

# American Studies

## Spring 2012

### Course Booklet



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## American Studies

The **Program in American Studies at the University of Miami** fosters the interdisciplinary study of American culture and society, and explores the place of the United States in an increasingly interconnected world. Our faculty come from a wide range of fields, including history, literature, religion, art, philosophy, law, music, ethnic studies, architecture, sociology, communications, and education. What unites them is the commitment to examining the U.S. from multiple perspectives, highlighting the diversity of people, cultures, and experiences that have shaped the past and present United States. The Program places analysis of globalization at its center, and offers a hemispheric perspective that allows students and faculty to explore interests in the United States, the Caribbean, Latin America, the Pacific Rim, and other border crossings.

The undergraduate curriculum in American Studies encourages students to bridge the divide between disciplines by examining specific themes and topics in an engaging, dynamic, interdisciplinary manner. By exposing students to courses that place questions of cultural diversity, regional difference, ethnic and racial identity, gender and sexuality, class dynamics, and popular culture at the forefront of intellectual investigation, the **Program in American Studies** enables them to situate their own experiences in a wider context. It also exposes them to a multiplicity of perspectives that inform our understanding of the United States and its place in a global society. The Program strongly encourages its majors to study abroad, and faculty members help students plan their curriculum to make that option feasible.

### **MAJOR in American Studies** (30 credits)

1. Introduction to American Studies (**AMS 101**). Specific topics for this course may change annually; its purpose will be to acquaint beginning students with the approaches and areas of inquiry common to the field.
2. **AMS 310**: The U.S., Transnationalism, and Globalization.
3. At least two advanced seminars in American Studies at the 300-level or above.
4. At least one course in American history and at least one course in American literature.

Three courses, chosen in consultation with an American Studies advisor, in a specialized area of American Studies (200 level or higher). Students may work in areas including, but not limited to, ethnic studies, Caribbean Studies, Latino/a Studies, environmental studies, communication studies, women's literature, urban studies, African American studies, religious studies and material culture studies.

Students must take courses from at least three different departments in order to fulfill the requirements for the major.

**AMS 501**: Senior Project. In addition, all majors must complete AMS 501: *Senior Project*. This capstone course can take the form of an individual research project or an internship at a local cultural or civic institution. For the research option, students will identify an appropriate faculty member to supervise and grade the project, and then obtain approval from the program director before proceeding with the project. The student must produce a substantial written report or research paper, the format of which will be determined by the faculty member and student in consultation with the program director. For the internship option, students will partner with any number of local institutions and produce a creative and/or scholarly project for evaluation. The internship will be arranged through the program director, in consultation with the Butler Center. The final product will be evaluated by the program director.

American Studies majors with a cumulative GPA of at least 3.5 in AMS courses and an overall GPA of at least 3.0 may earn departmental honors by completing **AMS 505**: *Honors Thesis*. Candidates for departmental honors are responsible for finding a faculty member to serve as thesis advisor. Students then must complete a thesis proposal of approximately 500 words that must be approved by the thesis advisor and the program director. The format and length of the thesis will vary according to the nature of the project. Students would take AMS 501 in the fall semester of the senior year and AMS 505 in the spring to complete the honors thesis.

**MINOR in American Studies** (15 credits)

1. Introduction to American Studies (**AMS 101**).
2. **AMS 310**: The U.S., Transnationalism, and Globalization
3. At least one course in American history or American literature.
4. Advanced seminar in American Studies (**300-level or higher**).

Five electives (300 level or higher).

For an advising appointment, please contact the Program Director.

# American Studies

Spring 2012

## Core Courses

*Please check MyUM for room assignments*

### **AMS 101- Introduction to American Studies**

*Contemporary Issues in America*

Instructor: Patti Rose

**Section R: T R 2:00-3:15 P.M.**

The purpose of this course is to explore current significant issues in American Society. Topics will include the current fiscal crisis in the U.S., the Economic Stimulus Act of 2008, the weakening American dollar, sub-prime mortgages and foreclosures, increasing gas prices, inflation, failing banks, joblessness, homelessness, health care reform, metaracism (technology and the digital divide), the Iraq War and the War against Terror, the shrinking middle class, immigration, etc The impact of the media and the portrayal of news will be discussed with a focus on understanding the psychosocial impact of current events on the lives of individuals in American Society. Students will be required to be in tune with current events leading to critical analysis and the exploration of varying perspectives. Emphasis will also be placed on stimulation of ideas through a "think tank" format for creative solutions for some of America's most pressing concerns with an exploration of the positive aspects of current events (in an effort to counter the negative).

### **AMS 101- Introduction to American Studies**

*American Popular Culture*

Instructor: Aldo Regalado

**Section U: T R 6:25-7:40 p.m.**

This course explores the significance of popular culture in the United States. The course works from the assumption that popular culture is not a trivial form of low-brow entertainment, but rather a terrain for articulating and contesting social and cultural meaning. As such, popular culture both reflects and shapes the lived experience of individuals as well as society as a whole. The course will invite students to examine the ways in which popular culture intersects with technology, economics, politics, race, class, gender and other social realities. It also introduces students to various theoretical approaches used by scholars to interpret popular culture, and asks them to apply those methods in their own analysis of various popular culture forms. Students will be expected to read in preparation for in-class discussion on a weekly basis, and will complete writing assignments throughout the semester.

