AMERICAN STUDIES (AMST)

AMST116 Frank Lloyd Wright in American Architectural and Cultural History: Myth/Fact
This seminar explores the architecture, urbanism, and writings of America’s best known and most influential modern architect. Sessions devoted to different phases of Wright’s development will stress his relationship to the alternative architectural movements of his lifetime and to traditions in American cultural and intellectual history. Critical analysis of existing historiography is emphasized.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART, HA-ART
Prereq: None

AMST117 Ebony Tower: The Rise of Black Studies
This course will examine the emergence and development of Black Studies as a field of academic study. We will consider the historical origins and political implications of Black Studies and the appearance of courses, programs and departments on college campuses around the country starting in 1968, paying attention to the involvement of black student protest and the engagement of black community organizations off campus; the impact of social movements for Black Power, Third World solidarity, and education reform; and the role of white overseers in the form of philanthropic organizations and college administrations. In addition, we will explore the relationship between institutionalized Black Studies units (courses, programs, and departments) and traditional academic fields and disciplines with respect to theory, methodology, pedagogy, and purpose in order to understand how and why Black Studies scholarship advances interpretations of American (or Western) history and culture that challenge and disrupt conventional narratives about those topics. Lastly, we will consider the relationship between Black Studies and Black communities, as well as off-campus efforts to research, teach, and learn about the Black experience that coincided with the formalization of Black Studies in the academy.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM, SBS-AFAM
Identical With: AFAM118, AFAM118, AFAM118, AFAM118, AFAM118, AFAM118
Prereq: None

AMST118 Social Norms and Social Power
This FYI is an interdisciplinary exploration of the privileges and penalties associated with “the normal” in the United States. We will think through the intersections of such categories as race, ethnicity, religion, class, ability, gender, and sexuality in terms of social power: The ways regimes of normativity are produced, reproduced, and challenged by various social groups. Drawing on a wide range of genres, including novels, ethnographies, theory, memoirs, and films, we will pay particular attention to the ways bodily difference and social identity interarticulate with “normalness” to locate individuals within hierarchical power structures, and we will think creatively about ways to challenge this.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST

AMST119 Reading Difference
How do we make sense of literary texts that are “different”—whether in culture, language use, form, or subject matter? This course is an introduction to writing that challenges the reader to “make sense” of works that depart from the familiar, whether through racial, ethnic, or gendered difference; sexual orientation; linguistic/cultural use; or formal experimentation. Throughout the course, the emphasis will be on strategies of interpretation, including such topics as cultural expectation, “bad” English, realism and the avant garde, and tradition and modernity. We will look at a varied list of works, including Jiro Adachi’s THE ISLAND OF BICYCLE DANCERS, Christopher Abani’s GRACELAND, Susan Sontag’s NOTES ON “CAMP,” and Guillermo Gómez-Peña’s NEW WORLD BORDER, among others.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-AMST

AMST120 The Nobel Writers: Literary Institutions and the Literary Canon
Through analysis of selected texts, primarily by writers from the Americas, the course addresses the institution of the Nobel Prize as a mechanism regulating the production literature, the literary marketplace, and the literary canon. The aim of the course is threefold: the pleasure of reading selected Nobel Prize-winning texts, an understanding of literature as shaped by and shaping global cultures, and a skills set for the analysis of literary texts.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST, HA-AMST
Identical With: ENGL120, ENGL120, ENGL120, ENGL120, ENGL120, ENGL120
Prereq: None

AMST122 Sample, Remix, Reuse, and Replay: Approaches to Musical Adaptation in Audiovisual Culture
Many of the musics we listen to and encounter are palimpsests, collages, and assemblages. Texts are layered upon and juxtaposed against pre-existing texts, creating polyvocal dialogues and contrasting and complementary systems of meaning. This class introduces students to questions and controversies of adapted and remixed musical media in 20th and 21st century society, analyzing the ways music and other texts and materials (e.g., paintings, plays, places, novels, technologies, genres, historical events, preexisting music) are adapted through processes of revision, remix, remediation, sampling, restaging, and reinterpretation to create new layers of meaning. The course will consider the roles of film, television, video games, music video, digital audiovisual formats and technologies, and related audiovisual media. We will journey from the recycling of preexisting classical music in video games to the remediation and transmission of live operas to the movie theater screen in the MET Live in HD series, from compositions that translate the visuality of iconic paintings into sound to the practice of remix and sampling in hip hop culture, from the digital adaptation of operatic conventions in Final Fantasy VI to cover versions that complicate listeners' expectations of gender performance, from the live performance of video game soundtracks by a symphony orchestra in Video Games Live and Pokémon: Symphonic Evolutions to the compilation mixtape scores of Hollywood films, and from Tan Dun's Internet Symphony for the YouTube Orchestra to how the urban neighborhood of Washington Heights in New York City is repurposed, staged, and cast as a central character in In the Heights or how American political history is adapted and revitalized in Hamilton. Themes in the course include, among others, the changing roles and responsibilities of
musicians in an age of digital globalization; the power of musical media and referential texts to structure human experience; and the role of the composer and listener as manipulators and interpreters of musical meaning across comparative audiovisual texts. This seminar draws on the classroom community’s interdisciplinary backgrounds and interests as well as readings and case studies that cross and challenge disciplinary boundaries. Students can achieve success in this course without previous musical knowledge.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC122
Prereq: None

AMST124 The Environmental Imagination: Green Writing and Ecocriticism
This course explores different ways of thinking and writing about the natural world and our relations with it. What are the implications of biblical, Darwinian, and deep ecological worldviews for humans’ relations with the environment? How do science and religion, wonder and anger, art and advocacy contribute to effective environmental writing? Drawing on classic American texts from Ralph Waldo Emerson to the latest issue of the environmental magazine Orion, and practicing writing in different modes, we seek answers to these questions and more. This course may be used for major credit in environmental studies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL112, ENGL112
Prereq: None

AMST125 Staging America: Modern American Drama
Can modern American drama—as cultural analysis—teach us to re-read how America “ticks”? Together we will explore this question as we read and discuss some of the most provocative classic and uncannonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O’Neill, Mike Gold, workers theater troupes, the Federal Theater Project, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, David Mamet, Tony Kushner, and others will help us think about what’s at stake in staging America and equip us as critical thinkers, close readers of literature, and imaginative historians of culture and theater. The readings, lectures, and discussions will help members of the class navigate the curriculum and consider subjects such as English; American studies; theater; the College of Letters; feminist, gender, and sexuality studies; African American studies; and the Social, Cultural, and Critical Theory Certificate. This class is designed specifically for first-year students.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172, ENGL175, COL125, AFAM152, FGSS175, THEA172
Prereq: None

AMST135 American Food
This course investigates topics in the history of food production from the colonial period to the present, with a special emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

AMST148 Frank Lloyd Wright in American Architectural and Cultural History: Myth/Fact
This seminar explores the architecture, urbanism, and writings of America’s best known and most influential modern architect. Sessions devoted to different phases of Wright’s development will stress his relationship to the alternative architectural movements of his lifetime and to traditions in American cultural and intellectual history. Critical analysis of existing historiography is emphasized.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART, HA-ART, HA-ART
Prereq: None

AMST150 Indigenous Middletown: Native Histories of the Wangunk Indian People
Students will be introduced to the new field of settler colonial studies, the rapidly emerging field of critical indigenous studies, along with Native American history and historiography addressing southern New England. Taking up a decolonizing methodological approach, the class will focus on the sparsely documented history of the Wangunk Indian Tribe, the indigenous people of the place we call “Middletown,” also known as Mattabesett. The Wangunk people, part of the Algonquian cultural group, historically presided over both sides of the Connecticut River in present-day Middletown and Portland, while their traditional territory reached as far north as Wethersfield and Chatham. Although regarded as “extinct” by settlers in the aftermath of King Philip’s War, 1675-1678, the Wangunk continue to live into the 21st century.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH150
Prereq: None

AMST170 Postmodernism and the Long 1980s
This introductory immersion in the practice of art history offers an opportunity to gain expertise in visual analysis and historical interpretation through a guided investigation of art and critical theory in the United States during the 1980s.
The central debates of this tumultuous decade—still very much with us today—brought the contested paradigm of postmodernity to a fever pitch. Two key exhibitions provide bookends: in Pictures (1977), techniques of appropriation diagnosed a new kind of slippage between reality and representation; and in 1993’s Whitney Biennial, the period’s sustained engagement with gender, sexuality, race, and the relationship between art and politics achieved decisive (and controversial) visibility. Between these poles, artists turned to the street, navigated the “ends” of painting, and invented new forms to confront an increasingly image-soaked media-public sphere. The course attends to the strategies of photoconceptualism, painting, sculpture, video, and site-specificity by which artists intervened in a polarizing historical moment that saw the expansion of neoliberal economics and political conservatism, a sharpened divide between rich and poor, the AIDS crisis, and the geopolitical realignments of the late-Cold War.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART
Identical With: ARHA170, ARHA170, ARHA170, ARHA170
Prereq: None

AMST172 Memory Image: Introduction to Art (As) History
One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Others engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance (from experiments in abstraction to queered archives and restaged mass protests). Spanning a series of case studies from post-Holocaust New York School painting to post-Katrina site-specificity, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodology a subject of investigation. What is the role of art as historical memory in an increasingly image-soaked world?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA172
Prereq: None

AMST174 Popular Culture and Social Justice
This course explores the interlocking histories of popular culture and social justice in the 20th- and 21st-century United States, with particular focus from mid-century to the current moment. By focusing on the ways in which social justice movements and ideologies have utilized and been informed by trends in art, film, television, music, and commercialism, we will interrogate critical concepts in the field of American studies, such as citizenship, belonging, difference, and equality. Topics covered will include feminism/s; anti-lynching; Civil Rights; labor and unionization; pro-choice; anarchism; socialism and communism; disability rights; queer liberation; leftist and countercultures; anti-Zionism; environmentalism; and animal rights.

Questions addressed will include How has popular culture both advanced and hindered the progress of social justice movements? How has the idea of “social justice” changed over time? Which groups are included? What aims are articulated? How has the media portrayed and influenced social and political problems, and how has the rise of new media (from radio to television to the Internet and beyond) created new spaces for debating power and inequality?

Offering: Host
Grading: A-F
Credits: 1.00

AMST175 Soundscapes and Aurality in American Culture: An Introduction to American Studies
This course is intended as an introduction to interdisciplinary thought, to American studies as a field, and to the hemispheric and transnational intellectual direction of the American Studies Program at Wesleyan. Its goal is to answer the question, What IS American studies? The focus for this semester is the emerging scholarship on sound and aurality that addresses, as a special issue of AMERICAN QUARTERLY argued recently, the following questions: What role can sound play in analyzing contemporary debates around empire, immigration, and national culture? Where is sound in the cultural and political legacies of American culture and where is it in the long history of nation-building? What role have hearing and listening played in American formations of race, ethnicity, sexuality, gender, and class, and how has the birth of recorded sound in the late 19th century informed those formations? How are new sound technologies and sonic media practices impacting American identities in the age of globalization? What are the political economies of sound? Does citizenship have a sound? Over the course of the semester, we will listen to archived sounds as well as sample new ways of interpreting the enculturated nature of sound, from the howling wilderness of the colonial era to the aural pluralism of digital media and music in the Internet era.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Prereq: None

AMST176 Race and Citizenship: Introduction to American Studies
This course is intended as an introduction to interdisciplinary thought, to American studies as a field, and to the hemispheric and transnational intellectual direction of the American Studies Program at Wesleyan. Its goal is to answer the question, What IS American studies? The focus for this semester is race and citizenship. Turning to the entangled histories of settler colonialism, slavery, imperialism, immigration, racism, and disenfranchisement, the class will examine how different peoples become American, and how differently situated people(s) negotiate state-structured systems of racial exclusion and assimilation in relation to democracy, equality, and self-determination. How have nationality and citizenship in the United States always been structured by race? What is the difference between race and ethnicity? What is color-blind ideology? What can we make of recent assertions that we are living in a “postracial” America?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST177 American Movies as American Studies: An Introduction to American Studies
Our aim is to see how movies from the 1930s to the present can help us grow as critical (and self-critical) American studies thinkers (and have fun, even as we question this fun, doing it). Talkies appeared as a complex mass-cultural form of American studies—exported all over the world—precisely when the academic field of American studies emerged in the early 1930s. From the get-go, movies involved in mass-disseminating America’s inventions of power have shown—in very entertaining ways—that their critical insight can blow the whistle on how the reproduction of Americans and American ideologies are pulled off. Together we will explore the modern Americanization of power and focus our conversations on four intersecting concerns that movies are particularly good at illuminating: (1) how culture industries (including movies) shape consciousness, needs, desires, incentives, and sense of belonging and limit our sense of what constitutes problems and solutions; (2) how social critique (even critiques of
movies) can be mass-popularized; (3) how America makes Americans, especially, into workers (even if they hate what they do and wonder about what and who they are working for) and weapons (even if they are frightened and wonder about what and who they are fighting for and against); and (4) how and why America constructs difference (gender, race, individuality, national identity). This seminar is a thinking-intensive and imagination-intensive critical project designed to introduce students to compelling big-picture concerns vital to American

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST19S Readings in American Drama

We will read and discuss some canonized and uncannoned American plays written between the 1910s and the 1980s. Playwrights will include Susan Glaspell, Neith Boyce, Eugene O'Neill, Clifford Odets, Arthur Miller, Tennessee Williams, Amiri Baraka, Arthur Kopit, Ntozake Shange, and David Mamet. The course will consider how modern American drama serves as a resource for formulating cultural critique and cultural theory. In this respect the seminar serves also as an introduction to American studies critical thinking.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL195, ENGL195, ENGL195, ENGL195, ENGL195, ENGL195
Prereq: None

AMST199 Prizing the Book: Book Prizes, the Literary Canon, and U.S. Culture

This course examines selected texts by U.S. winners of major literary prizes, including the Nobel, the National Book Award, the National Book Critics Circle Award, the Pulitzer, and the Newbery. How important are these prizes in constructing a literary canon and criteria for judging literary value? What role do they play in reflecting and creating contemporary U.S. culture? In particular, we will read the individual award-winning texts for how they define, problematize, and resolve (if they do) peculiarly American concerns: race, American identity, the frontier and home, the burden of the past and the fear of the future, the new world and its relationship to the old world(s).

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST

AMST20 Colonialism and Its Consequences in the Americas

Why does colonialism matter to the fields of American studies, Latin American studies, and Caribbean studies? What have been the consequences of colonialism for the nations that make up the Western Hemisphere? This course offers a transnational, hemispheric approach to the study of the Americas through a comparative analysis of colonial ventures and their consequences in the Americas. Among the topics to be discussed are organization of production, including state labor systems, chattel slavery, and indenture; governance and colonial bureaucracies; the interaction of indigenous, European, and African peoples and the formation of colonial culture and syncretic belief systems; independence movements and the emergence of nation-states. Consistent with the interdisciplinary nature of American, Latin American, and Caribbean studies, the course introduces diverse theoretical and methodological approaches to these issues.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST

AMST201 Junior Colloquium: Critical Queer Studies

This junior colloquium will give you a solid theoretical foundation in the field of queer studies. Although “queer” is a contested term, it describes—albeit potentially—sexualities and genders that fall outside normative constellations. However, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, many argue that today, “queer” shorthandsex gay and lesbian (or LGBT...), is too easily co-optable (e.g., QUEER EYE FOR THE STRAIGHT GUY), or that queer studies’ construction of the body, desire, and sexuality effaces or ignores crucial material conditions, bodily experiences, or cultural differences.

This course, a reading-intensive seminar, will address these debates. After a brief exploration of some of the foundational works in queer theory, we will focus on the relationships—and disagreements—between queer theory and other social and cultural theories designed to illuminate and critique power, marginality, privilege, and normativity: critical race theory, transgender studies, queer anthropology, Marxism, feminist theory, and disability studies. Rather than understanding queer studies as a singular or coherent school of thought, we will continuously problematize queer studies as a field and a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its perils? What are the key sites for queer activism today? What is the future of queer?

This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read queer theory, critique it, and imagine the uses to which queer theory can be applied, such as research, activism, or conceptualizing community.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST

AMST202 Junior Colloquium: Representing Race in American Culture

This junior colloquium offers an introduction to several key critical issues and debates concerning the representation of race in American culture. In addition to reading several accounts and critiques of how racial minorities have been represented by the dominant culture, we will also consider how racial subjects have theorized ways of representing themselves in response to the burden of such stereotyping and objectification. The course is organized around two case studies. The first of these will focus on one of American culture’s “primal scenes” of racial representation: blackface minstrelsy. Considering a variety of critical, literary, and visual texts, we will examine how African American images and culture, and in contemporary political movements, many argue that today, “queer” shorthands gay and lesbian (or LGBT...), is too easily co-optable (e.g., QUEER EYE FOR THE STRAIGHT GUY), or that queer studies’ construction of the body, desire, and sexuality effaces or ignores crucial material conditions, bodily experiences, or cultural differences.

