

# COURSE OFFERINGS 2011 - 2012

## FALL QUARTER 2011

AMER\_ST 301-1  
*Jay Grossman* W 2-5  
 Seminar for Majors: Intro to 21<sup>st</sup>  
 Century American Studies

AMER\_ST 310-20  
*William Haarlow* Th 2-5  
 Studies in American Culture: History  
 of American Higher Education

AMER\_ST 310-21  
*John Low* M 2-5  
 Studies in American Culture:  
 American Indians in Film

AMER\_ST 390-1  
*Carl Smith* Tu 2-5  
 Senior Project

## WINTER QUARTER 2012

AMER\_ST 301-2  
*Michael Allen* W 2-5  
 Seminar for Majors: Global 1968 and  
 its Afterlives

AMER\_ST 310  
*Larry Stuepnagel* Th 2-5  
 Studies in American Culture: Bad  
 News

AMER\_ST 390-2  
*Carl Smith* Tu 2-5  
 Senior Project

## SPRING QUARTER 2012

AMER\_ST 301-3  
*Nitasha Sharma* TBA  
 Seminar for Majors  
*\*cross-listed w Asian American Studies*

AMER\_ST 310  
*Sarah Taylor* TBA  
 Studies in American Culture: American  
 Jezebels: Witches, Hussies, and  
 Heretics  
*\*cross-listed w Religious Studies*

AMER\_ST 390-3  
*Carl Smith* TBA  
 Senior Project

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# AMERICAN STUDIES PROJECTED COURSE OFFERINGS 2011-2012

FALL 2011 - 4440

## AMST 301-1

SEMINAR FOR MAJORS:

Jay Grossman

W 2-5

Introduction to 21<sup>st</sup>-Century American Studies

Fall Quarter 2011

**Course Description:** An overview of American Studies as idea, movement, and a set of methodologies. A more or less chronological treatment from its origins after WWII culminating with the contemporaneous context of globalization. Readings of classic texts in the tradition, and a focus on methodological questions of discipline, interdiscipline, and the evolving understanding of American-ness more hemispherically conceived.

**Teaching Method:** Seminar discussion.

**Evaluation Method:** Active, informed participation and (probably) two papers are required.

**Tentative Reading List:** Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Revised Edition, Verso); Michael Denning, *The Cultural Front: The Laboring of American Culture in the Twentieth Century*; Felipe Fernandez-Armesto, *The Americas: A Hemispheric History* (Modern Library); RWB Lewis, *The American Adam* (Chicago); Leo Marx, *The Machine in the Garden: Technology and the Pastoral Ideal in America* (Oxford); William Shakespeare, *The Tempest* (Bedford Case Study in Critical Controversy); Walt Whitman, *Leaves of Grass*

## AMST 310-20

STUDIES IN AMERICAN CULTURE:

William Haarlow

Th 2-5

History of American Higher Education

Fall Quarter 2011

The only western institution older than the university is the Church. Yet the history of education, especially higher education, had always been a minor field within history. Education is universally regarded as essential to individual and social improvement, yet relatively few people are familiar with its history and its philosophical underpinnings. For example, Weinberg students graduate with a bachelors of arts, but what does that mean? What constitutes a liberal arts education? What exactly are the liberal arts? Hint: traditionally, there are seven of them.

**Course Description:** This course will study both the growth of colleges and universities and the major social factors and philosophical rationales that have shaped their development. Although relevant material from the classical and medieval periods will be discussed, emphasis will be placed upon the historical development of higher education in British colonial America and the United States. It is anticipated that the design and conduct of this course will provide participants with an understanding of the traditional and emerging patterns and roles of universities and other major institutions of higher education. Special stress will be placed upon the changing concept of “university” from its medieval beginnings through its contemporary variations. Through research, presentations, readings, discussions and seminar lectures, students will investigate the

evolving aims, structure, functions, curriculum, administration, financing and faculty roles inherent in the university concept.

In developing this informational and conceptual perspective, students should have more specifically:

- a. Increase their understanding of the relationship between institutions of higher education and social, economic, political and religious currents.
- b. Strengthen their ability to evaluate and interpret historical sources.
- c. Broaden their academic knowledge base via reading, research, presentation, and discussion.
- d. Gain perspective into the historical context of value positions and ideological commitments that both sustain and produce conflicts within the contemporary university.
- e. Develop a deepened awareness of the domestic and foreign ideals and practices that have and are influencing the course of higher education in the United States.

**Teaching Method:** Class seminars will be held on Thursdays from 2:00 to 5:00 in University Hall 018.

**Evaluation Method:** Students will be graded on: short weekly responses to the readings; a research paper; an oral presentation on their research; a final essay; and class participation. Students will be required to read a combination of books, articles and primary sources.

