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 Haarlou  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

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

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

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  Pancoc 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 // JWSTH_ST 379-20
Studies in American Culture: Storytelling Am Jewish Literature
Marcia Gealy  MWF 11-11:50  KRG 2-315

THE AMERICAN STUDIES PROGRAM

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1897 Sheridan Rd
Evanston, IL 60208-2245

unless otherwise noted all classes are held in university hall 018
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.


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:**


**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.

**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

- 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.

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

- 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)

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**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:**


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 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.
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)

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<td>Wright</td>
<td>Freshman Seminar: Literature and Culture in Black and White</td>
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<td>Wright</td>
<td>Literatures of the Black World</td>
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<td>215</td>
<td>Patillo</td>
<td>Intro to Black Social and Political Life</td>
<td>TTh 3:30-4:50</td>
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<td>Biondi</td>
<td>Civil Rights Movement</td>
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<td>236</td>
<td>Hine</td>
<td>Intro to AFAM Studies</td>
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<td>327</td>
<td>Sharma</td>
<td>Politics of AFAM Popular Culture</td>
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<td>360</td>
<td>Wright</td>
<td>Major Authors: Black Science Fiction</td>
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<td>363</td>
<td>Hesse</td>
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<td>Hesse</td>
<td>Controversial Blackness</td>
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<td>WINTER QUARTER 2013 - 4490</td>
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<td>212-2</td>
<td>Biondi</td>
<td>Intro to AFAM History</td>
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<td>Bryant</td>
<td>History of the Black World</td>
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<td>Iton</td>
<td>Black Diaspora</td>
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<td>261</td>
<td>Wright</td>
<td>Queer Literature in the African Diaspora</td>
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<td>Race, Ethnicity, and the American Constitution</td>
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<td>Marquez</td>
<td>Social Meaning of Race</td>
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<tr>
<td>330</td>
<td>Hine</td>
<td>Black Women in 20th Century United States</td>
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**SPRING QUARTER 2013 - 4500**

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<tr>
<td>101-6-20</td>
<td>J Johnson</td>
<td>Freshman Seminar: Black Is, Black Ain't: Performance and Authenticity</td>
<td>TTh 3:30-4:50</td>
</tr>
<tr>
<td>210-20</td>
<td>Justin Joyce</td>
<td>Survey of African American Literature</td>
<td>TTh 9:30-10:50</td>
</tr>
<tr>
<td>245-20</td>
<td>Iton</td>
<td>The Black Diaspora and Transnationality</td>
<td>TTh 2:00-3:20</td>
</tr>
<tr>
<td>250-20</td>
<td>J Johnson</td>
<td>Race, Class, Gender</td>
<td>TTh 12:30-1:50</td>
</tr>
<tr>
<td>315-20</td>
<td>S Johnson</td>
<td>Religion in the Black Atlantic</td>
<td>TTh 11:00-12:20</td>
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<tr>
<td>342-20</td>
<td>Bryant</td>
<td>Comparative Slavery</td>
<td>MW 12:30-1:50</td>
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<tr>
<td>345-20</td>
<td>Bryant</td>
<td>Afro-Latin America: Communities, Cultures, and Identities</td>
<td>MW 9:30-10:50</td>
</tr>
<tr>
<td>380-21</td>
<td>Hesse</td>
<td>Topics in African-American Studies: Unsettling Whiteness</td>
<td>MW 2:00-3:20</td>
</tr>
<tr>
<td>380-22</td>
<td>Hesse</td>
<td>Topics in African-American Studies: Race, Performance &amp; Nostalgia</td>
<td>MW 3:30-4:50</td>
</tr>
<tr>
<td>394-20</td>
<td>King</td>
<td>Professional Linkage Seminar: Chicago School Reform</td>
<td>M 4:00-6:50pm</td>
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</table>

**ASIAN AMERICAN STUDIES UNDERGRADUATE COURSE LISTING (ASIAN_AM)**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>INSTRUCTOR</th>
<th>COURSE TITLE</th>
<th>Day/Times</th>
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<tbody>
<tr>
<td>106-6</td>
<td>Kim</td>
<td>Freshman Seminar: Shades of Noir - Race and Detective Texts</td>
<td>MW 9:30-10:50</td>
</tr>
<tr>
<td>203-0-20</td>
<td>Shankar</td>
<td>Language in Asian America</td>
<td>MW 11-12:20</td>
</tr>
<tr>
<td>275-20</td>
<td>Kim</td>
<td>Introduction to Asian American Literature</td>
<td>MW 12:30-1:50</td>
</tr>
<tr>
<td>335-20</td>
<td>Shankar</td>
<td>Language in Asia America</td>
<td>TTh 11-12:20</td>
</tr>
<tr>
<td>370</td>
<td>Enteen</td>
<td>Diaspora in Asian American Studies: Transnational Sexualities</td>
<td>T 2:00-3:20</td>
</tr>
<tr>
<td>380-20</td>
<td>Son</td>
<td>Topics in Asian Am Arts/Perf: War, Gender, and Memory in Asian American Performance</td>
<td>TTh 10-11:20</td>
</tr>
<tr>
<td>392-20</td>
<td>Man</td>
<td>Studies in American Culture: Race Wars in American Culture</td>
<td>MW 9:30-10:50</td>
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**WINTER QUARTER 2013 - 4490**