This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read queer theory, critique it, and imagine the uses to which queer theory can be applied, such as research, activism, or conceptualizing community.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST

Identical With: LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200, LAST200
Prereq: None
AMST203 Junior Colloquium: Biopolitics, Animality, and Posthumanism

This course asks what it would mean for the field of cultural studies to begin to include the category of the "human" within investigations of more traditional categories of social difference (including race, gender, sexuality, and so on). Historically, the category of the human has been taken for granted, as a biological marker imbued with particular intellectual and physical capabilities. Relatedly, the discourse of the human is often invoked in movements for political equality, inclusion, and enfranchisement, i.e., the "human rights." Yet recent literature within the field of American studies broadly, and, more specifically, within the area of critical animal studies, has called these assumptions into question. In this junior colloquium, we will explore these critical turns in the field, by considering the boundaries between the animal, human, and technological realms.

Important concepts addressed will include the utilization of animals as research subjects, food, and labor; the "nonhuman personhood" movement; intersectionalities between ideas of social difference and the posthuman; concepts of disability, debility, and capacity; technological enhancements of the human body; and cybercultural identities. Students will have the opportunity to engage with a wide variety of materials, including writing from the areas of critical race studies, feminist theory, and postcolonial theory. (Note: Students need not have familiarity with biopolitical theory; rather, the course will provide a primer in this area during the beginning weeks of the semester.)

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST

AMST204 Junior Colloquium: Cultural Power and American Studies

Our interdisciplinary venture focuses on the 19th century to the present. We will explore key American studies critical concerns such as the analysis of how cultural power relates to the reproduction of contradictory social relations and to efforts to bring about social transformation. Thus, we will consider not only what Americans are involved in--politically, economically, culturally--but what they might do about it. Our critical dialogues will engage cultural theory (Eagleton, Kavanagh, Weedon, West, Hooks), cultural criticism (Frank), literature (Hawthorne, Melville, Howells, Dodd, Glaspell, Baraka), historical critique (Zinn, Levine, Lears), art and advertising (Berger, Kruger), and films (Capra, Lee, Moore). We will help one another develop as theoretically aware and creative American studies thinkers.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST

AMST205 Junior Colloquium: Sites of the Self: Maps, Gardens, and Houses

We are where we are. We make ourselves out of the places we create and inhabit. This course examines three of the sites central to culture: maps, gardens, and houses. Each attempts to reveal an immaterial ideal in a material form: maps give a "god's eye" view of the world's totality; gardens recreate lost paradises; and houses embody their inhabitants. Using literature, images, and film, we will look at American sites and their histories. This colloquium explores issues of material and visual culture in American studies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST

AMST206 Junior Colloquium: Citizenship and Sovereignty in the United States

This junior colloquium examines the shifting definitions and uses of "citizenship" and "sovereignty" in the United States. Both terms are understood broadly so that citizenship, for example, encompasses not only U.S. citizenship, but also belonging in relationship to ethnic, racial, gender, and class groups.

The chronological span of the course runs from the late 18th century to the turn of the 21st century. We will focus on claims of various groups--women, immigrants, blacks, and Native Americans--to citizenship and on contestations over sovereignty and the extent of sovereign power through explorations of the Revolutionary era, contention that sovereignty rested within "the people," the separation of church and state, the relationship between state and federal powers, and the sovereignty of tribal nations. In particular, the course will investigate political arguments over sovereignty voiced during the founding of the United States, the nullification crisis, the Civil War and slave emancipation, the Cold War, and the advent of Native American casinos. It will also analyze the relationship between citizenship and social movements like women's suffrage, second-wave feminism, the Civil Rights Movement, and gay rights. The course contends that, ironically, it was Revolutionary political and ideological rhetoric focused on freedom, equality, and independence that set the stage for ongoing social and political turmoil over citizenship and sovereignty.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST

AMST207 Junior Colloquium: Methodologies in Critical Race Studies

This seminar is geared toward exploring a wide variety of approaches to the study of critical race studies. We will examine research methodologies within this field by attending to a selection of recuperated histories within a range of different geographical sites and regions, communities, and political terrains through focus on racial formations theory and critical race theory.

We will examine the importance of race as a category of analysis, especially in relation to class, gender, sexuality, and citizenship. Readings will include historical, anthropological, and sociological works, as well as comparative and interdisciplinary scholarship that tends to the ways that histories of colonization and sovereignty, enslavement, immigration, imperialism, and citizenship all shape race in the United States.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST

AMST208 Junior Colloquium: Visual Culture Studies and Violence

In this course, students will gain important foundational knowledge of the field of visual cultural studies. We will cover theories of the gaze, photographic sight, film and media, spectatorship and witnessing, museums and exhibitions, and trauma and memory, among others. Particular attention will be paid to issues of power, complicity, and resistance, as we consider what it means to be "visual subjects" in historical and contemporary contexts. We will address how different media--from photography, to television, to film, to the Internet--transform our understanding of images and what it means to both "look" and "be seen.

As a primary case study, this course will interrogate the politics of violence, focusing on the relationship between the production of visual culture(s) and acts of individual, collective, and state aggression. We will ask: how have images served to propagate climates of violence against marginalized persons? What are the ethics of looking at pain, torture, and exploitation? Do such images help us to work towards social change, or to create attitudes of indifference? How do images of war, prisons, pornography, death, crimes, famine, and disease shape our understandings of citizenship, nationality, and identity? Finally, how does the
representation of difference—race, gender, sexuality, class, and disability—inform and/or transform conceptions of violence and its place in the visual field?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST209 Junior Colloquium: Cultural Theory and Analysis
In this course we will interrogate the ways in which we come to understand cultural representation and theories of social and political power within the field of American studies. We will analyze forms of representation using an array of theoretical and textual methods, from economic and class theories, to visual theory to feminist studies and critical race analysis, to theories of virtuality and freakery. We will engage with both highly dense theoretical pieces, as well as more popular cultural texts, such as film, comics, documentaries, and websites.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Prereq: None

AMST210 Junior Colloquium: American Material Culture
Material culture is not a single discipline or analytical method. Rather, it is an approach shared by scholars of many disciplines (notably, art history, archaeology, anthropology, ethnology, folklore, history, and sociology) who explore how intentionally produced objects, environments, and experiences both shape and reflect the beliefs—values, ideas, attitudes, and assumptions—of a particular community or society. This colloquium is an introduction to the problems of understanding, analyzing, and writing about art and material culture. It asks four fundamental questions: (1) What is the nature of art and visual representation? (2) How do we—as observers, consumers, cultural critics, and historians—interpret and make sense of material objects? (3) What issues are at stake in visual representation and interpretation? (4) How does art shape social norms and social values?

Due to the introductory nature of this course, we will survey a variety of objects from a number of American cultural traditions. Each week we will focus on a particular class of objects—retablos, gravestones, quilts, and photograph albums, for example—and learn to look at and analyze those objects. At the same time, we will address a particular approach to the study of material culture or a specific problem of interpretation. As we will learn, each object raises certain issues of production, reception, and historical analysis and intersects with larger cultural discourses regarding class, ethnicity, gender, sexuality, historical change, and cultural contact, among others. By the end of the course, students will have a broad grasp of American material culture and the myriad ways it shapes our social norms and cultural values. In addition, students will have developed skills of visual and historical interpretation and will be prepared for advanced courses in the history of art, folklore, and material culture. Students will work extensively with actual artifacts from local sites and collections; an original research project is required.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST
Prereq: None

AMST212 From Blackface to Black Power: The Art of Politics in 20th-C African American History and Culture
This course looks at the formation and representation of African American identity within the context of the quest for the full rights of U.S. citizenship during the 20th century. Focusing upon the intersection between the cultural and political realms, we will explore the roots and routes of the African cultural diaspora as the foundation of urban, northern, politically-conscious cultural production. Using a variety of texts including literature, plays, films, and visual arts, we will examine touchstone moments of the African American experience including the Great Migration and World War I; the new Negro movement; the Great Depression and the New Deal; postwar America; and the Civil Rights and black power movements.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Identical With: AFAM218, ENGL219, AFAM218, ENGL219, AFAM218, ENGL219, AFAM218, ENGL219, AFAM218, ENGL219, AFAM218, AFAM218, ENGL219, AFAM218, ENGL219
Prereq: None

AMST213 African American History, 1444-1877
This course will examine the history of blacks in the New World from the 15th to the late 19th centuries. Beginning with the expansion of Europeans into the, from their perspective, newly discovered lands in Africa and the Americas, this class explores the Middle Passage, the history of slavery and emancipation in a hemispheric context, as well as the ideology of race during the 18th and 19th centuries in the wake of transformative intellectual movements in the U.S. and Europe. The course adopts a diasporic conceptual framework to elucidate the world-systemic dimensions of the history of blacks in the Americas. Moreover, it aims to show that rather than constituting a “minority,” blacks represent one of the founding civilizations (along with Western Europeans and the Indigenous populations) to the “new worlds” that would be instituted in the wake of the Encounter of 1492.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST214 African Presences II: Music in the Americas
This course will explore the diversity and full range of musical expression in the Americas—with a focus on musics with a strong African historical or cultural presence—by immersing ourselves in a combination of extensive reading, listening to recordings, viewing videos, discussion, and in-class performances. The hemisphere as a whole will be briefly surveyed and regional traits will be explored, but emphasis will be placed on specific genres, peoples, and countries. Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC, HA-MUSC
Identical With: MUSC266, AFAM251, LAST264, MUSC266, AFAM251, LAST264
Prereq: None

AMST215 Blood, Muscle, Bone: The Anatomy of Wealth and Poverty
Our bodies are a source of learning, interpretation, and discovery. Choreographers Jawole Willa Jo Zollar and Liz Lerman will combine their artistic methods to train and support students interested in discovering the bridge between academic and artistic research using their current piece Blood, Muscle, Bone: the anatomy of wealth and poverty. Using collaborative methods, the class will map a vision for how a movement practice can be an engine that invigorates, animates, and connects students from their personal inquiry and imagination to informative data. This course is multi-disciplinary in its processes as well as its outcomes and will culminate in a performance-based teach-in; a lively and provocative tool of past protest movements. Wesleyan students and the
Wesleyan community will explore with this vibrant platform for investigating and communicating ideas surrounding the impact of wealth and poverty on the body. Zoller and Lerman are asking new questions about how these conditions are defined and imagines. Their research for the project has looked at public health, rural poverty projects with unusual mechanisms for change, as well as being in dialogue with neuroscientists about the imagination. This course will include guest faculty: Bill Arsenio, professor of Psychology at Yeshiva University; Lois Brown, professor of African American Studies and English; and Wendy Rayack, associate professor of Economics. This course is part of the Creative Campus Initiative (www.wesleyan.edu/creativecampus).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-DANC, HA-DANC
Identical With: DANC374, AFAM347, DANC374, AFAM347
Prereq: None

AMST216 I Strike the Empire Back: Black Youth Culture in the Neoliberal Age
Using hip hop as a lens to explore the development of diasporic Black youth culture in the neoliberal age, this course considers the African American experience during the close of the 20th century and dawning of the 21st. Our investigation will be concerned with at least two things that we will examine in parallel throughout the semester. On one hand, we will dig deeply into the origins and evolution of hip hop artistry—including visual art, dance, music, lyrics, and performance—and the impact of commercial forces on those forms. On the other hand, we will pay serious attention to the ascendance of neoliberal political ideology in the United States to understand the impact of those global economic and political realignments on the generation of Black people who gave birth to or, later, inherited hip hop.

Of central importance will be the Nixon administration’s adoption of a policy of “benign neglect” toward Black communities living in the nation’s crumbling cities; the replacement of the War on Poverty with the War on Drugs; the enactment of “free trade” policies that accelerated the deindustrialization of the American economy and deepened the structural unemployment of Black people in the United States; the militarization of municipal police forces; and the explosive growth of the carceral state.

Of central importance will be the Nixon administration’s adoption of a policy of “benign neglect” toward Black communities living in the nation’s crumbling cities; the replacement of the War on Poverty with the War on Drugs; the enactment of “free trade” policies that accelerated the deindustrialization of the American economy and deepened the structural unemployment of Black people in the United States; the militarization of municipal police forces; and the explosive growth of the carceral state.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM, SBS-AFAM, HA-AFAM, SBS-AFAM, HA-AFAM, HA-AFAM
Prereq: None

AMST218 Queer Studies: An Introduction
This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask: what does it mean to study queerness? What do we mean by “queer studies”? How do institutions—religious, legal, scientific—shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification—race, ethnicity, class, etc.—affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?
using an interdisciplinary approach to analyze the experiences of Latinas/os

This course will introduce major themes within the field of Latina/o studies, understanding in the process.

AMST225 Latinidad: The Worlds of Latina/o Studies

Prereq: None

Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST

Credits: 1.00

Grading: A-F

Offering: Crosslisting

AMST222 Directorial Style: Classic American Film Comedy

This course examines the personal style (both formal and narrative) of various American film directors and personalities in the comic tradition. The course will discuss the overall world view, the directorial style, and the differing functions of humor in films of each director and/or personality—Keaton, Lubitsch, Capra, Hawks, Tashlin, Blake Edwards, Billy Wilder, Jerry Lewis, and others—covering the silent era through the early ’60s.

AMST223 American Jewish History, 1492-2001

This course will explore the history of Jews in the United States, reaching back to the colonial period but emphasizing the 19th and 20th centuries. We will discuss a wide variety of issues including immigration; business; living conditions; popular culture; religious practices; intergroup relations and prejudices; politics; marriage with non-Jews; life in the South; the impact of developments in Germany, Russia, and the Middle East on American Jews; and their connections with Jews in other parts of the world.

AMST224 Monstrous Organism

Through histories, novels, poems, film, and art, this course will investigate aspects of New York’s social, cultural, political, and economic history during the most formative periods (arguably) of modern America: The Gilded Age and the Progressive Era. It will also familiarized students with various historiographies of New York and the United States, including those focusing on class, immigration, gender, and race. Students will learn how these historical interpretations inform, influence, and contradict each other, expanding the breadth of historical understanding in the process.

AMST225 Latinidad: The Worlds of Latina/o Studies

This course will introduce major themes within the field of Latina/o studies, using an interdisciplinary approach to analyze the experiences of Latinas/os within the United States and throughout the Americas. Employing a range of historical, theoretical, political, and cultural texts, this class will ask students to think about a number of issues central to the field of Latina/o studies, including migration, language, nationalism, indigeneity, education, labor, assimilation, and cultural imperialism. This course will also look at the ways in which intersectional identifications, including race, sexuality, and gender, operate within frameworks of Latinidad.

Methodologically, this course will draw from such diverse fields as ethnic studies, history, political science, border studies, gender theory, sexuality studies, critical race theory, and urban studies. As we utilize a broad range of texts and synthesize diverse perspectives and ideas, students will be asked to interrogate formative concepts, such as the border, America(s), and the nation. Central class queries will probe the boundaries of Latina/o identity, the working of intersectional identities, patterns of migration, and the ways in which institutional power shapes the contemporary Latina/o experience.

AMST226 20th-Century Franco-Caribbean Literature and the Search for Identity

This course investigates how 20th-century Francophone literature from the Caribbean defines Caribbean identity. Through a study of literary texts, films, and paintings from Guadeloupe, Martinique, Haiti, Guyana, and Louisiana, we will explore the evolution of Caribbean self-definition, focusing on the major concepts of Negritude, Antillanite, Creolitude, and Louisianitude.

AMST227 Bodies of Evidence: American Material Culture

This methodological sophomore seminar introduces students to the use of physical objects and artifacts as sources in the study of history. It bridges the disciplines of art history, archaeology, and anthropology, offering alternatives to documentary traditions that predominate in the study of history. The course will involve significant independent study, including a semester-long, student-designed project focused on an individual object of the student’s choosing.