### **AMST 310-21**

STUDIES IN AMERICAN CULTURE:

John Low

M 2-5

American Indians in Film

Fall Quarter 2011

**Course Description:** This course examines American Indians in film over the last century. Each week, we will view movies by, and/or about, Indians followed by discussions. Themes include issues of multiculturalism, stereotypes and ethnic identification, social justice, Indigenous feminism, sexual orientation, racism, genocide, land tenure and environmental degradation. The course is interdisciplinary and will incorporate the disciplines of history, sociology, ethics, religion, literature, geography, mythology, folklore, and anthropology as these fields relate to the films. Some of the goals of this course are to broaden knowledge of American Indian peoples and the ways in which their lives are embedded in and inseparable from geographical, historical, spiritual, cultural and social environments. Another goal is to expose students to the ways in which film has been both oppressive and liberating for Native peoples. Through the course, students will be exposed to, and gain an appreciation for, Native American Indian communities, cultures, histories, perspectives, experiences, lives and contemporary issues.

### **AMST 390-1**

SENIOR PROJECT

Carl Smith

Tu 2-5

Fall Quarter 2011

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

## WINTER QUARTER 2012 – 4450

### AMST 301-2

SEMINAR FOR MAJORS:

Michael Allen

W 2-5

Global 1968 and its Afterlives

Winter Quarter 2012

**Course Description:** 1968 was a year of revolution, reaction, and global disruption as cities and campuses around the world plunged into social and political unrest that cut across, even as it often reflected and reaffirmed, divides between East and West, North and South, communist and non-communist. This class will examine key moments and movements of 1968 and explore what, if anything, they had in common; it will consider how and why popular and youth protests spread across diverse societies in the late 1960s; it will highlight the noteworthy achievements of these rebellions and the hostile reactions they often provoked; and it will ask what became of the 1968 generation, investigating whether and why the ferment it represented soon faded from national and international politics. Throughout we will maintain a dual focus on the local and national origins, goals, and contexts of the various 1968 rebellions and the transnational and global dynamics that shaped them as we reflect on the interplay of national and transnational forces in contemporary world politics. As we do so we will ask if U.S. politics looks different when placed in a global context.

**Teaching Method (s):** Discussion seminar

**Evaluation Method (s):** Participation (25%), reading response papers (50%), final paper (25%)

#### **Tentative Reading List:**

Paul Berman, *A Tale of Two Utopias: The Political Journey of the Generation of 1968*; Martin Klimke, *The Other Alliance: Student Protest in West Germany and the United States in the Global Sixties*; Jeremi Suri, *The Global Revolutions of 1968*; *American Historical Review*, "AHR Forum: The International 1968, Parts 1-2"; Articles and essays by Alan Brinkley, Tony Judt, Garry Wills, and others

**NOTE:** Attendance at first class mandatory

### AMST 310-0-20

STUDIES IN AMERICAN CULTURE:

Larry Stuelpnagel

Th 2-5 PM

Bad News

Winter Quarter 2012

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

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

This course will begin with an examination of the monetary forces that are driving the industry away from its primary mission of information. Critics, of whom the professor is one, contend that the drive for increasing profits is coming at the expense of both the quality and quantity of news that appear on

television and radio, newspapers and magazines, and the Internet. The ever-diminishing number of news providers is also threatening democracy by limiting the number of voices that can be heard in our society.

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

1. Privacy and scandal, particularly the stories about President Bill Clinton.
2. The transformation of how the press has covered wars from Vietnam to the second Iraq war and the war in Afghanistan. Has the media gone from watchdog to lapdog?
3. Race. Former U.S. Senator Bill Bradley has said, "America is a nation obsessed with the interplay between African Americans and White Americans." We will examine how the press has covered the issue of race in America and how the press deals with the issue in its own newsrooms.
4. Politics. Reporting of scandals and personality has replaced critical evaluations of policy. The "horse race" with its poll-driven coverage is now the norm. We will examine the phenomenon through the lens of the 2000 and 2004 presidential races.

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

AMST 390-2  
SENIOR PROJECT  
Carl Smith

Tu 2-5

Winter Quarter 2012

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

## SPRING 2012 – 4460

### AMER\_ST 301-3

SEMINAR FOR MAJORS:

Nitasha Taylor

TBA

TBA

Spring Quarter 2012

#### Course Description:

**NOTE:** cross-list with Asian American Studies.

### AMER\_ST 310-20

STUDIES IN AMERICAN CULTURE:

[REL 369-20](#)

TOPICS IN AMERICAN RELIGION:

Sarah Taylor

TBA

American Jezebels: Witches, Hussies, and Heretics

Spring Quarter 2012

**Course Description:** This seminar is specially geared to American Studies and Religious Studies majors. Drawing from anthropological and sociological case studies, we will examine various rites of passage experienced by teens in North America. In analyzing these rites, students will become conversant with theories of ritual, contemporary surveys of teen demographics and cultural trends, gender studies and cultural studies literature dealing with teen popular media and consumption. Students will also be asked to generate original research for their seminar final project, applying the tools of the course to a case study of their own choosing. This seminar will make rigorous use of multimedia materials and will require multi-source digitized media viewing and analysis as integral to course assignments. Attendance is required at the first meeting of seminar in order to be admitted to the course and subsequently each week thereafter.

**NOTE:** cross-list with Religious Studies. **Enrollment:** 20 (10/10)

### AMER\_ST 390-3

SENIOR PROJECT

Carl Smith

TBA

Spring Quarter 2012

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