

COURSE OFFERINGS 2015 - 2016

THE AMERICAN STUDIES PROGRAM

FALL QUARTER 2015

AMER_ST 301-1

Seminar for Majors:

Theories and Methods in American Studies

Merida Rua M 2:00-4:50

AMER_ST 310-20 // LATINO 390-20

Studies in American Culture: **Coming of Age in the City – Growing Up and Growing**

Merida Rua T 2:00-5:00

AMER_ST 310-22 // ASIAN_AM 210-1

Studies in American Culture: **Intro to Asian American Studies**

Laura Fugikawa MW 2:00-3:20

AMER_ST 310-23 // COMM_ST 395-21

Studies in American Culture: **Black Radicalism**

Kate Baldwin W 12:00-1:50

AMER_ST 310-24 // RELIGION 385-20

Studies in American Culture: **Roman Catholic Studies: Chicago Catholicism**

Katherine Dugan TTh 12:30-1:50

AMER_ST 390-1

Senior Project

Shana Bernstein W 2:00-5:00

WINTER QUARTER 2016

AMER_ST 301-2

Seminar for Majors: **Black Internationalism**

Kate Baldwin M 2:00-5:00

AMER_ST 310-20

Studies in American Culture: **Bad News**

Lawrence Stuelpnagel TTh 12:30-1:50

AMER_ST 310-0-21 // ANTHRO 390-22 // HUM 370-6

Studies in American Culture: **Imagining Immigrant America in the 21st Century**

Ana Aparicio TTh 11:30-12:20

AMER_ST 310-22 // ENGLISH 378-20

Studies in American Culture: **Native American Literature: Place & Historical Memory**

Kelly Wisecup TTh 2:00-3:20

AMER_ST 310-23 // HISTORY 395-33 // HUM 325-4

Studies in American Culture: **Digitizing Folk Music History**

Michael Kramer TTh 3:30-4:50

AMER_ST 310-24 // LEGAL_ST 347-20

STUDIES IN AMERICAN CULTURE: **Comparative Race and Ethnicity**

Shana Bernstein MW 11:00-12:20

AMER_ST 390-2

Senior Project

Shana Bernstein W 2:00-5:00

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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SPRING QUARTER 2016

AMER_ST 301-3

SEMINAR FOR MAJORS: **Introduction to American Studies**

Jay Grossman W 1:00-4:00

AMER_ST 310-20 // JWSH_ST 379-20

STUDIES IN AMERICAN CULTURE: **Storytelling in American Jewish Literature**

Marcia Gealy MWF 11-11:50

AMER_ST 301-1-20 (14386)

SEMINAR FOR MAJORS: Theories and Methods in American Studies

Merida Maria Rua

M 2:00-4:50

University Hall 018

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

AMER_ST 310-0-20 (14387)**LATINO 392-0-20 (11577)**

STUDIES IN AMERICAN CULTURE: Coming of Age in the City: Growing Up and Growing

Merida Maria Rua

T 2:00-5:00

University Hall 018

Course Description: This course examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have deeply affected the daily collective lives of certain populations from childhood to elderhood, taking into account how age and age relations are highly differentiated by race, class, and gender. We will also consider the ways in which cities are organized and arranged to create and recreate categories and ideas associated with age. Rather than compartmentalize concerns such as safety, housing, economic and community development, or even "at-risk populations" as issues facing distinct generations, students will be provided an integrative framework that highlights the issues that intersect across generations and that can be approached collaboratively. Working with ethnography, historical narratives, memoirs, short stories, and popular culture, among other texts, this course offers students an opportunity to wrestle with the idea of age and age relations as socially and spatially configured, to interrogate how age-based policies and practices are sanctioned and challenged in everyday life, and to critically rethink assumptions about how geographies of race, class, and gender inform views about how individuals and communities grow up and grow older.