AMST228 Sex, Money, and Power: Anthropology of Intimacy and Exchange

This course focuses on the dense exchanges between money and sex/intimacy in various cultural and historical contexts, from the normalized arrangement of sex/money in marriage to the stigmatized arrangement of sex/money in sex work. We will combine recent ethnographic explorations of the relationships between sex/intimacy and money/commodification with interdisciplinary analysis of capitalism, globalization, and neoliberalism. Case studies will be drawn from sex work and tourism; marketing and pornography; reproduction, domestic labor, transnational adoption; marriage; class and sexual lifestyle; labor and carework; the global market in organs and body parts; outsourced surrogacy; sex stores and commodities; and sexual activism and identity politics. Throughout, we will ask, How do practices or bodies gain value? How are intimacies—sexual and social--
commoditized? Who benefits from such arrangements, and who does not? And, finally, how are transnational flows complicating relationships between sex and money in a variety of sites?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH, SBS-ANTH
Prereq: None

AMST229 Hymnody in the United States Before the Civil War
This course is a historical introduction to psalmody in the 17th century, lining out, Anglo-American 18th-century sacred music, the cultivated tradition in the early 19th century, and the various styles that contribute to the SACRED HARP and other shaped-note hymnals. Composers studied will include Thomas Ravenscroft, William Billings, Lowell Mason, and B. F. White. Collections examined will include the Bay Psalm Book, Tansur’s ROYAL MELODY COMPLEAT, Lyon’s URANIA, and Walker’s SOUTHERN HARMONY.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-MUSC, HA-MUSC
Identical With: MUSC274, MUSC274, MUSC274, MUSC274
Prereq: None

AMST230 The United States Since 1901
This course will examine the history of the United States from 1901 until recent times including the economy, social relations, culture, politics, military, and foreign relations. The unifying theme will be the emergence of modern American liberalism during the Progressive Era and its dominance by the mid-20th century. Throughout this period, however, there was active minority resistance to liberal attitudes and policies that culminated in a series of conservative triumphs in the late 20th and early 21st centuries.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Prereq: None

AMST231 Asian American History
This course will examine the history of Asian Americans in the U.S. It analyzes the causes and reasons for why Asians settled in the country as a reflection of inherited and the societies of which they were a part. This course focuses on spirited and evocative narratives that shed light on the worlds that they had come to know and understand from a variety of fields such as literature, sociology, history, performance studies, film studies, and public health.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: CEAS276, CEAS276
Prereq: None

AMST232 American Architecture and Urbanism, 1770-1914
This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART, HA-ART, HA-ART
Identical With: ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246, ARHA246
Prereq: None

AMST233 American Art and Culture, 1913-Present
This course examines the production and reception of American visual culture from 1913 to the present, paying particular attention to painting, sculpture, and photography. Students will study theory and criticism in addition to the formal qualities of American visual art to examine how artists engaged and interpreted the world around them in material form, as well as how American visual culture helped shape and promulgate certain attitudes toward nationhood, race, class, gender, and sexual orientation in the 20th century.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART
Identical With: ARHA271, ARHA271
Prereq: None

AMST234 Race, Romance, and Reform in 19th-Century African American Women’s Writing
African American women writers of the 19th- and early 20th centuries created spirited and evocative narratives that shed light on the worlds that they had inherited and the societies of which they were a part. This course focuses on writings by women compelled to tell their own stories such as Nancy Prince and Elizabeth Keckley and women determined to imagine the lives of others such as Ruth Todd, Fannie Barrier Williams, Amelia Johnson, Pauline Hopkins, and Victoria Earle Matthews. We will consider the role of genre for 19th-century women writers of color and discuss the evolving conceptions of romance, reform, and racial uplift.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL330, AFAM325, ENGL330, AFAM325
Prereq: None
AMST235 American Literature, 1865-1945
This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to the writers’ understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be William Dean Howells, Charles Chesnutt, Henry James, Mark Twain, Stephen Crane, Sarah Orne Jewett, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, Frank Norris, T. S. Eliot, Willa Cather, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Jean Toomer, and Richard Wright.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204, ENGL204
Prereq: None

AMST236 Religion and National Culture in the United States
This lecture/discussion course offers sustained analysis of the role of religion in the intellectual life of the nation. We will examine both the work of American theologians and the ways that other American intellectuals have thought about religion and its function as a language of authority in both state and society. We will consider the ramifications of conceptions of the United States as a Protestant and millennial nation and the challenges to that conception posed by the growing diversity of religions in the country. The variety of spiritual practices and the clashes between religion and science generated debates that continue to haunt both the study of religion and political life. From participation in a transatlantic evangelical culture to the rise of the social gospel and theological modernism through the fundamentalist response to liberal religion and Darwinism, the course charts the influence of Protestant Christianity in American culture and evaluates claims about the development of a distinctively American religious style. The replacement of overt anti-Catholicism and anti-Semitism with the notion of a Judeo-Christian heritage that celebrated the incorporation of Protestant, Catholic, and Jewish traditions into American civil religion figures as the central dynamic of the 20th century. The course concludes with a consideration of the culture’s surprising resistance to the secularist tendencies of most other Western powers and the continuing centrality of religion(s) in the national culture.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

AMST237 Slavery and the Literary Imagination
Enslavement in America and the New World was inextricably linked to the written word. What, then, does it mean to write the story of enslavement, loss, forced migration, liberation, and restoration? How does one tell the story of enslavement when that effort depends on articulating the unspeakable? The works and writers with which we will work this term will prompt us to consider how one revisits history and what is required to imagine, write, and rewrite the stories and histories of people, places, and nations. We will discuss the ways in which specific literary forms enable, contain, and transform unwieldy, complicated, and stunning stories of enslavement, liberation, self-determination, activism, racialization, and nationhood. Our readings will include primary works and materials such as memoirs, novels, short stories, plays, poems, letters, and essays by writers such as William Wells Brown, Charles Chesnutt, Frederick Douglass, Jupiter Hammon, Pauline Hopkins, Mattie Jackson, Mary Prince, and Phillis Wheatley. Additional primary materials will include writings published in 19th-century newspapers such as the “Liberator” and the “North Star.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL
Identical With: AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221, AFAM222, ENGL222, FGS5221
Prereq: None

AMST238 Introduction to Modern African American History
This course explores some of the defining social, political, and cultural moments that reflect the experience of African Americans within the United States, Reconstruction to present day. Over the course of the semester, we will focus on several broad themes, including identity, citizenship, agency, and impact. As scholars, we will examine major moments in African American history, including segregation under Jim Crow, the Great Migration, the modern Civil Rights Movement, and the development of hip-hop culture. How did African Americans define their relationship with the nation? How did their notions of race, citizenship, and freedom intersect with broad ideas about class, gender, and culture? How did African Americans challenge the legacies of slavery over the course of the 20th century? Our semester-long historical investigation will highlight and trace a multitude of events and concepts, all of which will help us to reveal the diversity, breadth, and significance of the black experience in modern America.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ENGL, SBS-ENGL, SBS-ENGL, SBS-ENGL, SBS-ENGL, SBS-ENGL, SBS-ENGL, SBS-ENGL
Identical With: AFAM204, AFAM204, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242, AFAM204, AFAM204, HIST242
Prereq: None

AMST239 The Long 19th Century in the United States
This course will introduce students to important themes in the history of the United States during the “long” 19th century, from the early Republic to World War I. These include continental expansion and U.S. imperialism, the creation of new markets, the development of agriculture and industry, the failure of slavery, and new currents of immigration. We will examine how enslaved and free people of many geographic origins contested the scope and significance of slavery, and new currents of immigration. We will examine how enslaved and free people of many geographic origins contested the scope and significance of slavery, and new currents of immigration.
AMST240 Imagining the American South

The American South has long been set aside in the national imagination as a particular—and, in many ways, peculiar—segment of the country. But why is this so? What makes the South necessarily different—if we asssent to this difference at all? This course will examine a diverse series of representations of the American South and will chart its development (and the concurrent development of its literature) over the past century. In the first section of the course, we will explore a set of competing, and often conflicting, images of what the South is and what it means; we will consider how widely the experience of the South varies with sex, race, and socioeconomic class. The second section of the course will take up the complex and colorful tradition of the Southern family, in all its (sometimes dysfunctional) glory. In the third and final section, we will examine images of Southern "expatriates"—characters who have abandoned their sub-Mason-Dixon roots and relocated elsewhere.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL248, AFAM248, ENGL248, AFAM248, ANTH240, ANTH240, ANTH240
Prereq: None

AMST244 Comparative Race and Ethnicity

This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular "races" or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Identical With: SOC240, SOC240, SOC240, SOC240
Prereq: SOC151

AMST245 Personalizing History

How much are we shaped by our historical times and places? How much power do we have to make our historical conditions respond to our needs and desires? These are the questions at the foundation of this course. We will examine these questions and others in the literary genre of the immigrant memoir, where they are particularly crucial. The course includes both memoir writing and memoir reading. We will construct narratives about our times and selves in a series of writing workshops. There will be some exercise where you will be asked to research specific aspects of your times and places. For example, you might be asked to research and write about such questions as: when and where were you born, what were the major cultural or political currents of that time, and how was your early childhood influenced by them? Or you may be asked to bring in a photograph of someone important in your personal history and write about that person.

Immigrant memoirs are a distinct genre, with topics/themes that are particular to it. Some of the most important issues are place and displacement, language, loss/trauma/melancholia/nostalgia, self-invention or transformation, family and generational differences, and the idea of "America." The class will engage with these topics in the analysis of the readings and also in the writing of memoirs. Specific techniques will be highlighted for writing practice: the catalog, diction, dialogue, metaphor, description, point of view, and narrative structure, including temporal organization, the doubled narrative, and the narrative frame.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Identical With: ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246, ENGL246
Prereq: None

AMST246 Social Movements

How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce you to some of the major ways scholars have approached such questions, and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including civil rights, feminism, gay rights, and labor movements.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL246, ENGL246, ENGL246
Prereq: None

AMST247 Caribbean Writers in the U.S. Diaspora

The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the "antidote to civilization," Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: AFAM243, ENGL243, LAST247
Prereq: None

AMST248 History of Musical Theater

This course is a survey of American musicals produced in theater and film, roughly from the 1940s to the present. We use early revivals of Oscar Hammerstein II's SHOW BOAT and George Gershwin's 1935 production of PORGY AND BESS as the entry points of our analysis and end with Lin-Manuel Miranda's IN THE HEIGHTS. Using Broadway, Hollywood, the contemporary Chitlin Circuit, and regional theaters across the country as sites of investigation, we trace the development of American musicals as they traverse different racial, social, cultural, and aesthetic boundaries. In each case study, our analysis is supplemented by a review of historical production documents, theater criticism, and theoretical texts.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-THEA
Identical With: ENGL233, THEA208, MUSC276, THEA208, MUSC276, ENGL233, AMST174, AMST174, AMST174, AMST174, AMST174, AMST174, AMST174
Prereq: None

AMST249 Contemporary Art: 1945 to the Present

This course explores the terms of debate, the key figures, and the primary sites for the production and reception of contemporary art on a global scale since 1945. Students will learn how today's art has become more heterogeneous, contradictory, and dispersed than ever before; there is no cohesive international "art world." At the same time, we will explore the ways in which cultures influence each other and enter into dialogue through the transnational work habits of many contemporary artists, curators, and critics. The course will be divided roughly into two halves: The first part will treat art produced primarily in the major cities of North America and Europe from 1945 through the 1980s; the second part will focus on the changes prompted by the political, social, and cultural realignments that occurred after 1989, as today's globalizing art world began to take concrete form.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART, HA-ART
Identical With: ARHA253, ARHA253, ARHA253, ARHA253, ARHA253, ARHA253, ARHA253, ARHA253, ARHA253, ARHA253, ARHA253, ARHA253
Prereq: None

AMST250 Confidence and Panic in 19th-Century U.S. Economic Life

The American age of go-ahead was also the age of panics, hard times, and depression. In this course we will study seven major panics between 1797 and 1929 and consider the conditions that contributed to the pattern of boom and bust in 19th-century American economy and society. We will devote special attention to how boosters and critics of American capitalism characterized its successes and failures, revisiting the popular tropes of Yankee entrepreneurialism, confidence games, and self-made men.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST227, AMST252, HIST227, HIST227, HIST227, HIST227, HIST227, HIST227, AMST252, HIST227, HIST227
Prereq: None

AMST251 African American Literary Activism: Wheatley–Jacobs

This course considers the ways in which writers of African descent in America deployed literary forms as activist texts. We will contextualize works of poetry, drama, fiction, and letters in relation to key historical events such as the Revolutionary War and Civil War and also in relation to political, cultural, and social issues such as women's rights, equal education efforts, and abolition and antislavery work. We will discuss the ways in which literary forms become substantial public documents that illuminate, preserve, and historicize the power and presence of individuals and communities embroiled in the work of social and political change.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL220, AFAM225, ENGL220, AFAM225, ENGL231
Prereq: None

AMST252 African American Literary Activism: Wheatley–Jacobs

This course considers the ways in which writers of African descent in America deployed literary forms as activist texts. We will contextualize works of poetry, drama, fiction, and letters in relation to key historical events such as the Revolutionary War and Civil War and also in relation to political, cultural, and social issues such as women's rights, equal education efforts, and abolition and antislavery work. We will discuss the ways in which literary forms become substantial public documents that illuminate, preserve, and historicize the power and presence of individuals and communities embroiled in the work of social and political change.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL220, AFAM225, ENGL220, AFAM225, ENGL231
Prereq: None

AMST252 Confidence and Panic in 19th-Century U.S. Economic Life

The American age of go-ahead was also the age of panics, hard times, and depression. In this course we will study seven major panics between 1797 and 1929 and consider the conditions that contributed to the pattern of boom and bust in 19th-century American economy and society. We will devote special attention to how boosters and critics of American capitalism characterized its successes and failures, revisiting the popular tropes of Yankee entrepreneurialism, confidence games, and self-made men.
AMST254 American Modernisms: Time, Space, and Race
This course examines American modernist writings with special attention to ways in which representations of time and space relate to notions of race during the 20th century. In addition to studying modernist manifestos calling upon artists to "make it new," we will examine how writers engage with this proposition by pushing the boundaries of genre to represent the diversity of America and Americans in formally innovative ways. We will also investigate works that query the contradictions inherent in American conceptions of modernity and progress without necessarily engaging American modernist impulses as such. The central question guiding the course will be how literary forms enable and limit writers' attempts to capture unequal, racialized experiences of American time and space. Toward the end of the semester, we will take a brief look at how contemporary writers revisit modernist forms in ways that show the enduring influence of American modernism on contemporary culture and society.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL245, ENGL245
Prereq: None

AMST255 Anarchy in America: From the Haymarket Riot to Occupy Wall Street
Anarchism as a political philosophy and practice is an important, but little known, aspect of American culture and society. This lecture/discussion course will introduce students to select aspects of anarchist political thought and praxis in the United States and the ways that anarchism has been represented positively, vilified, or dismissed. The class will have three parts: histories; philosophies and theories; and activism. In the history section, we will examine key events and periods from the late 19th century to the early 20th century, including the Haymarket Riot; the plot to murder American industrialist Henry Clay Frick; the organizing work of Lucy Parsons; the assassination of President William McKinley; the activism, incarceration, and eventual deportation of Emma Goldman and Alexander Berkman; and the execution of Ferdinando Nicola Sacco and Bartolomeo Vanzetti. In the philosophy and theory segment, we will examine anarchist theory as radical critique and review the different political traditions including individualist anarchism, socialist anarchism, anarcha-feminism, black anarchism, eco-anarchism, queer anarchism, indigenous influences and critiques, and other schools of thought. In the activism section, we will examine the diverse ways, including violent and nonviolent means, by which people mobilize and organize for political change through direct social and political action.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST256 Staging Difference: Tourism, Heritage and Authenticity in the Americas
This course explores the ways in which difference is both staged and consumed in tourist settings, with a focus tourism as quests for the exotic, the authentic, for the past, and for nature. Drawing on key texts form the interdisciplinary field of critical tourism studies such as Dean McCannell's THE TOURIST and John Urry's THE TOURIST GAZE, as well as readings from the fields of anthropology, performance studies, and dance studies, we will consider tourism as staged embodied encounters. We will ask questions such as: How are bodies displayed, racialized, and othered in tourism advertisement? How are “exotic” destination images constructed through live performance in tourist settings? What are the experiences of performers who craft and stage their own "difference" for tourist consumption? This course is taught in conjunction with the Americas Forum, which gives students the opportunity to interrogate these topics with some of the leading scholars in the field. Participation in the Americas Forum is mandatory.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST257 Writing on the Land of Freedom: The Pastoral in African American Literature
Landscape figures prominently and powerfully in the African American literary imagination. Writers such as Phillis Wheatley, Charles Chesnutt, Zora Neale Hurston, David Bradley, and Marilyn Nelson have crafted evocative meditations on the natural world as they grapple with sobering realities of life, dramatic assertions of self, and transformative historical moments. This course will think about African American literary invocations of idealized, mythological, sacred, and knowable land and move toward a delineation of the African American pastoral aesthetic and tradition. We will read novels, poems, short stories,
AMST260 Bio-ethics and the Animal/Human Boundary

In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances, and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late twentieth and early twenty-first centuries.

