

COURSE OFFERINGS 2014 - 2015

FALL QUARTER 2014 - 4560

AMER_ST 301-1

Seminar for Majors:

Comparative Race and Ethnicity

Shana Bernstein M 2:00-4:50

AMER_ST 310-20 // ENG 366

Studies in American Culture: **Metropolis & AFAM Culture**

Ivy Wilson TTh 11:00-12:20 UH 101

AMER_ST 310-21

Studies in American Culture: **The History of Higher Education in America**

William Haarlow Th 2:00-5:00

AMER_ST 310-22

Studies in American Culture: **US Health: Illness & Inequality**

Shana Bernstein TTh 12:30-1:50

AMER_ST 390-1

Senior Project

Kathleen Belew W 2:00-5:00

WINTER QUARTER 2015 - 4570

AMER_ST 301-2

Seminar for Majors:

Chicago/Daley

William Savage T 2:00-5:00

AMER_ST 310-20

Studies in American Culture: **Bad News**

Lawrence Stuelpnagel tba

AMER_ST 390-2

Senior Project

Kathleen Belew tba

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/undergraduate/course-current.html>

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Evanston, IL 60208-2245

SPRING QUARTER 2015 - 4580

AMER_ST 301-3

Seminar for Majors:

tba

tba UH 018

AMER_ST 310-20

Studies in American Culture:

tba

tba UH 018

unless otherwise noted all classes are held in university hall 018

THE AMERICAN STUDIES PROGRAM

AMER_ST 301-1-20 (10213)

SEMINAR FOR MAJORS: COMPARATIVE RACE & ETHNICITY

Shana Bernstein

M 2:00-4:50

University Hall 018

Course Description: This course explores the comparative history of various racial and ethnic groups in the twentieth-century United States. While tensions between and relations among African Americans and whites have shaped U.S. history in important ways, this course also recognizes the historical significance of multiple racial and ethnic groups, particularly Asian Americans and Latinos. We will consider the histories of the various groups alongside one another and U.S. History more generally, as well as intersections among the various groups. Readings include both primary and secondary sources.

Learning Objective(s): We will have four primary objectives in this course: 1) to understand twentieth-century U.S. history through the lens of race; 2) to consider similarities and differences among various racial and ethnic groups' twentieth-century experiences; 3) to foster analytical, reading, discussion, and writing skills that will help students think and communicate critically about historical and contemporary society and politics. 4) to learn to analyze the past using both primary and secondary sources.

Teaching Method(s):

Evaluation Method(s):

Class Materials:

Required Texts (available for purchase at the Bookstore, and books on reserve at the library, except for Course Packet, which is available for purchase at Quartet):

- Neil Foley, *The White Scourge: Mexicans, Blacks and Poor Whites in the Texas Cotton Culture* (also electronic resource on Voyager) ISBN:9780520207240
- Jeanne Wakatsuki Houston, *Farewell to Manzanar* ISBN:9780553272581
- Richard Wright, *Black Boy (American Hunger)* ISBN:9780060929787
- Course Packet (available at Quartet)

AMER_ST 310-0-20 (12507)

ENGLISH 366-20 (13272): AFRICAN AMERICAN LITERATURE

STUDIES IN AMERICAN CULTURE: METROPOLIS AND AFAM CULTURE

Ivy Wilson

TTh 11:00-12:20

University Hall 101

Course Description: Throughout the twentieth century, the terms "urban" and "black America" became so intimately connected that they are often used as synonyms. By tracing different representations of urban life, this course examines the signification of the metropolis in African American cultural production. Although our focus will primarily center on cultural texts, we will address a number of the "push and pull" factors that prompted the Great Migration and the social forces that have subsequently kept many African Americans in the city. In focusing on a set of cultural texts, we will consider the ways in which African Americans have imagined both the allure and dangers of life in the city.

Learning Objective(s):

Teaching Method(s):

Evaluation Method(s):

Class Materials:

AMER_ST 310-0-21 (18397)

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):

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):

Class Materials:

Required Texts:

- Thelin, John R. A History of American Higher Education. 2nd edition. Baltimore: Johns Hopkins Univ. Press, 2011.
- 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's Regular Reserve. Additional required reading--largely primary source documents--will be made available during the quarter.