AMER_ST 310-0-22 (14387)**ASIAN_AM 210-0-1 (14510)**

STUDIES IN AMERICAN CULTURE: Introduction to Asian American Studies

Laura Fugikawa

MW 2:00-3:20

Parkes Hall 214

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

AMER_ST 310-0-23 (16104)

COMM_ST 395-0-21 (18657)

STUDIES IN AMERICAN CULTURE: Black Radicalism

Kate Baldwin

W 12:00-2:00

University Hall 018

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

AMER_ST 310-0-24 (17855)

RELIGION 385-0-20 (17530)

STUDIES IN AMERICAN CULTURE: Roman Catholic Studies: Chicago Catholicism

Katharine Dugan

TTh 12:30-1:50

Harris Hall L05

AMER_ST 390-1-20 (14390)

SENIOR PROJECT

Shana Bernstein

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.

AMST 301-2 (24732)

SEMINAR FOR MAJORS: Black Internationalism

Kate Baldwin

M 2:00-5:00

University Hall 018

Course Description: Throughout the twentieth century, African American cultural producers used international travel to see beyond the limits of racial discrimination in the U.S. Traveling abroad allowed these authors to imagine new configurations of race, gender, and class back at home. This course will trace the vibrant, ongoing tradition of black internationalism, focusing on its often utopian undercurrents — in particular its frequent crossing of racial and sexual hierarchies. In so doing, this course will address the relationship between internationalism as a unifying movement of resistance and nationally enforced oppressions; between a solidarity of what Richard Wright termed “scattered but kindred spirits” and enfranchisement at home. Some of the questions we will pursue include: Where exactly is the connection between dissent in one place and expressions of solidarity in another? Can these networks help produce change in social relationships across great distances? If so, how? And, how do we conceive of the collectivities that are called into being by these networked communications? Authors and figures considered will include Du Bois, McKay, Hughes, Graham, Hansberry, Childress, Robeson, Wright, Jones, Baldwin, Simone, and others.

AMST 310-20 (24733)

STUDIES IN AMERICAN CULTURE: BAD NEWS

Lawrence Stuelpnagel

TTH 12:30-1:50

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.

AMER_ST 310-0-21 (24734)

ANTHRO 390-22 (25090)

HUM 370-6 (23415)

STUDIES IN AMERICAN CULTURE: Imagining Immigrant America in the 21st Century

Ana Aparicio

TTh 11:30-12:20

University Hall 018

Course Description: "Give me your tired, your poor, your huddled masses yearning to be free." Those lines from Emma Lazarus' sonnet, "The New Colossus," are well known to most Americans. Alongside the Statue of Liberty (on whose pedestal Lazarus' words are etched) and Ellis Island, they are often called upon by those seeking to point out that the United States is a nation of immigrants. However, popular discourse and policies regarding immigration to the United States have consistently vacillated between welcoming newcomers and rejecting "the immigrant menace." Throughout the 19th and 20th centuries, while some groups of immigrants were depicted favorably as new Americans and offered important forms of support, others were vilified and marked as forever foreign. This course will explore contemporary immigration, particularly how immigrants and immigration processes are portrayed in the public sphere. We will use ethnographic work, fiction, autobiography, popular press accounts, politicians' campaign speeches, and film to understand the significance of particular narratives of immigrant America in the 21st century.

AMER_ST 310-22 (27411)

ENGLISH 378-20 (25466)

STUDIES IN AMERICAN CULTURE: Native American Literature: Place & Historical Memory

Kelly Wisecup

TTh 2:00-3:20

University Hall 122

Course Description: This course will explore the strategies with which Native American writers have maintained and reconfigured their relations to place. We will focus in particular on the strategies with which these writers have represented the histories attached to various places, against attempts by U.S. Americans to forget or efface them. While European colonists and U.S. Americans conceptualized land as an alienable asset (as something that could be bought and sold), Native Americans' views of land were founded on kinship: land and animals were natural resources integrated with human life and thus resources that should be used carefully. Similarly, because the land held the bones of past generations, it localized the past and created opportunities for unity in the present. In the eighteenth and nineteenth centuries, as U.S. Americans claimed increasingly large plots of land and restricted Native groups to increasingly small, bounded areas, Native writers and activists contested dispossession, removal, and environmental catastrophe with a range of strategies, from political advocacy, to public lectures, military action, and public protests. We'll read these early arguments for place and remembering alongside several contemporary novels and poems that recall the devastating effects of colonialism and that mobilize that past to assert Natives' ongoing presence.