We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask: how is the human defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects, and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? In order to answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of Animal/ity Studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.

Offering: Crosslisting
Gradning: A-F
Credits: 1.00
Gen Ed Area: SBS-PSYC, SBS-PSYC
Identical With: PSYC259, SISP259, PSYC259, SISP259, PSYC259, SISP259, PSYC259, SISP259
Prereq: None

AMST262 Middletown Materials: Archaeological Analysis

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to begin to unlock the day-to-day history of their past owners and users. On the triangle of land between Vine Street, Cross Street, and Knowles Avenue (known as the Beman Triangle), a community of African Americans began to build houses from the mid-19th century on land owned by one of their community, Leveret Beman. Although few above-ground traces now suggest the presence of this community, material about their lives survives in the record of their trash and other archaeological features that remain beneath the backyards of the houses on this land. In this class we will study the archaeology of this site, in partnership with members of the wider Middletown community, particularly from the AME Zion Church.

This class will provide general training in historical archaeological field methods. Students will spend time each day participating in excavations on the Beman Triangle site or working on materials analysis in the Cross Street Archaeology Laboratory. Through practical work, students will learn excavation techniques, field recording, artifact analysis, and how to integrate relevant documentary and oral historical sources into archaeological interpretations. Academic material in the class will cover the archaeology of 19th-century African American communities, archaeological field methods, and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

Offering: Crosslisting
Gradning: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST259 Discovering the Person

This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine characteristics of the new persons who were located, catalogued, and explained by these sciences including irrationality, sexuality, cognitive powers (and failabilities), personality types, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and a receding if not nonexistent will. Attention is also given to the scientific grounds for investigating persons (from realist to dynamic nominalist and social constructionist), the evidence sought in the century-long process of finding and naming psychological kinds, and the modes of producing this knowledge (aggregate methods, case study, and theories). Readings include primary source documents, histories of the disciplines, and philosophical analyses.

Offering: Crosslisting
Gradning: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST261, RELI257, HIST261, RELI257, HIST261, RELI257, HIST261, RELI257, HIST261, RELI257, HIST261, RELI257, HIST261, RELI257, ENGL261, ENGL261, ENGL261, ENGL261
Prereq: None

AMST262 Middletown Materials: Archaeological Analysis

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to unlock the day-to-day history of their past owners and users. In this class students will take part in excavation and analysis
AMST263 Transnational Sexualities

This course is an introduction to the anthropology of sexuality. Our focus will be on practices and relationships understood as nonnormative—and thus on the relationships between gender, sexuality, and power. For anthropologists, this might mean same-sex marriage or male-order brides, butch/femme relationships or ritualized homosexuality, two-spirit people or transgenders, workers, gay immigration or Caribbean sex tourism, female genital surgeries or plastic surgery.

We will explore bodies, desires, sexual practices, sexual identities, sexual labor, and socio-sexual relationships in a variety of locations: the United States, Brazil, Suriname, India, the Dominican Republic, Nigeria, Indonesia, China, Thailand, and Japan, among other places. Our readings will range from the classic to the contemporary: Margaret Mead’s (1928) COMING OF AGE IN SAMOA to Esther Newton’s (1972) MOTHER CAMP to several ethnographies published in the last year or two. Throughout, we will ask, How do sexuality, sex, desire, and gender vary across cultures? How are our concepts—queer, gay and lesbian, transgender, sex worker, or heterosexual—challenged by these similarities and differences? What happens when our concepts travel across temporal, national, and cultural boundaries? And, finally, how does thinking both locally and globally help us understand, analyze, and reformulate the content of basic social categories like gender, sex, and sexuality?

Our course will take an intersectional and transnational approach, paying careful attention to the ways sexuality intersects with class, nation, and race, as well as the effects of globalization, transnational mass media, and cross-border economies and activism on local or “traditional” genders and sexualities. Our aim is to use ethnography to illuminate important cultural and national differences between people and thus unsettle U.S.-centric approaches to gender, sexuality, and queer studies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH, SBS-ANTH
Identical With: ANTH228, FGSS241, ANTH228, FGSS241, ANTH228, FGSS241
Prereq: None
AMST266 Future Visions: Temporality and the Politics of Change
What is the time of political change? This course will explore alternative temporal frameworks embraced by artists, writers, social activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders?

We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, African American studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress, along with the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, as they have been articulated in scholarship on alternative modernities and in anthropology, sociology, feminist theory, and queer theory. We will ask, Are there other, perhaps more livable, temporalities? Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of failure and apocalypse. As we consider social change, revolutions, and new "ends" and beginnings, students will have the opportunity to learn from current social justice movements.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Identical With: ENGL265, ANTH205, FGSS266, ENGL265, ANTH205, FGSS266, ENGL265, ANTH205, FGSS266, ANTH305, CHUM329, ENGL381, AMST342, ANTH305, CHUM329, ENGL381, AMST342, ANTH305, CHUM329, ENGL381, AMST342, ANTH305, CHUM329, ENGL381, AMST342, ANTH305, CHUM329, ENGL381, AMST342, ANTH305, CHUM329, ENGL381, AMST342, ANTH305
Prereq: None

AMST267 Music and Downtown New York
This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York: Euro-American experimentalists; an African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. The primary focus will be on the 1950s and 60s, although we will also cover subsequent developments. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL258, ENGL258, ENGL258
Prereq: None

AMST268 Desire and Power: The Sociology of Sexuality
This course seeks to denaturalize some of what are often the most taken-for-granted aspects of daily life: our bodies and genders, our erotic desires, and our sexual identities. To this end, this course will provide a critical-historical overview of dominant Euro-American understandings of sexuality and their embodied legacies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Identical With: SOC293, FGSS293, SOC293, FGSS293, SOC293, FGSS293, SOC293, FGSS293, SOC293, FGSS293, SOC293, FGSS293, SOC293, FGSS293, SOC293, FGSS293, SOC293, FGSS293, AFAM269, ANTH269, CSPL269, AFAM269, ANTH269, CSPL269
Prereq: SOC151

AMST269 New World Poetics
God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Massachusetts drawing rooms to Jamaican slave-whipping rooms. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature, in our own time. Our poets ignored false divisions between art and society, and so will we.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL258, ENGL258, ENGL258
Prereq: None

AMST270 On The Border: Chicana/o, American and Mexican Literatures and Cinemas
The U.S.-Mexico border as militarized zone. The border as desert wasteland. As ground for incarceration complexes for the illegal and unassimilable. As burial ground. The U.S. national media frequently flashes these images today in its representations of the ongoing war on drug cartels. These images form part of a chain that tightens around the lived experience of different peoples of the U.S. southwest and northern Mexico, one that is linked to a dominant desire to erase the historical nuances of transitivity, movement, and exchange in the region. This course will consider some of the literary and cinematic representations of the border and of the way they respond to the ideology and history of citizenship, exclusion, and oppression.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL237, ENGL237, ENGL237, ENGL237, ENGL237, ENGL237
Prereq: None

AMST271 Work and Leisure: The Sociology of Everyday Life
Work and leisure represent two of the central coordinates of life experience and personal identity. How do work and leisure differ and what is the relationship between them? How do they vary by gender and class? How are relations of domination and resistance enacted in work and free time? Topics may include men’s and women’s work, historical transformations in work and leisure, workplace subcultures and workplace resistance, popular culture and the construction of gender, class and race, sports, the mass media, and the sociology of taste and consumption.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
American Studies (AMST) 17

Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC

Identical With: SOC399A, SOC399A, SOC265, FGSS265, SOC399A, SOC399A, SOC265, FGSS265, SOC399A, SOC265, FGSS265, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, AFAM231, ENG1267, ENG1267, ENG1267, ENG1267, ENG1267

Prereq: SOC151

AMST272 The Sociology of Medicine

Why do we trust our doctors? Is it because of the knowledge they possess, the demeanor they cultivate, the places in which they work, or the institutions they represent? This course is an introduction to social studies of health and illness. We will explore how different forms of medical authority are encouraged or undermined through the efforts of big organizations (such as drug companies, insurance providers, governments, and professional associations) and the routines of everyday life (such as visits to the doctor's office and health advocacy efforts). We will also consider how inequalities and biases might be built into medical knowledge and institutions and examine what happens when citizens question medical authority through social movements. The readings will focus on modern Western medicine, but we will also read several historical and cross-national studies for comparison. The course does not require science training.

Offering: Crosslisting

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-SISP, SBS-SISP, SBS-SISP, SBS-SISP


Prereq: SOC151

AMST273 South Asian Writing in Diaspora

The South Asian diaspora spans the world; communities are located in Africa, the Middle East, England, North and South America, the Caribbean, as well as Southeast Asia. Using novels, poems, short stories, and film, this course will focus upon the question of identity. Can such a widespread population, diverse in class, cultural practices, and local histories, claim a singular identity? What does it mean to be Indian, Pakistani, Bangladeshi, Sri Lankan, in these conditions? Is South Asian identity claimed and for what purposes? How is such an identity constructed, and what roles do race, ethnicity, gender, religion, or nationality play in it? The literary readings will be supplemented with historical and sociological materials.

Offering: Host

Grading: OPT

Credits: 1.00

Gen Ed Area: HA-AMST, HA-AMST, HA-AMST, HA-ENGL, HA-ENGL

Identical With: ENGL276, ENGL276, ENGL273, FGSS289, ENG1273, FGSS289, ENG1273, ENGL276, ENGL276, ENGL273, FGSS289, ENGL273, FGSS289, ENGL276, ENGL276, ENGL273, FGSS289, ENGL273, FGSS289, ENGL276, ENGL276, ENGL273, FGSS289, ENGL273, FGSS289, ENGL276, ENGL276, ENGL273, FGSS289, ENGL273, FGSS289

Prereq: None

AMST274 Economics of Wealth and Poverty

Who are the very wealthy and how do they acquire their wealth? Why is poverty still with us after almost 50 years of antipoverty programs? What explains rising inequality in the distribution of income and wealth? These are just a few of the questions that we address in this course. The problem of scarcity and the question of production for whom are basic to the study of economics. Virtually all courses in economics give some attention to this topic, yet few study the distribution of income in-depth. This course takes a close look at evidence on the existing distribution of income and examines the market and nonmarket forces behind the allocation process. Our investigation makes use of U.S. economic history, cross-country comparisons, and fundamental tools of economic analysis. Topics include normative debates surrounding the notions of equality and inequality, analytic tools for measuring and explaining income inequality, determinants of wage income and property income, the importance of inheritance, the feminization of poverty, and the economic analysis of racial discrimination. A central subject throughout the course is the role of policy in altering the level of poverty and inequality.

Offering: Crosslisting

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-ECON, SBS-ECON, SBS-ECON

Identical With: ECON213, ECON213, ECON213, ECON213, ECON213, ECON213

Prereq: ECON101 OR ECON110

AMST275 Introduction to African American Literature

This course is a survey of the history and traditions of African American literature from its earliest folk origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced by people of African descent from the 18th to the 21st centuries. In our exploration of this body of writing, we will focus on the ways African Americans used literature to respond to historical and political conditions, to help shape social movements in the 19th and 20th centuries, and to address key questions concerning what literature can do to reflect, represent, and challenge American cultural, social, and political conditions.

Offering: Crosslisting

Grading: A-F

Credits: 1.00

Gen Ed Area: HA-AFAM, HA-AFAM, HA-AFAM

Identical With: AFAM202, ENGL240, AFAM202, ENGL240, AFAM202, ENGL240, AFAM202, ENGL240, AFAM202, ENGL240, AFAM202, ENGL240, AFAM202, ENGL240, ENV5275, ARHA275, ENV5275, ARHA275, ENV5275, ARHA275, ENV5275, ARHA275

Prereq: None

AMST276 Voodoo in Haiti—Vodou in Hollywood

The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called “serving the spirits,” or “Vodou,” this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. Vodou has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with “Voodoo” themes. This course explores the anthropology of Vodou as a religious practice and relates it to the cultural studies of North American representations of Voodoo. We will ask: What constitutes the thought of Vodou as a religious practice and relates it to the cultural studies of North American representations of Voodoo. How can we analyze the patterns and tropes that operate in images of Voodoo? We will explore questions of religious ritual, political resistance and orality, and practice of Haitian Vodou? How is Vodou represented in American media? How can we analyze the patterns and tropes that operate in images of Voodoo? We will explore questions of religious ritual, political resistance and orality, secrecy and spectacle, authenticity and commodification, racism, media studies, and the ethics of representation.

Offering: Crosslisting

Grading: A-F

Credits: 1.00

Gen Ed Area: SBS-RELI, SBS-RELI, SBS-RELI

Identical With: RELI273, AFAM273, AMST283, RELI273, AFAM273, AMST283, RELI273, AFAM273, AMST283, THEA267, FGSS267, THEA267, FGSS267, THEA267, FGSS267, THEA267, FGSS267, THEA267, FGSS267, THEA267, FGSS267, THEA267, FGSS267, THEA267, FGSS267

Prereq: None
AMST277 One Night Only: Performance and Technology in the American Avant-Garde

Performance is usually defined by its presence on a stage, by its noise, mess, and theatrical flourish in the here-and-now. Media on the other hand is thought of as fixed, repeatable, and unchanging. In this course we will ask: what does it mean for media to perform and, conversely, what does it mean when performance is taped, digitized and mediated? Using the perceived tension at the intersection of performance and technology, we will explore key performance studies terms such as liveness, presence, ephemerality, performance and documentation. We will examine technology and its uses in performances, as well as the relationship technology has to theories of performance more broadly. We will focus in particular on the relationship between media and performance in contemporary American performance. Students will be asked to contribute to a class website conversation, archive live performance, and produce keyword video dialogues. Texts and artistic sites will include: Reza Abdoh, Dynasty Handbag, Adrian Piper, Vito Acconci, Nam June Paik, Todd Haynes, Genesis Breyer P-Orridge, My Barbarian, Walter Benjamin, Wendy Chun, Donna J. Haraway, Lev Manovich, Peggy Phelan, Brian Massumi, Lisa Nakamura, Alexander Galloway, and Mladen Dolar.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA, HA-THEA, HA-THEA
Prereq: None

AMST278 Introduction to Latina/o Literature: Border, Citizen, Body

The heterogeneous group of 50 million migrants, exiles, dual- and split citizens, refugees, documented and undocumented peoples of Spanish Caribbean and Latin American descent living in the US are all Latinos. At least three threads hold these many "Latinos" together: an immigrant relation to the English language by Latin American descent into el norte from former colonies of Spain with longstanding and ongoing conflicted relations to the United States; and, cultural, aesthetic, and economic connections to the departed place. This course will examine Latina/o aesthetics in relation to contradictory phenomena that raise questions today about borders, citizenship, and embodiment. By engaging the Latina/o imaginary in fiction and other arts, we will read the emergence today of "Dreamers" and "The Minuteman Militia"--that of, consumer drives towards representations of "spicy" and "exotic" brown bodies as well as laws in Arizona, Texas, and California that endow police with the power to discern visually whether a brown body is "illegal" or "not." Several questions and themes will come into view in our readings of literature, cinema, and music: How does the Latina/o artistic imaginary depict distinct migrant journeys and rural or urban forms of labor? How do discussions of race, ethnicity, and sexuality in relation to Latina/o aesthetics complicate the existing definitions of these terms in the US? How do artists interrogate heteronormativity in Latina/o and dominant US cultures? How do they conceive of their specific crises of representation, which include the demand for realism and personal narratives by critics and mainstream readers?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, ENGL279, MUSC287, ENVS287
Prereq: None

AMST279 Crossing the Color Line: Racial Passing in American Literature

Narratives of racial passing having long captivated readers and critics alike for the way in which they provocatively raise questions about the construction, reinforcement, and subversion of racial categories. This course will consider several examples of the "literature of passing" as it has been established as a category within African American literature alongside more ambiguously classified 20th-century narratives of ethnic masquerade and cultural assimilation as a way of exploring how literary and filmic texts invoke, interrogate, and otherwise explore categories of race, gender, class, and sexual identity.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST, HA-AMST
Identical With: ENGL319, ENGL319, AMST322, ENGL319, ENGL319, AMST322, ENGL319
Prereq: None

AMST281 Ethics of Embodiment (FGSS Gateway)

Why is the human body such a contested site of ethical concern? Why are bodies thought to be so in need of description and regulation? Sexual practices, gendered presentations, bodily sizes, physical aptitudes, colors of skin, styles of hair--all are both intimately felt and socially inscribed. Bodies exist at the intersection of the most private and the most public and are lived in relation to powerful social norms. In this course, we will turn to feminisms, both academic and activist, to help us consider the ethics of embodiment.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FGSS, HA-FGSS, HA-FGSS, HA-FGSS, HA-FGSS
Identical With: FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211, FGSS210, ENGL211
Prereq: None

