AMST-A 100 What Is America?
Notes: 3 cr.
   IUB GenEd World Culture (WC) Credit
   COLL (CASE) A&H Breadth of Inquiry Credit
   COLL (CASE) Diversity in U.S. Credit

LECTURE:
Class # 7273 / TuTh 4:40 – 5:30 p.m. / Instructor: Dinah Holtzman

DISCUSSION SECTIONS:
Class # 8051 / Fr 9:05 – 9:55 a.m. / Instructor:
Class # 8052 / Fr 12:20 – 1:10 p.m. / Instructor:
Class # 8053 / Fr 10:10 – 11:00 a.m. / Instructor:
Class # 8054 / Fr 9:05 – 9:55 a.m. / Instructor:
Class # 8055 / Fr 2:30 – 3:20 p.m. / Instructor:
Class # 8056 / Fr 11:15 a.m. – 12:05 p.m. / Instructor:

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LECTURE:
Class # 5136 / Online Course / Instructor: Vivian Halloran

This online class explicitly engages Themester 2017, “Diversity, Difference, Otherness” as we learn about the multiple waves of immigration that have diversified the population and shaped the national character of the United States. We will consider the impacts, both positive and negative, of the arrivals of newcomers upon our shores, and review the angry debates that arose whenever social expectations for immigrants’ assimilation into the dominant culture did not proceed as smoothly as planned. Finally, we will learn from immigrants themselves as they create imaginative works of fiction, and also read non-fiction first-person accounts told by immigrants or their descendants. Our course will examine how “otherness” has been leveraged throughout American public discourse as an insult that simultaneously isolates those to whom it is applied even as it has the opposite effect of galvanizing those who use it as “us” or “insiders.” And, we will hear contrasting views about the legacy of the United States as an immigrant nation from past and present U. S. presidents throughout the political spectrum. This class examines the complexity of the issue of immigration and its legacy upon what we now think of as “America.”
It assumes that there are no easy or clear-cut answers to the contemporary debates surrounding immigration policy in the United States.

This version of A100 What is America? will also introduce you to the interdiscipline of American Studies and ask you to devise your own answers to the question posed in the title.

**AMST-A 100 What Is America?**
Notes: 3 cr.
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Class # 13069 / Online Course / Eight Wk 2 / Instructor: Lessie Frazier

Explores ideas about citizenship, national identity, and the social contract in the broader Americas. What makes us “Americans”? How do we define “America”? How does national identity compete with and relate to other forms of identity, such as social status or class, religious association, gender and sexuality, and racial or ethnic description?

**AMST-A 150 Introduction to Native American and Indigenous Studies**
Notes: 3 cr.
- COLL (CASE) S&H Breadth of Inquiry Credit
- COLL (CASE) Diversity in U.S. Credit

Class # 32662 / TuTh 4:00 – 5:15 p.m. / Instructor: Carrie Fudickar

Introduction to Native American and Indigenous Studies cultures, literature, history, arts, values, lifeways, spirituality, and social and political institutions. Focuses on global and hemispheric elements including North America.

**AMST-A 200 Comparative American Identities**
Notes: 3 cr.
- COLL (CASE) A&H Breadth of Inquiry Credit
- COLL (CASE) Diversity in U.S. Credit

Class # 32678 / TuTh 2:30 – 3:45 p.m. / Instructor: Dinah Holtzman

Examines the formation of legal, social, cultural, and economic identities within the United States and within U.S.-controlled territories. Who counts as “American”? To what ends have citizens and non-citizens assumed, claimed, or refused “American” identity? This course employs a comparative frame in considering elite and subordinated classes (and/or genders, races, ethnicities, sexualities); institutional and countercultural forms of self-definition, official history and alternative acts of collective memory.
AMST-A 200 Comparative American Identities
Notes: 3 cr.
    COLL (CASE) A&H Breadth of Inquiry Credit
    COLL (CASE) Diversity in U.S. Credit

Class # 32796 / TuTh 4:00 – 5:15 p.m. / Instructor:

Examines the formation of legal, social, cultural, and economic identities within the United States and within U.S.-controlled territories. Who counts as “American”? To what ends have citizens and non-citizens assumed, claimed, or refused “American” identity? This course employs a comparative frame in considering elite and subordinated classes (and/or genders, races, ethnicities, sexualities); institutional and countercultural forms of self-definition, official history and alternative acts of collective memory.

