silenced.

Our investigations will be guided by these inquiries: How do migrants and displaced people construct, inhabit and reproduce memories of war through cultural productions? What are the technologies of memory that mediate gendered experiences of histories of wars in Asia? How have embodied Asian American cultural expressions served as a site to counter the familial, cultural and historical amnesia that surround traumas of war? How do the competing uses of memory help us to understand contemporary cultural politics and national belonging? We will read key works in Asian American history and cultural studies, along with critical readings from (post)colonial, trauma and performance studies.

THEATRE 365-2-20 (32600)

AMERICAN THEATRE AND DRAMA: THEATRE AND SOCIAL CHANGE

Elizabeth Son

MW 9:30-10:50

WQ 2013

Allison Residential, Comm 1021

Course Description: This course explores the negotiation of social and political issues in U.S. theatre and performance. The first part of the course focuses on seminal companies that have shaped theatre for social change in America, including the Federal Theatre Project, San Francisco Mime Troupe, Bread and Puppet Theatre, Free Southern Theatre, El Teatro Campesino, Black Revolutionary Theater, and The Living Theatre. Building on these histories, the latter part of the course examines the theories and performance practices of contemporary artists and activists in dealing with the AIDS epidemic, im/migration, incarceration, poverty, racism, gender and sexual violence, and war. Can one look for justice in the theatre? What performance strategies are used to mobilize civic engagement and to incite social and political action? How does one bring about social transformation and assess effectiveness? We will look at plays such as *Twilight: Los Angeles, 1992*, *Nickel and Dimed*, and *The Exonerated* and projects led by artists such as Ping Chong (*Undesirable Elements Project*), Rhodessa Jones (*Medea Project: Theater for Incarcerated Women*) and John O'Neal (*The Color Line Project*). Readings of theatre history, plays and criticism will be complemented by viewings of videos of performances and attendance at productions at Northwestern.

AFRICAN AMERICAN STUDIES UNDERGRADUATE COURSE LISTING (AF_AM_ST)

COURSE #	INSTRUCTOR	COURSE TITLE	Day/Times
FALL QUARTER 2012 - 4480			
101	Wright	Freshman Seminar: Literature and Culture in Black and White	MW 2-3:20
211	Weheliye	Literatures of the Black World	TTh 11-12:20
215	Patillo	Intro to Black Social and Political Life	TTh 3:30-4:50
220	Biondi	Civil Rights Movement	MW 11-12:20
236	Hine	Intro to AFAM Studies	TTh 12:30-1:50
327	Sharma	Politics of AFAM Popular Culture	MW 2-3:20
360	Wright	Major Authors: Black Science Fiction	MW 3:30-4:50
363	Hesse	Racism in Western Modernity	MW 12:30-1:50
390	Hesse	Controversial Blackness	M 3:30 - 6:30
WINTER QUARTER 2013 - 4490			
212-2	Biondi	Intro to AFAM History	MW 2-3:20
213	Bryant	History of the Black World	MW 12:30-1:50
245	Iton	Black Diaspora	TTh 12:30-1:50
261	Wright	Queer Literature in the African Diaspora	MW 11-12:20
319	Iton	Race, Ethnicity, and the American Constitution	TTh 3:30-4:50
320	Marquez	Social Meaning of Race	TTh 9:30-10:50

330	Hine	Black Women in 20th Century United States	MW 3:30-4:50
365	Hine	Black Chicago	T 4-7
SPRING QUARTER 2013 - 4500			
101-6-20	J Johnson	Freshman Seminar: Black Is, Black Ain't: Performance and Authenticity	TTh 3:30-4:50
210-20	Justin Joyce	Survey of African American Literature	TTh 9:30-10:50
245-20	Iton	The Black Diaspora and Transnationality	TTh 2:00-3:20
250-20	J Johnson	Race, Class, Gender	TTh 12:30-1:50
315-20	S Johnson	Religion in the Black Atlantic	TTh 11:00-12:20
342-20	Bryant	Comparative Slavery	MW 12:30-1:50
345-20	Bryant	Afro-Latin America: Communities, Cultures, and Identities	MW 9:30-10:50
380-21	Hesse	Topics in African-American Studies: Unsettling Whiteness	MW 2:00-3:20
380-22	Hesse	Topics in African-American Studies: Race, Performance & Nostalgia	MW 3:30-4:50
394-20	King	Professional Linkage Seminar: Chicago School Reform	M 4:00-6:50pm