AMST282 19th-Century African American Women Writers

Nineteenth-century African American women writers crafted bold, nuanced, and insightful works of literature and sophisticated narrative critiques of literature, culture, and history. Our discussions will focus on how writers such as Julia Collins, Alice Dunbar-Nelson, Charlotte Forten, Frances Harper, Pauline Hopkins, Susan Paul, Nancy Prince, and Maria Stewart shaped the early African American literary canon. We will consider how these writers imagined or re-presented African American identity and presence and how they addressed emerging New American identities and histories. We will also consider how these writers attended to and complicated the tensions between "sentimental" idealism and new political pragmatism, restrictive domesticity and dangerous autonomy, and passionless femininity and expressed sexuality.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM, HA-AFAM
Identical With: AFAM230, ENGL231, AFAM230, ENGL231
Prereq: None

AMST283 Housing and Public Policy

Since World War II, housing has undergone a series of radical transformations in the United States, including the rise of the suburbs in the 1950s, the beginning of mass homelessness in the late 1970s, and the mortgage and financial crises of the past few years. This course explores the role of government and public policy in this transformation and considers various models for what public policy concerning housing should be in the 21st century.
AMST278 Early North America to 1763
From the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years’ War, North America was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on a continent long inhabited by powerful indigenous groups. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Identical With: SOC271, SOC271, RELI273, AFAM273, RELI273, RELI273, AFAM273, AMST276, RELI273, AFAM273, RELI273, AFAM273, AMST276
Prereq: SOC151

AMST278 Sociology and Race
Globalization has become a household word since its inception in the 1960s to refer to the greater integrations of the economies and peoples of the world through the expansion of trade and investments, flows of capital, communication technologies, migration, and the creation of new international institutions and organizations. To the peoples of the Third World, however, globalization is nothing new but has been around since the beginning of Western European colonialism and the rise of modern capitalism in the 16th century. This course will offer an overview of several critical perspectives from those who have been the subjects of globalization writ large, including, among others, Eric Williams, Aime Cesaire, Frantz Fanon, Amilcar Cabral, Kwame Nkrumah, Walter Rodney, Edward Said, Gayatri Spivak, Vandana Shiva, C. L. R. James, Samir Amin, Fidel Castro, Michael Manley, and Mahmood Mamdani.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Identical With: SOC300, AFAM300, SOC300, AFAM300, FGSS286, ANTH286, FGSS286, ANTH286, FGSS286, ANTH286, FGSS286, ANTH286
Prereq: SOC151

AMST287 Contemporary Art: 1980 to the Present
This course explores the terms of debate, key figures, and primary sites for the production and reception of contemporary art on a global scale since 1980. Students will learn how today’s art has become more heterogeneous, contradictory, and dispersed than ever before; there is no cohesive international “art world.” At the same time, we will explore the ways in which cultures influence each other and enter into dialogue through the itinerant work habits of many contemporary artists, curators, and critics. The course will be divided roughly into two halves: The first part will treat art produced primarily in the major cities of North America and Europe during the 1980s; the second part will focus on the changes prompted by the political, social, and cultural realignments that occurred after 1989, as today’s globalized art world began to take concrete form.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART, HA-ART, HA-ART
Identical With: ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252, ARHA252
Prereq: None

AMST288 African American Urban Politics, Economy, and Policy
This course provides an introduction to the political experience and public policies that have significantly shaped, and continue to shape, the social and political life of African Americans and the urban environment. While the course will explore historical themes, it will be mostly contemporary in its temporal focus. Topics will include African American political thought, leadership, and black political economy; voting, participation, party politics, and elected office (i.e. legislative and executive). Additional topics include housing and labor markets, healthcare reform, and issues of gender, class, age, and sexual identity at the intersections of black politics. Finally, the class will explore the role of race and police relations.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM, SBS-AFAM
AMST289 Postcolonialism and Globalization
The emancipatory uprisings and postcolonial challenges of the 20th century have irrevocably unsettled the old Eurocentric colonial order. The potent anticolonial insurrections of the last 50 years have posed serious questions for our global future: What does postcolonialism mean for the colonizer and the colonized? Under what circumstances, if any, can the colonial relation be transcended in ways that do not merely reproduce structures of domination (racism, sexism, and homophobia, etc.) within the Third World? Does the term globalization signify a simple return to a neocolonial form of capitalist imperialism? Or does it signify First World anxiety about its own decentered status? To examine these and other questions, this course will take an interdisciplinary approach, examining cases and ideas presented in works of sociology, political economy, and cultural studies.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH
Identical With: ANTH290, ANTH290, ANTH290, ANTH290
Prereq: None

AMST290 Style and Identity in Youth Cultures
This course focuses on young people's engagements with commercially provided culture and their implications for identity formation. We begin in the postwar U.S., when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people's intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH
Identical With: ANTH290, ANTH290, ANTH290, ANTH290
Prereq: None

AMST291 Afro-Asian Intersections in the Americas
This course explores a range of historical, cultural, and political intersections between African and Asian diasporic peoples in the Americas from the late 19th century to the present. Taking an interdisciplinary approach, we will examine key moments in the history of Afro-Asian encounters in the Americas, including the importation of slave and coolie labor in the 19th century, the formation of anticolonial and antiracist "Third World" movements in the U.S. and abroad, and the Los Angeles Riots of 1992. We will also study forms of cultural interraciassalism, from African Americans' mania for kung fu in the 1970s, to interracial buddy films like Rush Hour (1998), to the contemporary fiction of writers such as Karen Tei Yamashita and Young Jean Lee.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST292 American Jewish Humor
This course is a look at American Jewish history through one particular lens—that of the peculiar phenomenon of Jewish humor. There is a long history of Jews and humor which has nothing to do with the immigrant experience in America, but the immigrant experience in America nonetheless has a great deal to do with the humor that has been produced by Jews in this country, particularly in the 20th century. We will be reading some historical background on American Jews and some humor theory as our foundation for our understanding of film viewings, short stories, stand-up comedy performances and musical recordings. By looking at the way Jewish humor changed throughout the 20th century, we should in the end be able to chart the way the lives of American Jews were changing and have a deeper understanding of the American Jewish experience.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: RELI278, CJST278, RELI278, CJST278, RELI278, CJST278, RELI278, CJST278
Prereq: None

AMST293 Politics of the Body
This course explores the politics of embodiment: the operations of power on and in the body. We'll pay particular attention to processes of sexed, raced, gendered, and able-bodied normalization, drawing on the interdisciplinary fields of queer, disability, and transgender studies. Each of these fields has generated a framework for understanding and critiquing regimes of normalization: queer studies through a critique of heteronormativity, disability studies through a critique of able-bodied norms, and trans studies through a critique of gender normativity. Our course will take an intersectional approach, exploring connections and frictions between forms of bodily difference. We'll draw on theoretical, historical, ethnographic, and literary approaches to the categorization of bodies and subjects as normal or abnormal (and often pathological, diseased, or perverse). Our course material will range from turn-of-the-20th-century sexology to contemporary theorizations of biopolitics, trans materiality, and homonormativity.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST294 Diasporas, Transnationalism, and Globalization
Until the late 1960s, there were three classical diasporas: Jewish, Armenian, and Greek. The first was considered the paradigmatic case. In the past four decades, many dispersed peoples and communities, once known as minorities, ethnicities, migrants, exiles, etc., have been renamed diasporas by some of their own artists, intellectual and political leaders, or by scholars. This phenomenon must be understood in the context of ever-increasing transnationalism and globalization. This course will introduce students to the past and present of the concepts diaspora, transnationalism, and, to a lesser extent, globalization.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: COL294, SOC294, ENGL294, COL294, SOC294, ENGL294
Prereq: None
AMST295 Translation/Adaptation
This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of source materials. The primary source material for adaptation will be Dante’s INFERNO that is itself adapted from numerous sources including the Bible, political feuds, classical myths, and contemporary scandals. We will examine other performance texts adapted from unusual sources, including the South African satire of Apartheid--Wozza Albert. Ancient Greek drama will also be studied for its dramatic structure and for its significance as both a source and product of adaptation that is endowed with new meaning in whatever era it is reimagined. Students will write their own short adaptations of scenes from these texts in weekly writing assignments before creating a final project, an adaptation of any source material they choose. 
Offering: Crosslisting 
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA, HA-THEA, HA-THEA, HA-THEA, HA-THEA
Identical With: THEA221, THEA221, THEA221, THEA321, THEA321, THEA221, THEA221, THEA221, THEA221, THEA221, THEA321, THEA321, THEA221, THEA321, THEA221, THEA321, THEA221, THEA221, THEA321
Prereq: None

AMST296 The Long Civil Rights Movement in 20th-Century America
This course traces the major sites of protest, opposition, and resistance in African American history since 1920. By examining the development of the American Civil Rights Movement, this course complicates traditional understandings of black liberation struggles in America. Who were these civil rights activists? How did they unify? What were their priorities? How did they imagine black freedom? How did these events play out in public life? The readings and assignments facilitate a critical analytical approach to the 20th-century struggle for civil rights and racial equality in America.
Offering: Crosslisting 
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM
Prereq: None

AMST297 Religion and the Social Construction of Race
In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) means through which communities form collective identities.
We will read a range of historical analysis and primary source materials from the United States and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary United States relationship to the Middle East.
Offering: Crosslisting 
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-THEA
Identical With: ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385
Prereq: None

AMST298 From Seduction to Civil War: The Early U.S. Novel
This course examines the relationship between nation and narrative: the collective fantasies that incited reading and writing into the 19th century. We will study the novel as a field of literary production both in dialogue with European models and expressive of changes in national culture, a form that both undermined and reinforced dominant ideologies of racial, gender, and class inequality during this turbulent period of national formation and imperial expansion. We will consider the ways the pleasure of novel-reading depends upon, even as it often disavows, the world outside the story. Throughout our reading, we will trace the ways these novels both reflect and participate in the historical development of the U.S. during a period that spans national founding, the consolidation of northern capitalism and an exacerbated North/South division, expansion into Mexico and the Pacific, and civil war. Through close attention to literary form, we will continually pose the question, What is the relationship between literary culture and historical change? We will examine who was writing, for whom they wrote, and the situation--political, commercial--in which “the American novel” was produced and consumed. We will begin with the novel of sentiment and seduction and conclude with reflections on slavery and racial revolution on the eve of the Civil War, all the time asking about the ways the novel might seduce us into either tolerating or resisting the way of the world.
Offering: Crosslisting 
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL209, ENGL209, ENGL209, ENGL209, ENGL209, ENGL209
Prereq: None

AMST299 Survey of African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston’s 1925 play "Color Struck" and August Wilson’s 2006 play "Gem of the Ocean" serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.
Offering: Crosslisting 
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-THEA
Identical With: ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323, AFAM323, FGSS323, ENGL385, THEA323
Prereq: None
AFAM323, FGSS323, THEA323, FGSS323, AFAM323, HIST380, HIST380, HIST380, HIST380, HIST380, HIST380, HIST380
Prereq: None

AMST300 Culture Performs: The American Revolution to the Civil War
What were the intersections among literature, performance, and culture that explained, shaped, and defined the first century of the American nation? We will consider this question through the lenses of dramatic and non-dramatic literature as well as through performance history. Topics include how dramatic literature helped define the early nation as distinct from its British heritage (through playwrights such as Royall Tyler and Mercy Otis Warren, and events such as the Astor Place Riots). We will analyze the relationship between the dramatization of Native Americans and national policies of Indian Removal (reading playwrights John Augustus Stone and James Nelson Barker). Reading works by such authors as William Henry Smith and Edgar Allan Poe, we will think about the wider cultural potential of melodrama. Finally, we will examine the intersections between literature and performance that illuminated issues of the Civil War and its aftermath, including works by William Wells Brown, Bronson Howard, William Gillette, Herman Melville, and Julia Ward Howe.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST
Identical With: ENGL309, ENGL309
Prereq: None

AMST301 Research Methods for the Digital Humanities
This course provides an introduction to the theoretical questions and methodological strategies that define the emerging field of the digital humanities. Just as the Internet has changed the way we communicate, socialize, and access information, it is also transforming the way scholars research, teach, and produce scholarship. The use of the Web and communication technology to create and share historical knowledge through databases, hypertextualization, and networks offers exciting possibilities and unique challenges. To examine the rapidly evolving approaches of the digital humanities and new media, this course is divided into three parts. The class begins by evaluating the theory of a digital methodology by evaluating the characteristics that define the field, the limits of its approaches, and the way it does or does not transform traditional forms of scholarship. The second unit addresses the presentation of historical knowledge on websites, as historical scholarship, and as a form of public history. The course concludes by exploring how digital methods and strategies can be practically applied in conducting research, teaching in the classroom, and in displaying historical data on the Web. The final project of the class will be to construct an interactive, visually rich website using an open source program called SIMILE (http://simile.mit.edu/). This class will equip students with the skills to use digital sources in future research projects while also developing the technological methods and strategies essential in the 21st-century classroom and in a variety of other postgraduate careers.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST
Identical With: CHUM301, SOC301, CHUM301, SOC301, CHUM301, SOC301, CHUM301, SOC301, CHUM301, SOC301, CHUM301, SOC301
Prereq: None

AMST302 The Sex of Things
This readings seminar will critically examine the ways that material culture has shaped the social and cultural construction of sex, gender, and sexuality in modern America. We will begin by rereading selections from social theorists such as Karl Marx, Raymond Williams, Norbert Elias, Pierre Bourdieu, and Michel Foucault to gain insight into the processes that “fetishize” objects as desirable, alluring, or grotesque. The class will then survey particular genres of material culture (fashion, art, the decorative arts, technology, and consumer products) to understand how physical objects communicate sex, gender, eroticism, and racial difference. We will explore how everyday consumer products like the car, Tupperware, clothing, and cosmetics facilitated or restricted sexual expression and the formation of gendered and queered identities. Students will be introduced to scholarly studies that evaluate the eroticism of statues, paintings, and artistic reproductions; interrogate the role medical devices played in regulating or liberating the body (the speculum, birth control devices, menstrual technology, plastic surgery, Viagra); and analyze the subversive potential of sexual paraphernalia (Bondage, various sex toys, and other forms of erotica).
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: FGSS300, FGSS300, ENGL304, AFAM305, ENGL304, ENGL304, AFAM305, ENGL304
Prereq: None

AMST303 Museumizing: “Science,” Stories and the Arts of Native Americans
Together we will focus on the roles of “science” and art in the production of Native American subjects. In particular, we will investigate the boundaries between art and “science” and how these boundaries are constituted, shored up and reified in relation to the production of Native American subjects. We will approach “science” and art in their most expansive senses to follow their shifting frontiers and chart their multiple intersections. Our boundary-crossings will analyze ethnography, collecting practices, media, historiography, linguistics, as well as storytelling, sculpture, museum installation, and performance. In doing so we will move from the culturally produced—museum produced—Native American subject to a form of indigeneity as praxis, and this will offer us ways to rethink traditions while both working with and refashioning the critical theories at hand. Our primary metaphor here is: walking somewhere between the anthropological and the art museum. Seeking to interrogate the limits of and to limit the power of knowledge production, our critical walking will shed light on art, institutions, and the politics of “making Indians.”
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: ARHA276, ARHA276
Prereq: None

AMST304 Histories of/History and the U.S.-Mexican Border
This seminar examines the history of the U.S.-Mexico border region from the colonial era to the present as a zone of contact between peoples of different cultures and as a transnational space with a distinct regional culture. In doing so, students will analyze the diverse methodological approaches scholars have employed in examining the history of the region, from popular history to environmental history, oral history, and gender history, among others.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-LAST, SBS-LAST
Identical With: LAST304, HIST225, LAST304, HIST225, SISP304, SISP304
Prereq: None

AMST305 From Red Power to Casinos: (Mis)Understandings of American Indian Capitalism
This course investigates the economic activities of American Indians and Native Nations and how these are tied to expressions of political power. This course will primarily focus on contemporary activities but will begin by critically interrogating the historical economic impacts of American Indian nations and their citizens. It will consider the strategies and relationships that were necessarily formed with, and as a reaction to, the settler colonial society as well as how economic manipulations are used to exert political power. Next, we will
human societies have organized and reproduced their cultural models. To this end, the class will illustrate that race is but a secular variant of how organizing principle that institutes of our present hegemonically-Western global order. Rather than employing the liberal humanist emphasis on “race-relations” discourses of diversity and multiculturalism after the 1960s will be analyzed. The course will trace European expansion from the earliest Portuguese sea voyages along the African coast, shortly after 1420, to the opening of maritime commerce to West Africa and the origins of the trans-Atlantic slave trade. We will examine evolving attitudes on the part of both Europeans and African peoples toward each other as documented in travel literature and in artistic representations of Africans by European artists and of Europeans by African sculptors. After Portuguese explorations of Africa began around 1420, the expansion of commerce and the settlement of Europeans, mostly Portuguese, on the West African coast led to a period of extensive métissage (mixture), both cultural and physical, and of remarkable fluidity in attitudes toward Africans. However, by the early 17th century, the Atlantic slave trade had begun to take on important dimensions, setting the stage for the increasingly racist attitudes that would characterize European relations with Africa during the colonial period.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308
Prereq: None