AMST-A 201 US Movements and Institutions / Topic:
Notes: 3 cr.
    IUB GenEd S&H Credit
    COLL (CASE) S&H Breadth of Inquiry Credit

Class # 30033 / TuTh 2:30 – 3:45 p.m. / Instructor:

This course will focus on prison reform from the earliest moments of U.S. national history. Covering post-Revolutionary War-era reforms, prison growth during slavery and its abolition, post-bellum prison growth, twentieth-century drug scares, Cold War reforms, Jim Crow and Civil Rights contributions, and the era of mass incarceration. It will consider the relationship between African slavery and prison, including the status of slavery as prison and the status of prison as slavery in its immediate aftermath. Police reform will also be an object of discussion.

AMST-A 202 U.S. Arts and Media / Topic:
Notes: 3 cr.
    IUB GenEd A&H Credit
    COLL (CASE) A&H Breadth of Inquiry Credit

Class # 10032 / MoWe 11:15 a.m. – 12:30 p.m. / Instructor: Paul Anderson

AMST-A 299 Special Topics in Social and Historical Studies for American Studies / Topic: Indians and American Pop Culture
Notes: 3 cr.
    IUB GenEd S&H Credit
    COLL (CASE) S&H Breadth of Inquiry Credit
    Meets with HIST-A 245

Class # 30969 / TuTh 1:00 – 2:15 p.m. / Instructor: Christina Snyder
From Davy Crockett’s bestselling narrative to contemporary blockbusters like “Avatar”, images of Indians have been pervasive in American popular culture. This course historicizes that phenomenon over the course of four hundred years, using diverse media, including memoirs, movies, comic books, and advertising, to explore the following questions:

*How and why are stereotypes constructed?*
*How have images of Indians shaped American history, myth, and culture?*
*How have Native people engaged with or challenged popular culture representations?*

This course puts Indians and images of Indians at the forefront of U.S. history, demonstrating how notions of Indigeneity have shaped—and continue to shape—American society.

Assignments:


Grades will be based on several short response papers and two exams.

**AMST-A 299 Special Topics in Social and Historical Studies for American Studies / Topic: U.S. Interventions in Latin America**

Notes: 3 cr.

- IUB GenEd S&H
- COLL (CASE) S&H Breadth of Inquiry Credit
- Diversity in U.S. Credit
- Meets with HIST-F 200

Class # 30970 / TuTh 1:00 – 2:15 p.m. / Instructor: Jeffrey Gould

United States interventions had a profound impact on the Caribbean and Central American societies that experienced them. In this course, we will discuss the occupations and interventions in Cuba (1898-1934 and 1961), Nicaragua (1912-1934 and 1981-1990), the Dominican Republic, (1916-1924 and 1965), Haiti (1915-1934 and the 1990s), and Guatemala, (1954 and the 1960s). Most critiques of these interventions emphasize how the US shaped the politics and economies of the intervened country. Although such an approach may help us to understand the reasons for these important United States policy decisions it does not help us to grasp the long-term consequences for the Caribbean basin societies. Rather than solely concentrate on United States policy, this course will also focus on how the different social, ethnic, and political groups of the “host” countries responded to the interventions. The course will then strive to develop a comparative responded to the interventions. The course will then strive to develop a comparative framework for analyzing the interventions and their consequences.

Students will read primary and secondary sources that reflect different perspectives on these major events in the regional history. Documentary films (including those made by the instructor)
will form an integral part of the course. Lectures will often be followed by class discussions that will involve debates about the issues raised in the readings, films, and lectures.

**AMST-A 300 The Image of America in the World**
Notes: 3 cr.
- COLL (CASE) S&H Breadth of Inquiry Credit
- Intensive Writing (IW)

Class # 32719 / TuTh 1:00 – 2:15 p.m. / Instructor:

**AMST-A 399 Advanced Topics in S&H for American Studies / Topic: The Bomb in American Culture**
Notes: 3 cr.
- COLL (CASE) S&H Breadth of Inquiry Credit
- Class meets with HIST-A 379

Class # 12498 / TuTh 2:30 – 3:45 p.m. / Instructor: Ed Linenthal

In 1946, American poet Herman Hagedorn published “The Bomb That Fell on America,” his response to the transformations brought about by the beginning of the nuclear age. The atomic bomb, he wrote: “made the earth, that seemed so solid, Main Street, that seemed so well paved, a kind of vast jelly, quivering and dividing underfoot.”