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<tbody>
<tr>
<td>214-20</td>
<td>Yuh</td>
<td>Introduction to Asian American History</td>
<td>TTh 9:30-10:50</td>
</tr>
<tr>
<td>218-20</td>
<td>Sharma</td>
<td>Cracking the Color Lines: Asian/Black Relations in the U.S.</td>
<td>TTh 2-3:20</td>
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<tr>
<td>392-0-20</td>
<td>Kim</td>
<td>Seminar in Asian American Studies: The American Century in Asia</td>
<td>MW 12:30-1:50</td>
</tr>
<tr>
<td>394-20</td>
<td>Aoki</td>
<td>Professional Linkage Seminar: Asian Identity in Cinema</td>
<td>T 6:00-8:00</td>
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**SPRING QUARTER 2013 - 4500**

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructor</th>
<th>Course Title</th>
<th>Day/Times</th>
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</thead>
<tbody>
<tr>
<td>203-21</td>
<td>Man</td>
<td>Topics in Asian American Social and Cultural Analysis: Asian American Social Movements</td>
<td>MW 12:30-1:50</td>
</tr>
<tr>
<td>203-21</td>
<td>Lew-Williams</td>
<td>Topics in Asian American Social and Cultural Analysis: Chinese American Experience</td>
<td>TTh 12:30-1:50</td>
</tr>
<tr>
<td>225-20</td>
<td>Chen</td>
<td>Contemporary Issues in Asian American Community</td>
<td>TTh 9:30-10:50</td>
</tr>
<tr>
<td>304-20</td>
<td>Yuh</td>
<td>Asian American Women's History</td>
<td>MW 9:30-10:50</td>
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<td>COURSE #</td>
<td>INSTRUCTOR</td>
<td>COURSE TITLE</td>
<td>Day/Times</td>
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<tr>
<td>FALL QUARTER 2012 - 4480</td>
<td></td>
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</tr>
<tr>
<td>391</td>
<td>Amezcua</td>
<td>Latinos and The Long Civil Rights Era</td>
<td>TTh 12:30-1:50</td>
</tr>
<tr>
<td>392</td>
<td>Meza</td>
<td>Latin@s in Education: Historical &amp; Contemporary Issues and Perspectives</td>
<td>Th 4:00-6:50</td>
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<tr>
<td>394</td>
<td>Moreno Nevárez</td>
<td>Latino/as as Immigrants: Legal and Political Approaches</td>
<td>W 5:00-7:50</td>
</tr>
<tr>
<td>399</td>
<td>Aparicio</td>
<td>Independent Study</td>
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<tr>
<td>SPANISH 230</td>
<td>Maguire</td>
<td>Margins and Centers in Latin American Literature and Culture</td>
<td>MW 10-11:20</td>
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<td>WINTER QUARTER 2013 - 4490</td>
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<tr>
<td>201-1-20</td>
<td>Márquez</td>
<td>Intro to Latino Studies (W/DISCUSSION SECTIONS)</td>
<td>TTh 12:30-1:50</td>
</tr>
<tr>
<td>218</td>
<td>Cadava</td>
<td>Latino History</td>
<td>MWF 11-11:50</td>
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<tr>
<td>277</td>
<td>Aparicio</td>
<td>Introduction to U.S Latino Literature (taught with English 277 and Spanish 277)</td>
<td>MW 11-12:20</td>
</tr>
<tr>
<td>392-29</td>
<td>Aparicio</td>
<td>Social and Political Issues: New Latino Geographies</td>
<td>T 2:00-4:50</td>
</tr>
<tr>
<td>393</td>
<td>Alba Cutler</td>
<td>Topics in Latina/o Text &amp; Representation: Immigration and Xenophobia in American Culture</td>
<td>MWF 10-10:50</td>
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<tr>
<td>399</td>
<td>Aparicio</td>
<td>Independent Study</td>
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<tr>
<td>ENGLISH 377</td>
<td>Alba Cutler</td>
<td>Special Topics in Latina/o Literature: Dangerous Ideas</td>
<td>MWF 1-1:50</td>
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<tr>
<td>HISTORY 392-21</td>
<td>Cadava</td>
<td>Latino Conservatives</td>
<td>MWF 2-3:20</td>
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<tr>
<td>POLI_SCI 395-20</td>
<td>Dominguez</td>
<td>Political Research Seminar: Latino Politics in the US</td>
<td>T 2-4:50</td>
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<tr>
<td>SPANISH 397-20</td>
<td>Aparicio</td>
<td>Topics in Hispanic Literatures and Cultures: Cultural Politics of Latino Languages</td>
<td>TTh 11-12:20</td>
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<tr>
<td>THEATRE 349-2-20</td>
<td>Godinez</td>
<td>Acting III: Problems in Style - Latino Theatre</td>
<td>MW 11-12:50</td>
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<td>SPRING QUARTER 2013 - 4500</td>
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<tr>
<td>222-30</td>
<td>Aparicio</td>
<td>Latino Youth in U.S Cities</td>
<td>T 2:00-4:50</td>
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<tr>
<td>391-20</td>
<td>Amezcua</td>
<td>Topics in Latina and Latino History</td>
<td>M 2:00-4:50</td>
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<tr>
<td>393-34</td>
<td>Reynoso</td>
<td>Topics in Latina and Latino Text and Representation</td>
<td>TTh 11-12:20</td>
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<tr>
<td>395-31</td>
<td>Márquez</td>
<td>Capstone Seminar in Latina and Latino Studies</td>
<td>W 5:30-7:50pm</td>
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<td>399</td>
<td>Aparicio &amp; Dominguez</td>
<td>Independent Study</td>
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<tr>
<td>HISTORY 308-20</td>
<td>Cadava</td>
<td>The American West</td>
<td>MWF 11-11:50</td>
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**HISTORY UNDERGRADUATE COURSE LISTING** (pre-registration privileges arranged except for SQ 2013)