AMST306 Historizing Latina/os
Together we will engage the historical experiences of Latina/os in the United States: colonization, migrations, World War II, labor organizing, responses to “Americanizations,” Latina/o civil rights movements, feminist and LGBT critiques, and cultural and aesthetic productions. Focusing on Mexicans, Cubans, Puerto Ricans, and Dominicans, and on matters of gender, race, and sexual orientation, we will consider questions such as: What global economic and political forces have shaped Latina/o populations? Where and how have various Latina/o groups settled and how have they been received? How have Latina/os contributed economically, politically, and culturally to the U.S.? Offerings: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Prereq: None

AMST307 Race Discourse in the Americas
This course investigates the belief system of race from its emergence in the early modern era to its contemporary relevance in various social and political issues. To examine the formation of the modern world, the course begins with the 15th-century expansion of Western Judeo-Christian Europe into Africa and the Americas. Then, we will examine the significance of race in several meaningful contexts, including the expropriation of Indigenous in the Americas, the enslavement of Africans, 18th-century Enlightenment thinking, and the 19th-century shift to a “scientific” explanatory model. As well, the phenomenon of race in the U.S. Civil Rights movement and its rearticulation in relation to matters of gender, race, and sexual orientation, we will consider questions such as: What global economic and political forces have shaped U.S. race politics? Where and how have various race groups settled and how have they been received? How have U.S. race politics contributed economically, politically, and culturally to the U.S.?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308
Prereq: None

AMST308 Iberian Expansion and the “Discovery” of Africa in Travel Narratives and Art, 1420-1640
This seminar is broadly centered on Atlantic history from the early 15th to the middle of the 17th centuries. It addresses the origins of culture contact between Europe and Africa and the subsequent creation of mixed cultures. The course will trace European expansion from the earliest Portuguese sea voyages along the African coast, shortly after 1420, to the opening of maritime commerce to West Africa and the origins of the trans-Atlantic slave trade. We will examine evolving attitudes on the part of both Europeans and African peoples toward each other as documented in travel literature and in artistic representations of Africans by European artists and of Europeans by African sculptors. After Portuguese explorations of Africa began around 1420, the expansion of commerce and the settlement of Europeans, mostly Portuguese, on the West African coast led to a period of extensive métissage (mixture), both cultural and physical, and of remarkable fluidity in attitudes toward Africans. However, by the early 17th century, the Atlantic slave trade had begun to take on important dimensions, setting the stage for the increasingly racist attitudes that would characterize European relations with Africa during the colonial period.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308
Prereq: None

AMST309 Black Political Thought
This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology, critical race theory, and legal studies. How and why did these various ideologies and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and United States history?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308, CHUM308, FGSS308
Prereq: None
AMST310 Freedom and Slavery in Early America
This course explores major themes in early American history through the lens of freedom and slavery (and the many shades in between). Topics include Native American slavery, enslaved Africans and Atlantic Creoles, the development of gender and racial hierarchies, popular protest, and the radicalism of the American Revolution. Course work and discussion will focus on the interpretation of primary source material (diaries, manifestos, petitions, paintings, newspaper articles, advertisements) and the frameworks offered by various historians.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST306, HIST306
Prereq: None

AMST311 Mayan Mythology and Make-Believe in U.S. Art and Visual Culture
The ancient Maya predicted the end of the world would occur on December 21, 2012—if you believe what you see in the movies, that is. Recent Hollywood films like Apocalypto wove fantastic stories around this date, which marked the conclusion of the Mesoamerican Long Count calendar. But what did ancient Maya civilization believe about 2012? This course will consider the issue of cultural appropriation by contrasting the original history and meaning of Mayan artifacts against their reinterpretation in U.S. museum displays, paintings, sculpture, comic books, and movies. Over the course of the semester, we will address questions such as: What can practices of cultural appropriation tell us about the societies involved? Is the adoption of visual elements from one culture by another ethically objectionable? Why or why not? What does it mean for an object to become divorced from its original context? Do new interpretations overwrite the old, or can multiple meanings and histories coexist for a single object? And finally, how does the example of Mayan mythology in the American imagination provide insight into other instances of cultural appropriation, both historically and in the present day?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Identical With: LAST311, LAST311, ARHA373, LAST311, ARHA373, LAST311, LAST311, LAST311, ARHA373, LAST311, ARHA373, LAST311, ARHA373, LAST311, ANTH309, ANTH309, ANTH309, ANTH309
Prereq: None

AMST312 Performing Black Womanhood: Theorizing African American Women’s Identity in 20th Century Politics & Culture
African American women’s identity is a highly contested social, cultural, and political—no to mention deeply personal—site. Throughout the 20th century, black and white men and white women generated the dominant images of black women in literature, theater, film, music, and the media, casting them as mammy, peola, jezebel, welfare queens, quota queens, and nappy-headed hos. Cultural producers, politicians, and spin doctors have dismissed, castigated, objectified, sexualized, and demonized black women. Yet, simultaneously, black women have defined themselves and fought bitterly to claim control of their bodies, representations, and rights as citizens of the United States.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM, HA-AFAM
Identical With: AFAM307, ENGL369, AFAM307, ENGL369, CHUM312, RELI312, CHUM312, RELI312, CHUM312, RELI312, CHUM312, RELI312
Prereq: None

AMST313 Stein and Woolf
This course is an intensive consideration of the work of two avatars of literary modernism. Virginia Woolf referred to “my so-called novels” and talked about finding another name for what she did; Gertrude Stein called “novels” and “plays” works we would not necessarily recognize as such. Both wrote works of biography and autobiography that were at the same time investigations of these forms. We will consider these writers’ formal experimentation and attempts to delineate modern consciousness and space; examine representations of gender, sexuality, and national identity in their work; and read their own critical writing on language and literature.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL309, FGSS311, ENGL309, FGSS311, ENGL309, FGSS310, ENGL308, FGSS310, ENGL308, FGSS310, ENGL309, FGSS311, ENGL309, FGSS311, ENGL309, ENGL308, FGSS310, ENGL308, FGSS310, ENGL309, FGSS311, ENGL309, ENGL309, FGSS310, ENGL308, FGSS310, ENGL309, FGSS310, ENGL309, FGSS311, ENGL309, ENGL309, FGSS310, ENGL308, FGSS310, ENGL309, FGSS310, ENGL309, FGSS311, ENGL309, ENGL309, FGSS310, ENGL308, FGSS310, ENGL309, MPG361, MPG361, MPG361, MPG361
Prereq: None

AMST314 The United States in the Pacific Islands
The relationship between the United States of America and the nations and territories that comprise the Pacific Islands is complex and has historical and continuing significance in international and global affairs. American involvement in the Pacific was and continues to be primarily structured by strategic interests in the region. Oceania has been greatly affected by American colonial rule, temporary engagement, and neocolonial hegemony including economic, military, and cultural power. How did the United States come to dominate the Pacific basin? Using an expanded definition of the Western frontier, we will examine the Pacific as a region that was subject to imperialist development that was an extension of the continental expansion. The course will focus on the history of American influence in Hawai’i that culminated in the unilateral annexation in 1898 and statehood in 1959, as well as the historical and contemporary colonial status of Guam and American Samoa, where questions of self-determination persist. We will also examine the Pacific as a nuclear playground for atomic bomb testing by the U.S. military, and the U.S. administration of the Trust Territory of the Pacific after World War II until the self-governance of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau in the 1980s and 1990s.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Identical With: ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301, ANTH301
Prereq: None

AMST315 Native Americans as Slaves and Slaveholders
This course will examine Native American slave systems from the pre-Columbian period to the late 19th century. It will explore captivity/slavery, Native holding of black slaves, experiences of enslaved Natives, and how slavery complicated Native relations with Euro-Americans.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: HIST292, HIST292, ENGL309, FGSS315, CHUM334, ENGL309, FGSS315, CHUM334, ENGL309, FGSS315, CHUM334
Prereq: None

AMST316 Television Storytelling: The Conditions of Narrative Complexity
This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over
the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: ANTH308, FILM319
Prereq: None

AMST317 Disability, Embodiment, and Technology
In this course, we will explore the relationship between the body and technology through the lens of disability studies scholarship. We will address the following questions: How is the dis/abled body imagined in technological discourse? How have technological advances transformed understandings of the dis/abled body? How have attempts to surpass physical limitations—from issues of accessibility to assistive technologies (such as cochlear implants and prostheses)—transformed definitions of disability? How do bodily norms shape constructions of disability, and how do other categories of difference—including race, gender, and sexuality—work to constitute ideas of able-bodiedness? Finally, how does the treatment of disabled bodies, and their relationship to technological progress, speak to broader anxieties about the nature of human embodiment in the modern world?

To consider these and other questions, we will consult a wide range of texts, focusing primarily on disability studies scholarship, but also including perspectives from scholars of law, history, ethnography, queer studies, critical race studies, and science and technology studies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: SISP317, SISP317, SISP317, SISP317
Prereq: None

AMST318 New England and Empire
This course focuses on the role of New England in the transformation of the U.S. from an erstwhile colony to a dominant world power. We will look at regional trade and technology that were instrumental in this transformation—opium, ivory, slaves, and guns—as well as the intellectual arguments that effected this change. Preference to American studies juniors and seniors; nonmajors in order of seniority.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST, HA-AMST, HA-AMST
Prereq: None

AMST319 Monumental Cultures of Pre-Columbian North America
A number of pre-Columbian Native American cultures in North America are known for their monumental constructions, including the Poverty Point site and culture in what is now Louisiana, Hopewellian earthworks in Ohio, the Mississippian city of Cahokia in Illinois, and the Chacoan Great Houses in New Mexico. The course will explore the history, means of subsistence, technology, social organization, and ritual practices of these societies, as well as the nature, construction, and meaning of the monuments and their surrounding landscapes.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH

AMST320 Nationalism and the Politics of Gender and Sexuality
This course explores the politics of gender and sexuality within a variety of nationalist contexts, including cultural nationalisms in the United States and histories of resistance with a focus on the role of women in nationalist struggles. Beginning with a historical exploration of women and colonialism, we will also examine how colonial processes, along with other forms of domination that include racializing technologies, have transformed gender and sexuality through the imposition of definitions of proper sexual behavior, preoccupations with sexual deviance, sexual expression as a territory to be conquered, legacies of control, legal codification, and commodification. We will then assess how diverse modes of self-determination struggles negotiate differences from within with regard to gender and sexual politics. This part of the course will examine feminist interventions in nationalist productions that sustain masculinist and homophobic agendas.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: ANTH322, FGSS322, ANTH322, FGSS322
Prereq: None

AMST321 Globalization and Localization in Youth Cultures
This course takes globally circulating forms of commercial youth culture (especially popular music, fashion, movies, and television) as sites for analyzing interconnected processes of cultural change and cultural continuity. Using ethnographically based studies of youth in a variety of national contexts, we will approach young people as agents who draw on locally embedded resources in consuming global cultural forms and also create new, hybridized forms of culture that have both local and global roots. In these emerging youthscapes, cultural flow is not simply from "West to Rest" but is multidirectional, as locally produced hybrid forms circulate across national boundaries and sometimes back to Western markets. In mapping such flows, we will focus on their implications for identity formation among youth. In what ways, we will ask, do young people in particular sociocultural locations use the production and/or consumption of commercial cultural forms in orienting themselves vis-à-vis global and local worlds and in imagining and pursuing possible futures?

Designed primarily for anthropology majors, the course also admits students from other majors with serious interests in ethnographic youth-cultural research.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH
Identical With: ANTH324, ANTH324, ANTH324, ANTH324
Prereq: ANTH101

AMST322 Crossing the Color Line: Racial Passing in American Literature
Narratives of racial passing have long captivated readers and critics alike for the way in which they provocatively raise questions about the construction, reinforcement, and subversion of racial categories. This course will consider several examples of the "literature of passing" as it has been established as a category within African American literature alongside more ambiguously classified 20th-century narratives of ethnic masquerade and cultural assimilation as a way of exploring how literary and filmic texts invoke, interrogate, and otherwise explore categories of race, gender, class, and sexual identity.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST, HA-AMST

Identical With: ANTH364, ARCP364, ANTH364, ARCP364
Prereq: None
AMST323 Trauma in Asian American Literature

The relationship between Asian Americans and the U.S. nation-state has been understood by a number of scholars as reciprocally traumatizing. The incorporation of racially-marked Asian Americans into the U.S. has been historically perceived and figured as an incursion, a wound, a rupture in the homogeneity of a national body that must be managed through legal exclusions and discrimination. Meanwhile, many argue that these historical exclusions have in turn "traumatized" Asian American identity, such that, as Anne Cheng wrote, "inAsian American literature . . . assimilation foregrounds itself as a repetitive trauma." This course will examine the concept of trauma and the cultural work it performs in both Asian American fiction and criticism. As we explore the ways trauma has enabled certain discussions about immigration, assimilation, and historical memory, we will also ask questions about the limits of trauma as a model for understanding these processes and consider what discussions this widely prevalent paradigm might obscure or occlude.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST, HA-AMST, HA-AMST

AMST324 Earth Ear: Ethnomusicology, Soundscapes, and the Native American Music Archive

Leonard Crow Dog (Lakota), wrote in his autobiography, Crow Dog: Four Generations of Sioux Medicine Men, "We Crow Dogs had always had the 'earth ear,' maka nongeya, having the whole earth for an ear. It means you know what's going to happen before it happens. And you can also listen backward, way back, know the generations gone by." Relating the "earth ear" to contemporary technology, he says that it is made up of Inyan Tunka, an "ancient rock computer," wakikiyapi, a "hot line to the spirits" through the interpretation of signs; as well as the history sedimented in the Lakota language: a wonderful cyborgian concept that mixes memory, prediction, and the deep ancestral身材 of the oldest beings, rocks. This is a powerful manifestation of what ethnomusicologist Roshanak Kheshtil has called aural positionality, "an ethnographic production practice that works through and with the formal capacities of sound so as to make use of the medium's potential in constructing representations of culture." GPS for the ear? In Crow Dog's account, a medicine man is describing a spiritual practice in relation to the earth; in Kheshtil's, an ethnomusicologist is accounting for an ethics of representation through her listening and production practices in the context of World Music; but in both, it is a matter of attuning oneself through the ear.