ASIAN AMERICAN STUDIES UNDERGRADUATE COURSE LISTING (ASIAN_AM)

COURSE #	INSTRUCTOR	COURSE TITLE	Day/Times
FALL QUARTER 2012 - 4480			
106-6	Kim	Freshman Seminar: Shades of Noir - Race and Detective Texts	MW 9:30-10:50
203-0-20 (ANTHRO 390)	Shankar	Language in Asian America	
203-0-21	Sharma	The South Asian American Experience	MW 11-12:20
275-20 (ENG 275-21)	Kim	Introduction to Asian American Literature	MW 12:30-1:50
335-20 (ANTHRO 335-20)	Shankar	Language in Asian America	TTh 11-12:20
370 (GNDR_ST 31)	Enteen	Diaspora in Asian American Studies: Transnational Sexualities	T 2:00-3:20
380-20 (THEATRE 307-20)	Son	Topics in Asian Am Arts/Perf: War, Gender, and Memory in Asian American Performance	TTh 10-11:20
392 -20 (AMER_ST 310-22)	Man	Studies in American Culture: Race Wars in American Culture	MW 9:30-10:50
WINTER QUARTER 2013 - 4490			
203-20 (ANTHRO 390-22)	Shankar	Asian Persuasion: Asian American Advertising and Consumption	MW 11-12:20
214-20 (HISTORY 214-20)	Yuh	Introduction to Asian American History	TTh 9:30-10:50
218-20 (AF_AM_ST 218-20)	Sharma	Cracking the Color Lines: Asian/Black Relations in the U.S.	TTh 2-3:20
392-0-20 (AMER_ST 310-22)	Kim	Seminar in Asian American Studies: The American Century in Asia	MW 12:30-1:50
394-20	Aoki	Professional Linkage Seminar: Asian Identity in Cinema	T 6:00-8:00
SPRING QUARTER 2013 - 4500			
203-21 (AMER_ST 310-22)	Man	Topics in Asian American Social and Cultural Analysis: Asian American Social Movements	MW 12:30-1:50
203-21 (HISTORY 200-40)	Lew-Williams	Topics in Asian American Social and Cultural Analysis: Chinese American Experience	TTh 12:30-1:50
225-20 (SOCIO 276-22)	Chen	Contemporary Issues in Asian American Community	TTh 9:30-10:50
304-20	Yuh	Asian American Women's History	MW 9:30-10:50

(HISTORY 304-20)		(lecture + discussion sections)	
392-20	Yuh	Korean Americans and the Korean War	TTh 11-12:20
394-20	Aoki	Asian American Arts in Practice	T 6:00-8:50pm

LATINA and LATINO STUDIES UNDERGRADUATE COURSE LISTING (LATINO)