AMER_ST 310-0-21 (18398)

STUDIES IN AMERICAN CULTURE: US HEALTH: ILLNESS & INEQUALITY

Shana Bernstein

TTh 12:30-1:50

University Hall 018

Course Description: In this course students will examine themes in the history of health in the United States, particularly in the late nineteenth and twentieth centuries. Readings will focus on the intersections between health and environment, gender, race, law, and region. We will consider questions such as what's the impact of environmental change in transforming medical, scientific, and lay understanding and experience of health and illness? What's the role of illness in shaping changing perceptions of the environment? How has race been central to the construction and treatment of disease? How has gender shaped conceptions of and approaches to health? What historical role have issues of gender, race, and class played in the inequitable distribution of pollution and in activist involvement in combating environmental hazards? How has changing food production and culture shaped health? This course assumes no previous coursework in the field, and students with a wide variety of backgrounds and disciplines are encouraged to participate.

Learning Objective(s): Course objectives include 1) to understand U.S. history (and contemporary society) through the lens of health and 2) to foster analytical, reading, discussion, and writing skills that will help students think and communicate critically about historical and contemporary society and politics.

Teaching Method(s):

Evaluation Method(s):

Class Materials:

Required Texts: (available for purchase at the Bookstore, and books on reserve at the library, except the readings listed as available on Canvas, and Nash, which is available in electronic copy):

- Laurie B. Green, John McKiernan -Gonzalez, and Martin Summers, eds., *Precarious Prescriptions: Contested Histories of Race and Health in North America* (ISBN: 9780816690473)
- Nancy Langston, *Toxic Bodies: Hormone Disruptors and the Legacy of DES* (ISBN: 9780300171372)
- Elaine Tyler May, *America + the Pill* (ISBN: 9780465024599)
- Greg Mittman, *Breathing Space: How Allergies Shape our Lives and Landscapes* (ISBN: 9780300143157)
- Linda Nash, *Inescapable Ecologies: A History of Environment, Disease, and Knowledge* (ISBN: 9780520248878)

AMER_ST 390-1-20 (10214)

SENIOR PROJECT

Kathleen Belew

W 2:00-5:00

University Hall 018

Course Description: 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.

Learning Objective(s):

Teaching Method(s):

Evaluation Method(s):

Class Materials:

Required Materials

- Wayne C. Booth, Gregory C. Colomb & Joseph M. Williams, *The Craft of Research*, 3rd edition (Chicago: University of Chicago Press, 2008). ISBN-13: 978-0226065663
- Additional materials posted to our course website. In an effort to lower the cost of this course, I have made these available electronically. However, you are responsible for bringing a HARD COPY of these materials with you to class.
- A style guide of your choice I recommend *The Chicago Manual of Style*, 16th edition (Chicago: University of Chicago Press, 2010). *ISBN-13: 978-0226104201 *The MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition (2008) is one excellent alternative. APA might also work if your advisor is a social scientist.

AMST 301-2 ()

SEMINAR FOR MAJORS: CHICAGO/DALEY

William Savage

T 2:00-5:00

University Hall 018

Course Description:

Learning Objective(s):

Teaching Method(s):

Evaluation Method(s):

Class Materials:

AMST 310-20 ()

SEMINAR FOR MAJORS: BAD NEWS

Lawrence Stuelpnagel

TBA

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 second Iraq war and the war in Afghanistan. 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 and 2004 presidential races.

Learning Objective(s):

Teaching Method(s):

Evaluation Method(s): Your grade will be determined in the following way; 35% for an OP-Ed piece on a subject of your choice that is germane to the class and approved by the professor; 50% for a 10-12 page term paper and 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.

Class Materials (Required):

AMER_ST 390-2-20 ()

SENIOR PROJECT

Kathleen Belew

tba

University Hall 018

Course Description: 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.

Learning Objective(s):

Teaching Method(s):

Evaluation Method(s):

Class Materials:

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- Wayne C. Booth, Gregory C. Colomb & Joseph M. Williams, *The Craft of Research*, 3rd edition (Chicago: University of Chicago Press, 2008). ISBN-13: 978-0226065663
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SPRING QUARTER 2015 - 4580

AMST 301-3 ()

SEMINAR FOR MAJORS:

tba

tba

University Hall 018

Course Description:

Learning Objective(s):

Teaching Method(s):

Evaluation Method(s):

Class Materials (Required):

AMER_ST 310-20 ()

STUDIES IN AMERICAN CULTURE:

Taylor OR Gealy

tba

University Hall 018

Course Description:

Learning Objective(s):

Teaching Method(s):

Evaluation Method(s):

Class Materials (Required):

RELATED COURSES

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/undergraduate/course-current.html>