In this course, we will attune our ears to archives of Native American music by paying close attention to the practice of ethnomusicology, theories of the archive and auditory cultures, issues of intellectual property (including the digitization and publication of archival materials), practices and values of production, and the repatriation of songs and revitalization of Native American ways of life. We will also explore Native American epistemologies and spiritual practices, as well as the sensory and affective aspects of sound. By focusing on the 'earth ear' as a site of interaction, listening becomes an activity by which recorded sound's social, ethical, and aesthetic positioning is conveyed to the listener. Through differential positioning, then, we will explore the intersections between sound and sight, singing and hearing, and music, sound, and language. With this in mind, we will conduct research in Wesleyan's World Music Archive, while comparing it to alternative archives (such as the Women's Audio Archive and various acoustic and sensory ecology archives) that question the archival conventions by which sound, music, and culture are constituted as a homogeneous whole and challenge the perpetration of relations of subordination between sound, sense, and identity.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST, HA-AMST

AMST325 Native American Health: History, Sovereignty, Resistance

What are the major health disparities, challenges, and developments facing Native Americans and their communities across the United States? This seminar provides a historical overview of topics in health and healthcare pertaining to Native Americans during the 19th-21st centuries. The course is organized thematically, providing an overview of changing sources of morbidity and mortality among Native peoples in the U.S. over the past two centuries and the policies and practices that have been undertaken to limit disease and improve health. Individual sessions focus on critical issues and episodes that shaped this historical development. Some sessions center on significant diseases or health issues, such as diabetes or mental health; other sessions examine public health and community initiatives, forms of resistance, or modes of strategic intervention, such as new health legislation, the development of community-controlled health services, or transnational alliance-building. Overall, the course is premised on the idea that health is a social and political condition as much as a scientific and medical one. It therefore seeks to understand changes and developments in the history of Native American health, healthcare, and health policy in the context of concomitant social and political changes and against a backdrop of settler colonialism in the U.S.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST

AMST326 Intimacy Matters: The Reform Aesthetic in Victorian America

This seminar examines the ways in which popular literature mapped the terrain of social reform in 19th-century America and explores the relationship between narratives grounded in a sentimental aesthetic (one frequently gendered feminine and often produced by women) and the transformation of the radical politics of the ante bellum era into the genteel reforms of late Victorianism. Efforts by novelists to reshape popular attitudes and influence public policy toward disadvantaged groups will be juxtaposed to an analysis of the cultural empowerment that the production of such narratives conferred upon both writers and readers.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST

AMST327 American Modernism

This research seminar focuses on the innovative literature published by American writers during the first half of the 20th century.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST, HA-AMST

AMST328 American Modernism

This research seminar focuses on the innovative literature published by American writers during the first half of the 20th century.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AMST, HA-AMST, HA-AMST
AMST328 The Immigrant City in the United States, 1880-1924
The formation, in the wake of massive immigration, of ethnic cultural enclaves in U.S. cities played a decisive role in shaping both literal and figurative cityscapes in the years that American culture made the transition to modernity. This seminar examines both the adaptation of immigrant cultures to the urban context and the collision of these cultures with the dominant WASP ideology shared by reformers, politicians, literati, and nativists alike. Particular attention will be paid to the ways ethnic and religious differences modulated class and gender systems. Paintings, photographs, architecture, and film will supplement written sources.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST

AMST329 American Pragmatist Philosophy: Purposes, Meanings, and Truths
The course explores both pragmatist thinkers in philosophy and the human sciences, stretching roughly from Emerson and Peirce at the beginning; through William James, George Herbert Mead, and John Dewey in the heyday of the pragmatist public intellectual; to recent and current writers as diverse as Cornell West, Robert Brandom, Richard Rorty, Ian Hacking, and Ruth Millikan. These thinkers offer variations on the premise that all meanings gesture not only backward to facts and things, but also forward to the practical circumstances and purposes of interpreters. As purposes shift, so do meanings, and as meanings shift, so does truth—for whether we accept a claim as true depends above all else on its meaning. Pragmatist theories have been subjected to frequent caricature as implying that ideas can mean whatever we take them to mean or that what is true varies according to what each individual finds convenient and expedient to believe. What does it mean, then, to retain a sense of respect for truth? While some pragmatist accounts do explicitly deflate the importance of the concept of truth, others claim not only to respect truth, but to offer an account of truth that allows us to inquire more clearly into the evolving but real meaning of moral judgments, religious and aesthetic claims, psychological attributions, and other deeply contested candidates for human belief.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL, HA-PHIL, HA-PHIL

AMST330 American Utopias in the 19th Century
This seminar examines expressions, both religious and secular, of the utopian impulse in 19th-century American culture. Communitarian experiments launched by Shakers, Mormons, transcendentalists, perfectionists, and feminists will be studied as manifestations of social and religious turmoil and will be compared with their literary analogues. Utopianism as a philosophical, literary, and literal approach to solving social problems and constructing a more perfect-nation state has been a persistent and recurrent feature in American history. This seminar explores 19th-century precursors to more recent utopian theory and experimentation.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST
United States as a political project, the continued importance of noncommercial radio, and the prospects for recuperating radio production as an alternative news medium in the service of civic engagement. Students will learn the techniques of radio production to create a research-based podcast. This course will entail collaborative work as well as interface with WESU radio station.

AMST333 Comparative and Latina/o Immigrant Experiences
This seminar explores the comparative experiences and histories of Latinos/os and Asian Americans in the U.S. Over the course, we will cover a broad range of topics related to citizenship, discrimination, immigration, human rights, intermarriage, education, and housing segregation. Together we seek to understand how these two groups are connected in their political, economic, cultural, and social lives. The historical time frame of the readings and lectures will cover the mid-19th century period to the 21st century. There is a hemispheric approach that will discuss Asian migration to the Americas and Latina/o-Asian American foreign relations. As an interdisciplinary seminar, texts are drawn from various fields like sociology, political science, area studies, literature, gender studies, and labor studies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM, HA-CHUM, HA-CHUM, HA-CHUM
Identical With: ENGL384, ENGL384, ENGL384, CHUM338, ENGL384, ENGL384, ENGL384, CHUM338, ENGL384, ENGL384, CHUM338, ENGL384, FGS5339
Prereq: None

AMST338 New York City in the '40s
This research seminar will consider the cultural and intellectual history of New York City in the 1940s. Special attention will be given to the way New York's artists and intellectuals led the United States' transition to the post-World War II era.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM, HA-CHUM, HA-CHUM, HA-CHUM
Identical With: ENGL384, ENGL384, ENGL384, CHUM338, ENGL384, ENGL384, ENGL384, CHUM338, ENGL384, ENGL384, CHUM338, ENGL384, FGS5339
Prereq: None

AMST339 The Caribbean Epic
The epic is one of the grand literary genres, claiming world stature and universality. Caribbean literary epics, in addition, direct the reader’s attention to the local place: its history, its people, its geography, its flora and fauna. This course focuses on the interplay between local specificity and claims to universality.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM, HA-CHUM
Identical With: CHUM325, ENGL379, AFAM326, LAST297, CHUM325, ENGL379, AFAM326, LAST297
Prereq: None

AMST340 Asian American Gender and Sexuality in Historical Perspective
This seminar approaches the study of Asian Americans through the lens of gender and sexuality. Topics include sexual fetishes/orientation, dating, marriage, sexual violence/harassment, exoticism, queer politics, and gender expression/nonconformity. We will consider controversial "adult-themed" materials that will provoke discussion and critical thinking about what it means to Asian American and a sexual being. The historical time-frame of the class will be mostly the late 17th century until the 21st century. There is an added transnational dimension with focus on sexuality in Asia. The seminar contains a cultural politics/sexual politics component that analyzes student activism and organizing around hotly contested issues. Through an interdisciplinary lens, texts will draw from numerous fields of study including sexology, women and gender studies, literary studies, film studies, and sociology.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Identical With: FGSS340, FGSS340
Prereq: None

AMST342 Future Visions: Temporality and the Politics of Change
What is the time of political change? This course will explore alternative temporal frameworks embraced by artists, writers, social activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders?

We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, African American studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress, along with the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, as they have been articulated in scholarship on alternative modernities and in anthropology, sociology, feminist theory, and queer theory. We will ask, Are there other, perhaps more livable, temporalities? Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of failure and apocalypse. As we consider social change, revolutions, and new "ends" and beginnings, students will have the opportunity to learn from current social justice movements.

AMST343 Contesting American History: Fiction After 1967
The American novel of the late 1960s onward is preoccupied with history and the American past. Indeed, this obsession with history is central to what critics mean when they talk about postmodernism. This course will explore the theories of history fostered by novelists over the past four decades. What visions of
American history do these novels construct and contest? How, if at all, do they change our notion of what counts as history? This course will try to understand what is at stake in the turn to history, how it shapes our understanding of the past, and what claims for and against fiction it makes.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL343, ENGL343, AMST297, ENGL343, AMST297, ENGL343, AMST297, ENGL343, AMST297, ENGL343, AMST297, ENGL343, AMST297, ENGL343, AMST297, ENGL343, AMST297, ENGL343, AMST297, ENGL343, LAST343, LAST343, LAST343, LAST343, LAST343, LAST343
Prereq: None

AMST344 Transgender Theory
This seminar will consider theoretical, political, and social understandings of what has been broadly defined as “transgender” identities. We will begin by interrogating the concept of gender itself, probing the centrality of Judith Butler’s theory of gender performativity, and questioning modes of gender compulsoriness and inevitability. The course will then focus more centrally on trans-narratives of self, and fights within queer and feminist communities over emerging trans articulations of personhood. Finally, the class will consider the diverse ways in which trans subjects struggle over the meaning(s) of trans narratives, and the ways in which political rights and cultural legibility may be accessible or at times non-existent for transpeople.

In understanding transgender theory as scholarly field, this course will focus on the following questions: What does it mean to be transgender? How can we (or can we?) delineate different modes of trans being (e.g., transsexual identity, genderqueer, and so on) in a meaningful way? What does it mean to transform a central tenet of one’s core self? Or, does the process of transgender existence consist more of a concretion of the real, rather than a transformation of the self? How can trans narratives become legible to social and political articulations of personhood?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Identical With: FGSS344, FGSS344, FGSS344, FGSS344, FGSS344, FGSS344, FGSS344, FGSS344, FGSS344, FGSS344, FGSS344, FGSS344, FGSS344
Prereq: None

AMST345 Intimate Histories: Topics in the History of Sex, Gender, and the Body
This upper-level seminar addresses the history of the body, as well as the regimes of power and normality that produce ideas of health, sexuality, and gender in time and space. It is intended to support students who wish to do interdisciplinary or historical research and writing in queer, trans, feminist, disability, and/or sexuality studies. Themes we will address include the role of formal and popular science in producing new identities, the political uses of gender and sexuality, methods of assigning gender and ability, the transformative power of pain, and the role of stigma in articulating similar bodies differently.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST349, FGSS349, HIST349, FGSS349
Prereq: None

AMST346 American Revolutions and Counterrevolutions: A Short 18th Century
This course examines the pendulum swings of struggle in three realms whose conflicted history defines the American Enlightenment: democracy, racial equality, and early feminism. We will study the Great Awakening in New England, the American Revolution and the conflict over the U.S. Constitution, the impact of the French and Haitian revolutions in America, and the transatlantic influence of Mary Wollstonecraft. Our focus will be on a narrow historical period, less than three quarters of a century, but we will gesture toward generalizations about the nature of Enlightenment thought as such: how its claims on behalf of universal humanity could (and can) be used as a tool to effect real social equality, and how we are to understand the relationship between political speech and social conflict. Our texts are not specifically literary, but we will pay attention to literary and rhetorical effects. Our interest lies not only in the political claims of these texts, but also in how our writers make their claims. We will close the course by opening a discussion on the current state of claims for universal human rights.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL302, ENGL302
Prereq: None

AMST347 Science and the State
Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry such as demography, economics, geography, and ecology substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructure development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions among expertise and democracy, secrecy, and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST336, SISP336, HIST336, SISP336
Prereq: None

AMST348 Frank Lloyd Wright: Myth and Fact
This seminar considers the architecture of Frank Lloyd Wright in the context of his own life and development as an artist and in the context of the broader history of modern architecture of which Wright’s work was a part and to which it contributed. The seminar also considers the relationship of Wright’s achievements to the social, economic, technical, and ideological history of the United States from the mid-19th through the mid-20th centuries. A major theme will be critical reading of Wright’s own statements about his life and work in relation to other sources, later accounts, and its buildings and projects themselves. Both Wright’s residential and public architecture will be considered in conjunction with his designs for landscapes and cityscapes. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright’s built and unbuilt works.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART, HA-ART
Identical With: ARHA348, ARHA348, ARHA348, ARHA348, ARHA348, ARHA348, ARHA348, ARHA348, ARHA348, ARHA348, ARHA348, ARHA348
Prereq: None
AMST349 Toward an Archaeology of the U.S. Prison System
This course examines a central institution in our (that is, Western) culturally-specific approach to dealing with social transgressions: the prison system. Using an archaeological approach that examines intellectual foundations, it attempts to ask how and why prisons developed as the central mode for adjudicating breaches of the social order. Beginning in the 19th century with the discovery of the asylum and the work of Italian criminologist Cesare Lombroso, this course seeks to interrogate the historical and cultural origins of what has more recently come to be known as the prison industrial complex.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST
Identical With: AFAM349, HIST357, AFAM349, HIST357
Prereq: None

AMST350 The Law, the Citizen, and the Literary and Cinematic Imaginations
In this course, we will study several major legal events that highlight the contradictions and injustices in the history of U.S. citizenship and the ways this history has been responded to in literature and cinema. Among the topics discussed will be the slave codes, the Treaty of Guadalupe Hidalgo, the Fugitive Slave Act, the Jim Crow order, the Bracero program, sodomy laws, and SB 1070. We will consider the theories of citizen, state, race, and sexuality implicit in these legal structures, with an eye for who may be incorporated into the body politic and who is unassimilable, and on what terms. In addition, we will consider the ways literary and cinematic texts engage the rhetoric and psychic effects of the law and the way they present different imaginaries of human bodies and communities. Our focus will be on African American, black diasporic, and Latina/o literatures and cinemas, as they reveal the rifts and conjunctions among the categories citizen, savage, slave, illegal, and deviant.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL350, AFAM350, ENGL350, ENGL350, ENGL350, AFAM350, ENGL350, ENGL350, AFAM350, ENGL350, ENGL350
Prereq: None

AMST351 Queer of Color Critique
We will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions, religious, legal, scientific, shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and also how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, class, etc., shape the ways in which we understand expressions of race and queerness?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Identical With: FGSS351, FGSS351, FGSS351, FGSS351, FGSS351
Prereq: None

AMST352 Diaspora, Border, Migration: Contemporary Latina/o Politics and Culture
This course employs concepts of diaspora, border, and migration in order to consider the ways in which Latinas/os become legible as subjects in contemporary US political thought and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of global labor patterns and economic exploitation, and popular cultural narratives depicting Latinas/os and US-Latin America relations.

In this course, we will explore the terms diaspora, border, and migration in depth, both to contend with these concepts as important ideas in the fields of Latina/o Studies and American Studies, and, also, to use these terms to interpret, analyze, and decipher the role(s) Latina/os play in a world built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will utilize an interdisciplinary approach, addressing a range of texts from different scholarly disciplines, including history, cultural studies, postcolonial theory, American Studies, and political science, as well as popular cultural texts, such as films, comics, and music.

In this class, we will explore the interlocking histories of health, illness, and power in America over the course of the past 200 years. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been integrated into the nation-state as a regulatory force, and consider the ways in which Latinas/os have represented themselves as healthy bodies in the contemporary world.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST, SBS-AMST
Prereq: None

AMST353 Health, Illness, and Power in America
In this class, we will explore the interlocking histories of health, illness, and power in America over the course of the past 200 years. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been integrated into the nation-state as a regulatory force, and consider the ways in which Latinas/os have represented themselves as healthy bodies in the contemporary world.

Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic, and those that are not; race- and gender-based approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the "unhealthy" body.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST, SBS-AMST, SBS-AMST
Identical With: SISP353, SISP353, SISP353, SISP353, SISP353, SISP353, SISP353
Prereq: None
AMST354 Chicago Architecture and Urbanism, 1880-2000
This seminar focuses on the full range of Chicago's metropolitan built environment over the two centuries of its development. Beginning with the city's regional history and early architecture before the Great Fire of 1871, this course then traces the postfire Chicago School of commercial architecture that pioneered in the development of the skyscraper. Architects considered are Henry Hobson Richardson, William Le Baron Jenney, Burnham and Root, Holabird and Roche, and Dankmar Adler and Louis Sullivan. The politics, planning, and design of the World's Columbian Exposition of 1893 are studied as a prelude to the Chicago Plan of 1909, the first American urban master plan. Suburban development and architecture are considered through the early work of Frank Lloyd Wright. Beaux-Arts architecture and planning, the related the Chicago Tribune Tower competition, and efforts to implement the Chicago Plan through the 1920s were followed by the Century of Progress Exhibition in 1933. Also studied are the rise of modernist architectural culture in postwar Chicago, in the work of Ludwig Mies van der Rohe and Skidmore Owings and Merrill, and major urban renewal in the form of public housing and highway planning. Finally, we will study recent alternative approaches to affordable housing, neighborhood gentrification, and efforts at civic renewal like Millennium Park.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART
Identical With: ARHA345, ARHA345
Prereq: None

AMST355 Race, Rage, Riots, and Backlash: 20th-Century Protest Movements
This course explores 20th-century protest movements in the United States, with a special focus on the ways in which the visceral racial experiences and emotions of the nation's citizens collided and produced different forms of public rage, rebellion, backlash, and resistance. Using a variety of interdisciplinary primary and secondary documents, we will examine these historical moments to better understand their influence on some of the major political processes of the modern United States. We will also analyze the state's attempt to manipulate and harness racialized community rage. Topics include civil rights, urban uprisings, ethnic and racial nationalism, suburban socioeconomic revolts, religious conservatism, and contemporary political rebellions of the left and the right. How have various protest movements critiqued and shaped modern public institutions and governments? How were these community movements influenced by the calculated maneuvers of the state? Did grassroots rage translate into tangible results and increased power, and if so, for whom?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CHUM, SBS-HIST, SBS-HIST
Prereq: None