This course will focus, in historian Paul Boyer’s words, on the “continuing cycles of activism and apathy” in American culture’s engagement with nuclear weapons. From the beginning, “The Bomb,” as it was called symbolized catastrophe without boundaries—even the apocalyptic end of the world imagined for centuries—and it also symbolized conquest of nature, boundless miracles of science, and a nuclear umbrella of protection. Through lecture, discussion, reading, film, and music, we will investigate the symbolic history of “The Bomb” in our culture.


Course requirements will include several essay examinations and an oral history project to be described in class.
AMST-E 100 American Experience Through the Lens
Notes: 3 cr.
COLL (CASE) A&H Breadth of Inquiry Credit

Class # 30029 / MoWe 4:00 – 5:15 p.m. / Instructor:

Role of Popular music in the social, cultural, political, economic, and technological history of the modern United States. Examines a broad range of musical cultures including rhythm and blues, country, rock and roll, modern jazz, pop, folk, soul, funk, and hip hop. Focus on role of popular music in shaping democracy and power, including class, gender, race, and generation relations.

AMST-X 370 Service Learning in American Studies
Notes: 1 – 3 cr.
Class Requires Authorization from AMST

Class # 12263 ARR

Enables undergraduates of advanced standing to undertake independent research projects under the direction of an American Studies faculty member. Students will typically arrange for 1 to 3 credit hours of work, depending upon the scope and the depth of reading, research, and production. Projects will be interdisciplinary, and should foreground topics clearly within the rubric of American Studies.

AMST-X 390 Readings in American Studies
Notes: 1 – 3 cr.
Class Requires Authorization from AMST

Class # 12262 ARR

Enables undergraduates of advanced standing to make intellectual connections between scholarly pursuits and community involvement. Students arrange 1-3 credit hours of service work either on creative projects that benefit a community (howsoever defined), or with local non-profit organizations, government agencies, activist groups, or foundations. Under the direction of their faculty sponsor, students will develop a project outline consistent with American Studies inquiry and concerns, a method of accountability, and a final report.
**GRADUATE COURSE OFFERINGS**

**AMST-G 501 Practicum and Teaching in American Studies**  
Notes: 2 Credit Hours

Class # 14322 ARR

Practical teaching of American studies: current theories and policies. Associate Instructors in A100.

**AMST-G 520 Topics in Interdisciplinary American Studies**  
Notes: 3 Credit Hours

Class # 10908 ARR

Focusing on a specific topic, reflect on established AMST disciplinary methodologies and explore possibilities for new interdisciplinary syntheses. Consider issues like the questions historians ask and how they differ from those of literary critics or sociologists. May be repeated with a different topic for a maximum of six credits.

**AMST-G 603 Introduction to American Studies**  
Notes: 3 Credit Hours  
Class meets with CULS-C 701

Class # 12525 / Mo 1:00 – 4:00 p.m. / Instructor: Paul Anderson

Representative readings in interdisciplinary scholarship; the origins and the development of American studies and current trends.

**AMST-G 620 Colloquium in American Studies / Topic: 20th Century US History**  
Notes: 4 Credit Hours  
Meets with HIST-H 650 & CULS-C 701

Class # 10078 / We 5:45 – 7:45 p.m. / Instructor: Ellen Wu

This colloquium is an introduction to the historiography of the 20th century United States, with an eye towards qualifying exam preparation. We will be reading a mix of classic texts and recent works as a gateway to key historiographical debates; surveying a variety of research and analytical methods; and exploring various sub-fields, issues, and trends. Students should expect to read one book plus one article per week at minimum. Robust in-class participation is essential. Writing assignments may include short reviews/reflectations and a longer historiographical essay.
From eighteenth-century Great Awakening revivals to twenty-first-century presidential campaigns, evangelicals-and in the last century Pentecostal and Charismatic movements (Protestant and Catholic)-have played a critical role in shaping North American, Latin American, and global cultural, social, and political institutions. Who are evangelicals, Pentecostals, and Charismatics? What do they believe, and how do they behave? Should non-evangelicals be worried about them? How has evangelicalism reflected and shaped larger patterns of globalization? This graduate seminar explores the causes, nature, and implications of evangelical influence. Discussions engage scholarly monographs that describe and interpret the historical emergence and dramatic recent growth of evangelical and Pentecostal Christianity. Seminar participants will receive substantial feedback on a book review, multi-stage research paper, and mock conference presentation.