COURSE #	INSTRUCTOR	COURSE TITLE	Day/Times
FALL QUARTER 2012 - 4480			
391	Amezcuca	Latinos and The Long Civil Rights Era	TTh 12:30-1:50
392	Meza	Latin@s in Education: Historical & Contemporary Issues and Perspectives	Th 4:00-6:50
394	Moreno Nevárez	Latino/as as Immigrants: Legal and Political Approaches	W 5:00-7:50
399	Aparicio	Independent Study	
SPANISH 230	Maguire	Margins and Centers in Latin American Literature and Culture	MW 10-11:20
WINTER QUARTER 2013 - 4490			
201-1-20	Márquez	Intro to Latino Studies (W/DISCUSSION SECTIONS)	TTh 12:30-1:50
218	Cadava	Latino History	MWF 11-11:50
277	Aparicio	Introduction to U.S Latino Literature (taught with English 277 and Spanish 277)	MW 11-12:20
392-29	Aparicio	Social and Political Issues: New Latino Geographies	T 2:00-4:50
393 (AMER_ST 310-21)	Alba Cutler	Topics in Latina/o Text & Representation: Immigration and Xenophobia in American Culture	MWF 10-10:50
399	Aparicio	Independent Study	
ENGLISH 377	Alba Cutler	Special Topics in Latina/o Literature: Dangerous Ideas	MWF 1-1:50
HISTORY 392-21	Cadava	Latino Conservatives	MW 2-3:20
POLI_SCI 395-20	Dominguez	Political Research Seminar: Latino Politics in the US	T 2-4:50
SPANISH 397-20	Aparicio	Topics in Hispanic Literatures and Cultures: Cultural Politics of Latino Languages	TTh 11-12:20
THEATRE 349-2-20	Godinez	Acting III: Problems in Style - Latino Theatre	MW 11-12:50
SPRING QUARTER 2013 - 4500			
222-30	Aparicio	Latino Youth in US Cities	T 2:00-4:50
391-20	Amezcuca	Topics in Latina and Latino History	M 2:00-4:50
393-34	Reynoso	Topics in Latina and Latino Text and Representation	TTh 11:00-12:20
395-31	Márquez	Capstone Seminar in Latina and Latino Studies	W 5:30-7:50pm
399	Aparicio & Domínguez	Independent Study	
HISTORY 308-20	Cadava	The American West	MWF 11:00-11:50

HISTORY UNDERGRADUATE COURSE LISTING (pre-registration privileges arranged except for SQ 2013)

COURSE #	INSTRUCTOR	COURSE TITLE	Day/Times
FALL QUARTER 2012 - 4480			
210-1	Fitz	Pre-colonial to Civil War	MWF 10-10:50
303-2	Masur	American Women's History since 1865	TTh 2:00-3:20
316-0	Sherry	The Sixties	TTh 3:30-4:50
392-20	Lew-Williams	Immigration, Nativism, and Border Control in America	TTh 12:30-1:50
WINTER QUARTER 2013 - 4490			
300-30	Belew	Histories of Violence in the United States	TTh 12:30-1:50
300-31	Lew-Williams	Race and Gender in the American West	MW 12:30-1:50
300-32	Osten	Populism in Latin America	MW 9:30-10:50
311-0	Fitz	A New Nation	MW 11-12:20

315-3	Allen	The U.S. since 1900	TTh 9:30-10:50
322-2	Binford	Modern American City: Since 1870	MWF 9-9:50
325-0	Alder	History of American Technology	TTh 2-3:20
326-0	Immerwahr	U.S. Intellectual History	MW 9:30-10:50
392-21	Cadava	Latino/Minority Conservatism	MW 2-3:20
392-24	Osten	Women and Revolution in 20 th Century Latin America	MW 3:30-4:50
SPRING QUARTER 2013 - 4500			

- [HISTORY 203-1 - Jewish History 750-1492](#)
- [HISTORY 210-2 - History of the U.S., Reconstruction to Present](#)
- [HISTORY 242-0 - Topics in History](#)
- [HISTORY 250-2 - Global History: The Modern World](#)
- [HISTORY 300-0 - New Lectures in History](#)
- [HISTORY 304-0 - Asian American Women's History](#)
- [HISTORY 308-0 - The American West](#)
- [HISTORY 318-1 - Legal & Constitutional History U.S.: to 1850](#)
- [HISTORY 324-0 - American Gay and Lesbian History](#)
- [HISTORY 337-0 - History of Modern Europe](#)
- [HISTORY 341-0 - Paris: World City 1700 to the Present](#)
- [HISTORY 358-1 - Topics in West African History](#)
- [HISTORY 364-0 - Gender and Sexuality in Victorian Britain](#)
- [HISTORY 368-1 - Revolution in 20th Century Latin America: Mexico & its revolutions](#)
- [HISTORY 385-2 - History of Modern South Asia](#)
- [HISTORY 387-0 - History Adv Special Topics:](#)
- [HISTORY 392-0 - Topics In History](#)
- [HISTORY 393-0 - Approaches to History](#)