AMST356 Time Is Money: Capitalism and Temporality
What does it mean for us to live by the clock? And how has the clock come to command our sense of time? To explore these and related questions, in this interdisciplinary, reading-intensive seminar, we will work from two core premises: the quality of temporality—or, how we inhabit, perceive, and regulate time—has changed over the course of history (itself a term we will need to unpack), and those changes have corresponded to fluctuations in the rate and rhythm of global capitalism. Centering our inquiry in the United States and beginning in the antebellum South, we will toggle between different spatio-temporal scales and examine a range of case studies, from the cotton plantations of the 1830s and the future markets of the 1880s, to the shopping malls of the 1960s and the childcare centers of the 1980s. Throughout, we will analyze time as an instrument of domination and expropriation and, thus, of capital accumulation, but also as a means of disruption and interruption and, thus, of opposition, whether it is "seized" along an assembly line or in a public square, or within the structure of a novel.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM, HA-CHUM, HA-CHUM, HA-CHUM
Prereq: None

AMST357 Latina Feminisms: (Re)presenting the Latina Body
This course will function as a focused exploration of Latina feminisms. Through historically situated critical analysis of novels, short stories, poetry, film, and performance art, we will meditate on how the Latina body has been constructed and mobilized within both dominant culture and social justice movements. We will situate Latina cultural production and theorizing in relation to ethnic studies and feminist, gender, and sexuality studies to ascertain the contributions and challenges that Latina feminists bring to dominant discourses of race, gender, sexuality, nationalism, labor, and class. Close readings of weekly texts elicit questions on form, style, and genre that formally probe at the constitution of subjects both at the level of self-narration and as externally constructed by social and historical processes and events. Our aim is to develop an understanding of minoritarian political identities that are unbounded, strategic, and relational. Previous coursework in Latino studies or feminist, gender and sexuality studies is recommended.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL335, FGS335, ENGL335, FGS335
Prereq: None

AMST359 Southern Literature as Migration Studies
There is no shortage of critical discourse on the historical experience, and the continuing impact, of American acts of migration, and the South remains a place Americans--and American writers--want in equal measure to abandon and return to. This course will examine literary representations of southern migrants and will use historical and theoretical texts to rehistoricize and retheorize migration. We will consider the figure of the uprooted southerner, ideas of urbanization, and the phenomenon of the Great Migration (alongside the fact that, as Houston Baker has pertly commented, "No matter where you travel, you still be black"). We will also investigate the phenomenon of reverse migration, in which northerners head southward, and its attendant "immersion narratives." How does Southern literature contribute to (or help create) our understanding of migration and of migration studies? How does the experience of migration vary according to class, to race, to gender? What do migration and relocation mean for a people who have been, in Toni Morrison's words, continually "moved around like checkers"?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL359, AFAM358, ENGL359, AFAM358
Prereq: None

AMST360 Museum Studies
This museum studies seminar introduces students to the history of art museums and current debates on the role of museums in today's society, as well as institutional practices and career paths. In addition, students will organize a
group exhibition of artwork from the Davison Art Center collection, research objects, and write exhibition labels.

Students will study the work in the collection and work collaboratively to define an exhibition theme and to select work.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART, HA-ART
Identical With: ARHA360, GRST262, ARHA360, GRST262, ARHA360, ARHA360, GRST262, ARHA360, GRST262, ARHA360, ARHA360, GRST262, ARHA360
Prereq: None

AMST361 The Black '60s: Civil Rights to Black Power
This course will explore the development of African American political activism and political theory from 1960 to 1972, with particular focus on student movements in these years. We will familiarize ourselves with the history of political activism and agitation for civil rights and social equality during the '60s by examining the formation of specific organizations, especially the Student Nonviolence Coordinating Committee and the Black Panther Party, and tracing the changes in their political agendas. While our primary focus will be African American social movements in the '60s, we will also situate these movements in terms of the long history of African American political struggles for equality and in terms of other predominantly white student movements in the '60s.

Offering: Crosslisting
Grading: A-F
Credits: 1.25
Gen Ed Area: SBS-AFAM, SBS-AFAM
Identical With: AFAM360, FGSS360, AFAM360, FGSS360, ARHA361, ARHA361, ARHA361, ARHA361, ARHA361, ARHA361, ARHA361
Prereq: [[AFAM203 or HIST242] AND [AFAM204 or HIST242 or AMST238]]

AMST362 Television Storytelling: Consuming Darkness
This course investigates how and why a "dark sensibility" has emerged in television serials, with attention to its implications for television storytelling on the one hand, and for viewer practices and subjectivities on the other hand. While most evident on premium and basic cable channels, where it crosses dramatic and comedic genres, the doomsday tone has also been selectively incorporated into broadcast television and processed for wider distribution. What industrial and socio-cultural conditions have enabled such an affective shift in an industry that, since its early days, has been known for telling reassuring stories and promoting an ethic of consumption? Does the shift constitute a break, or can it be interpreted as an intensification of features long present in televisual formats? Is the contemporary taste for darkness among demographically valued viewers merely a marker of distinction, or does it reflect and reinforce a significant shift in mood among segments of the professional middle class? Can narratives about flawed protagonists, failed institutions, and limited possibilities nourish new forms of hope and provide resources for remaking subjectivities and reimagining futures?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM, HA-FILM
Identical With: CHUM362, ANTH361, FILM362, CHUM362, ANTH361, FILM362, CHUM362, ANTH361, FILM362, CHUM362, ANTH361, FILM362
Prereq: None

AMST363 Vietnam and the American Imagination
This course looks at comparative representations of Vietnam by considering literary works written by American and Vietnamese American authors. To guide our studies, we will examine diverse primary texts in conjunction with scholarship drawn from literary criticism and Asian American studies. Our cross-cultural approach will be aimed at understanding how representing Vietnam continues to shape changing ideas about American culture, nationhood, and power in Southeast Asia.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL, HA-ENGL
Identical With: ENGL244, ENGL244, ENGL364, ENGL364, ENGL244, ENGL244, ENGL364, ENGL244, ENGL364, ENGL364
Prereq: None

AMST364 Photography and Representation
Photography has given rise to theoretical and critical reflections since its emergence in the 19th century. This seminar will examine some of the theoretical problems posed by photographic practice (in aesthetics, history, philosophy of mind, and philosophy of language) and the photographic problems that have been posed by modern theory (in genres as diverse as the snapshot, portraits, and forensic photography). Some of the themes to be explored include photography's relation to problems concerning memory, identity, sexuality, realism, fantasy, and politics. The goal of the course is to enable students to think more clearly about how photographic images tell the truth, how they lie, how they inspire, and how they generally affect thinking and feeling.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ART, HA-ART
Identical With: ARHA365, PHIL336, ARHA365, PHIL336
Prereq: None

AMST365 Querying the Nation: American Literature and Ethnic Studies
This course examines American literature in relation to the field of ethnic studies. We'll examine how the Third World Liberation Front strikes at San Francisco State and UC Berkeley led to the emergence of ethnic studies as an interdisciplinary field of study, in turn transforming the landscape of American literature and literary history. In addition to analyzing the themes and forms of Native American, Asian American, and Chicano/Latino texts, we will study the recent controversies concerning the place of ethnic studies in education today.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL365, ENGL365
Prereq: None

AMST366 The Body as Text in Latina/o Theater and Performance
How does one read a body, a body of work? This course will take as its basic premise that all bodies ask to be read, whether these bodies are socially, culturally, racially, sexually coded or bodies of work. Students will be exposed to the historical underpinnings of Latina/o theater movements and performances, from the 1960s to the present, to underscore the contingent relationship between exercises of everyday life and acts on stage. The Latina/o body is not only marked by modalities of difference but is an essential instrument of the subject—oftentimes unheard, unsayable, and unnoticed. Therefore, in this course, a double gesture in bodily reading will occur: one that brings to the fore a particular type of theater and performance as an intellectual corpus and the other that highlights specific enduring bodies in time. To accomplish such ends, students will be exposed to plays, performance scripts, media works of performances, theoretical companion pieces focused on Latinidad, and theorizations of the body.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL362, THEA362, ENGL362, THEA362
AMST368 Early American Literature, 1492-1800
This course considers a wide variety of texts, from the first European representations of the "New World" to the rise of a new national literature that self-consciously attempts to represent the aspirations, tensions, and unresolved contradictions of the newly formed "United States" 300 years after first contact. Beginning with the premise that experience is discursive—that how we represent the world shapes what we experience as the world—we will give close attention to the language, metaphors, and literary conventions used by European explorers and colonists in their first encounters with the Americas. Early readings will include several genres, such as captivity narratives (Cabeza de Vac¿, Rowlandson, Equiano), public histories (Bradford), and spiritual memoirs (Bunyan, Taylor) that provide a historical context and conceptual frame for understanding the range of expressive possibilities available to the writers of the early national era. In the second half of the course, we will consider how these writers adapted, expanded, and contested earlier forms in their efforts to create imaginative literature that expressed (sometimes unintentionally) the preoccupations of the new nation. We will read a comic drama (Tyler), several seduction novels (Brown, Foster, Rowson), and a gothic novel (Brockden Brown). All works that contribute to and help constitute contemporary debates about national identity, individual agency, and various threats (real or imagined) to the new nation.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL368, ENGL368
Prereq: None

AMST370 Science and Technology Policy
Science and technology intersect with myriad areas of policy and politics. Recall the regulatory failures behind patient deaths from Vioxx; the emergence of funding for embryonic stem cell research as a major political issue; high-profile instances of scientific fraud; the debate over the reality and extent of climate change; and the widespread public perception of eroding American research and development competitiveness in a globalizing world. Discussion of these issues often revolves around a common set of questions about the relationship between science and policy. Is scientific and technological development a force beyond human control, or can it be governed? Is more and better science necessary for better public decision making? Can only scientists judge the value of scientific research programs or the validity of scientific results? Is the furtherance of scientific understanding always socially benign, and who decides? This course examines such questions by surveying the variety of interactions among science, technology, and policy, focusing primarily on the American context, but also including comparative perspectives. The approach is multidisciplinary, drawing upon literature in a wide range including history, law, and science and technology studies. A background in science is not required.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST378, SISP378, HIST378, SISP378
Prereq: None

AMST371 American Autobiography
This class will explore various forms of life writing—autobiographies, memoirs, graphic narratives, fictional autobiographies—to understand how authors make and unmake the American "I." We will focus on how autobiographical selves relate to various categories of region, nation, and transnation, as well as how they are shaped by histories and legacies of revolution, slavery, coolie labor, and migrant labor. Toward the end of the course, we will consider how new technologies of writing the self, from Twitter to Facebook, are transforming the landscape of life writing.

AMST372 North of America: Creating Canada in the Nineteenth Century
The American Revolution created two new nations: the United States and, later, Canada. Colonies in North America that remained loyal to the empire underwent a revolution of their own as Loyalists, French Canadians, Native Nations, and thousands of immigrants from Europe settled in established provinces, expanded west and created new colonies, and eventually created a country.
This seminar will introduce students to what happened North of America after the Revolution, specifically in the places that later became Canada. From politics to social life, rebellions against the government to conflicts with Native nations, labour unrest to the challenges facing women and ethnic minorities, and, of course, the constant pressures coming from the growing Republic to the south. We will focus on moments of major historical significance as well as the daily existence of regular subjects and citizens with the ultimate goal of understanding how Canada developed as an alternative to the United States.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Prereq: None

AMST379 Christianity and Sexuality
This course will explore a range of Christian teachings on attitudes toward, and technologies of, sex and sexuality. We will read medieval and modern theologies that attempt to make sense of human sexual desire (and desire for God) and of sexual differences among women and men. We will question the possibility of "natural" and "sacred" sexualities and explore the history of how Western Christian theologies have_frames sexual and gender identities, and how they relate to power and domination. We will also consider the relationship between ideas of sex and sexuality and conceptions of history, social and cultural change. We will focus on the intersection of sexuality, power, and religion in modern and contemporary Western cultures. Various sexual orientations and identities will be represented.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RELI, HA-RELI
Identical With: RELI379, FGSS309, RELI379, FGSS309, RELI379, FGSS309, RELI379, FGSS309
Prereq: None

AMST382 American Literary Regionalism
This course will examine the phenomenon of regionalism in American literature. How might a regionalist sensibility manifest itself in narrative? In what ways might varying geographies—of New England, the South, the West—be depicted, and in what ways do their respective literatures differ from one another? What exactly is local color, and how is it presented—and preserved—textually? We will primarily study texts from the height of the regionalist movement; but we will also consider whether regionalism can be considered a contemporary—ongoing—literary phenomenon.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL
Identical With: ENGL382, ENGL382, ENGL382, ENGL382, ENGL382
Prereq: None
AMST386 Mapping Metropolis: The Urban Novel as Artifact
Taking as its starting point an obscure detective novel published in 1874 subtitled A TALE OF HARTFORD AND NEW YORK, this seminar will explore the many facets of urban culture in Gilded Age America. With a primary focus on New York City, students will reconstrue the social, commercial, institutional, and intellectual worlds that constituted the nation’s metropolis in the aftermath of the Civil War. Clues in the novel suggest ways of mapping class, gender, and race in the city’s social geography. The novel comments perceptively and acerbically on manners, mores, religion, politics, and publishing in the Gilded Age. Institutional structures to be investigated include fashionable churches, department stores, charity nurseries for working mothers, jails, and police courts. Kleptomania, epilepsy, and alcoholism figure prominently in the narrative. Popular entertainment in bourgeois parlors, saloons, and gaming halls enlivens the text. The novel also charts the beginnings of the colonial revival movement with its emphasis on historic preservation. The class will collectively construct an archive of primary sources that reveal the understandings of city life that prevailed among the novel’s original audience. The seminar offers students the opportunity to pursue original research as principal investigators on key topics in urban cultural history.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST396, HIST396
Prereq: None

AMST391 Religion and the Social Construction of Race
In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) means through which communities form collective identities.

We will read a range of historical analysis and primary source materials from the United States and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary United States relationship to the Middle East.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI, SBS-RELI, SBS-RELI, SBS-RELI
Prereq: None

AMST393 Materia Medica: Drugs and Medicines in America
This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include colonial bioprospecting for medicinal plants, the development of the international drug trade, and the formation of national pharmaceutical markets. Participants will explore the production of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST, SBS-HIST, SBS-HIST
Identical With: HIST393, SISP393, HIST393, SISP393, HIST393, SISP393, HIST393, SISP393, HIST393, SISP393, HIST393, SISP393, HIST393, SISP393, HIST393, SISP393, HIST393, SISP393, HIST393, SISP393, HIST393, SISP393
Prereq: None

AMST398 Queer/Anthropology: Ethnographic Approaches to Queer Studies
This advanced seminar brings together queer theory with cultural anthropology to ask: Can there be a queer anthropology? Cultural anthropology and queer theory are sometimes opposed—some anthropologists find queer studies excessively theoretical, narrowly interested in Western forms of knowledge and power, and given to abstraced critique rather than social explication. Yet even as anthropologists problematize queer theory’s assumptions, methods, and boundaries, queer theoretical insights and frameworks have generated new questions and approaches in the anthropology of sexuality—just as anthropology’s interest in the global, the comparative, and the ethnographic have enriched new work in transnational queer studies.

This course explores the possibilities of productively juxtaposing, combining, and even opposing anthropology and queer theory. This semester, we will have a special focus on activism. We will read several recent ethnographies of queer (and LGBT) activist organizations alongside theoretical critiques and political calls-to-arms to ask: What counts as queer activism or radical politics? How are political visions produced by social landscapes, and how do they transform them? What are the ethics of queer ethnography, or queer critique?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ANTH, SBS-ANTH
Identical With: ANTH398, FGSS398, ANTH398, FGSS398, ANTH398, FGSS398
Prereq: None

AMST401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

AMST402 Individual Tutorial, Undergraduate
Offering: Host
Grading: OPT

AMST403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

AMST404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

AMST407 Senior Tutorial
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

AMST408 Senior Tutorial
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F
AMST409 Senior Thesis Tutorial
Topics to be arranged in consultation with thesis supervisor and director of the program.
Offering: Host
Grading: OPT

AMST410 Senior Thesis Tutorial
Offering: Host
Grading: OPT

AMST411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

AMST412 Group Tutorial, Undergraduate
Offering: Host
Grading: OPT

AMST419 Student Forum
Offering: Host
Grading: Cr/U

AMST420 Student Forum
Offering: Host
Grading: Cr/U

AMST465 Education in the Field, Undergraduate
Offering: Host
Grading: OPT

AMST466 Education in the Field, Undergraduate
Offering: Host
Grading: OPT

AMST469 Education in the Field, Undergraduate
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Prereq: None

AMST470 Independent Study, Undergraduate
Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: None
Prereq: None

AMST491 Teaching Apprentice Tutorial
Offering: Host
Grading: OPT

AMST492 Teaching Apprentice Tutorial
Offering: Host
Grading: OPT