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>INSTRUCTOR</th>
<th>COURSE TITLE</th>
<th>Day/Times</th>
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<tbody>
<tr>
<td>FALL QUARTER 2012 - 4480</td>
<td></td>
<td></td>
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<tr>
<td>210-1</td>
<td>Fitz</td>
<td>Pre-colonial to Civil War</td>
<td>MWF 10-10:50</td>
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<tr>
<td>303-2</td>
<td>Masur</td>
<td>American Women’s History since 1865</td>
<td>TTh 2:00-3:20</td>
</tr>
<tr>
<td>316-0</td>
<td>Sherry</td>
<td>The Sixties</td>
<td>TTh 3:30-4:50</td>
</tr>
<tr>
<td>392-20</td>
<td>Lew-Williams</td>
<td>Immigration, Nativism, and Border Control in America</td>
<td>TTh 12:30-1:50</td>
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<td>WINTER QUARTER 2013 - 4490</td>
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<tr>
<td>300-30</td>
<td>Belew</td>
<td>Histories of Violence in the United States</td>
<td>TTh 12:30-1:50</td>
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<tr>
<td>300-31</td>
<td>Lew-Williams</td>
<td>Race and Gender in the American West</td>
<td>MW 12:30-1:50</td>
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<tr>
<td>300-32</td>
<td>Osten</td>
<td>Populism in Latin America</td>
<td>MW 9:30-10:50</td>
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<tr>
<td>311-0</td>
<td>Fitz</td>
<td>A New Nation</td>
<td>MW 11-12:20</td>
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<td>Course Code</td>
<td>Instructor</td>
<td>Course Title</td>
<td>Days &amp; Time</td>
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<tr>
<td>315-3</td>
<td>Allen</td>
<td>The U.S. since 1900</td>
<td>TTh 9:30-10:50</td>
</tr>
<tr>
<td>322-2</td>
<td>Binford</td>
<td>Modern American City: Since 1870</td>
<td>MWF 9:9:50</td>
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<tr>
<td>325-0</td>
<td>Alder</td>
<td>History of American Technology</td>
<td>TTh 2-3:20</td>
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<td>326-0</td>
<td>Immerwahr</td>
<td>U.S. Intellectual History</td>
<td>MW 9:30-10:50</td>
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<tr>
<td>392-21</td>
<td>Cadava</td>
<td>Latino/Minority Conservatism</td>
<td>MW 2:3:20</td>
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<tr>
<td>392-24</td>
<td>Osten</td>
<td>Women and Revolution in 20th Century Latin America</td>
<td>MW 3:30-4:50</td>
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**SPRING QUARTER 2013 - 4500**

**Courses:****

- 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

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