AMER_ST 310-0-23 (27412)

HISTORY 395-33 (24973)

HUM 325-4 (23411)

STUDIES IN AMERICAN CULTURE: Digitizing Folk Music History

Michael Kramer

TTh 3:30-4:50

Harris Hall 212

Course Description: The United States folk music revival is typically thought of as an antimodern, even a Luddite, movement. Acoustic guitars, camp fires, overly sincere singers, and "Kumbaya" politics are the clichés many call to mind. To study it through digital means, however, reveals important connections between the history of the revival and issues of technology, culture, and politics in the modern world. In this research seminar, we examine

the history of the US folk music revival through readings, audio listening, documentary films, seminar discussions, and, most of all, extensive digital analysis to investigate these connections.

Working in platforms such as Omeka and WordPress, with tools ranging from Audacity sound editing software to mapping, annotation, and timeline programs, we use the archives of the Berkeley Folk Music Festival (in Northwestern's Special Collections), the Old Town School of Folk Music (in Chicago), and the Alan Lomax Collection (online) to probe what was at stake in the folk revival in relation to American culture and politics; questions of race, class, gender, age, and region; and the strange workings of music-making, memory, and power. As we do so, we ask how digital technologies might help us to interpret history more meaningfully; simultaneously, we explore how both the folk revival itself and the methods of historical study might be crucial to understanding our contemporary digital moment more effectively.

Each student will be evaluated based on class participation, weekly digital mini-project experiments, presentations, and a final multimedia interpretive digital history podcast project that is the multimedia equivalent of a 15-20 page analytic essay based on original research. No previous digital or musical training is required for the course. For students with advanced digital media/programming skills or musical training, the course presents an opportunity to connect that background to deep historical study; for students interested in acquiring digital or musical skills, the seminar offers an excellent introductory pathway to these areas of knowledge.

AMER_ST 310-0-24 (27413)

LEGAL_ST 347-20 (23566)

STUDIES IN AMERICAN CULTURE: Comparative Race and Ethnicity

Shana Bernstein

MW 11:00-12:20

2122 Sheridan Rd 232

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, and will consider how law shapes (and is shaped by) the racial and ethnic categories in question. Students will write two short primary source analysis papers (3-5 pages) and one 6-8 page research proposal.

Learning Objective(s):

- Understand twentieth-century U.S. history through the lens of race.
- Consider similarities and differences among various racial and ethnic groups' twentieth-century experiences.
- Understand how law shapes racial and ethnic categories, as well as how such categories shape the law.
- Foster analytical, reading, discussion, and writing skills.
- Help students think and communicate critically about historical and contemporary society and politics.
- Learn to analyze the past using both primary and secondary sources.

AMER_ST 390-2-20 (24735)

SENIOR PROJECT

Shana Bernstein

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.

SPRING QUARTER 2016

AMST 301-3 (34298)

SEMINAR FOR MAJORS: Introduction to American Studies

Jay Grossman

W 1:00-4:00

University Hall 018

AMER_ST 310-20 (34301)

JWSH_ST 379-20 (31247)

STUDIES IN AMERICAN CULTURE: Storytelling in American Jewish Literature

Marcia Gealy

MWF 11-11:50

555 Clark 230

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.

RELATED COURSES

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ASIAN AMERICAN STUDIES <http://www.asianamerican.northwestern.edu/courses/>

LATINA AND LATINO STUDIES <http://www.latinostudies.northwestern.edu/undergraduate/course-current.html>