## **AMS 101- Introduction to American Studies**

### *Working and Playing with / in American Culture*

Instructor: Roxane Pickens

#### **Section B: M W F 9:05am-9:55am.**

This course is structured as an introduction to the key ideas and methods in the field of American Studies, particularly American cultural studies. To accomplish this, we will take a thematic approach, looking at the theory and practice of playful, festive expression and how it manifests in American life. Because play derives much of its coherence from its opposite, this course will necessarily also look at the notion of work and how it is situated as a companion and opposing force to the play sphere. Finally, we will consider the work of play, or the ways that uniquely American recreational gestures are commodified, leading ultimately to a packaging of Americanness that is exported and “played with” by others. Circular, rhetorical, relational, and reciprocal—those will be our guiding movements as we endeavor to learn about American culture in a local and global context, and about the processes of studying American culture. Coursework will include readings, class discussions, group presentations, and papers.

## **AMS 301- Topics in American Studies**

### *Sociology of Drug Abuse*

Instructor: Jan Sokol-Katz

#### **Section E : M W F 12:20pm-1:10 P.M.**

The Sociology of Drug Abuse utilizes sociological perspectives and concepts to examine American drug use and abuse. The course examines drug use epidemiology and etiology in general, while paying particular attention to what constitutes “abuse,” a concept that comprises obvious issues such as legality and personal and social harm, yet also includes the not-so-obvious issues stemming from social, cultural, political, and economic processes that shape our understanding of and reactions toward drug use. The course includes historical and theoretical understandings of the social causes and consequences of drug use, and takes a critical view of the policies developed to reduce the harms associated with drug use and abuse.

*Note: This course is co-listed with SOC 377*

## **AMS 301- Topics in American Studies**

### *Religion and Youth in Contemporary America*

Instructor: David Kling

#### **Section P: T R 11:00 am-12:15 pm**

Contrary to popular images, religion plays an important role in the lives of many teenagers and young adults in America. This course will draw from the traditional academic disciplines that have devoted attention to youth, such as education and child psychology, but will also include new scholarship on youth in the fields of sociology and history. In addition, the category of “youth” is expanded to include young adults (the traditional college age population). The general goal of the course is to examine critically the role that religion plays in the lives of youth in contemporary America.

*Note: This course is co-listed with REL 361*

## **AMS 301- Topics in American Studies**

*Race, Ethnicity and literature—Acts of Passing and Self Invention: African American, Jewish American, and other Narratives of Identity*

Instructor: Ranen Omer-Sherman

### **Section R: T R 2:00 pm-3:15 pm**

This course will examine the emerging role of public relations and attention engineering in relation to the modern Presidency from the election of 1896 to the present. Using documentaries, original moving image materials, advertisements, and other primary documents, we will examine how presidents became more powerful in shaping public opinion and more nuanced in appreciating it. We will examine how corporations and various interest groups worked to influence policy decisions - from the civil rights movement to the Tea Party advocates. Examining wartime propaganda as well as campaign literature, feature films and interviews with participants, we shall ultimately assess how modern democracy has fared over the past century alongside both PR and the growing power of the Presidency. Readings will include Stuart Ewen, *PR! A History of Spin*, Sidney Blumenthal, *The Permanent Campaign* and Mark Hertsgaard's *On Bended Knee*. Two 6-8 page papers a midterm and a final exam and a PowerPoint will be required.

*Note: This course is co-listed with ENG 488*

## **AMS 301- Topics in American Studies**

*Blacks in Education: Ideology vs. Reality*

Instructor: Patti Rose

### **Section S: T R 3:30 pm-4:45 pm**

This course will explore the public school (K-12) educational system in the United States within the context of a historical overview and analysis of the disparities exhibited based on socioeconomic status, race and other factors. Emphasis will be placed on the impact of this problem in terms of Black/African American people in the U.S. The journey will begin with segregated public schools within the context of the Civil Rights Movement (including landmark cases which led to changes) as well as specific details regarding busing, integration and other steps that have been taken to try and rectify the educational gap that still exists in the United States. Recent efforts such as No Child Left Behind, Teach for America and other initiatives will be explored to gain insight into whether progress is being made in terms of closing the educational gap. Films including "Waiting for Superman" will be viewed along with lectures and group discussions towards a think tank/solution oriented approach to foster new ideas regarding the revitalization of the American Educational System and resolving the current disparity. A writing credit will be offered for this 3 credit course.

*Note: This course is co-listed with AAS 390*

## AMS 301- Topics in American Studies

### The Sixties

Instructor: Don Spivey, David Wilson, and Joseph Alkana

#### **Section 01: T 6:25pm-9:05pm**

This course presents the culture and history of the 1960s in the United States through writings, film, music, and the experiences of faculty members who participated in important events during this era of major conflict and change. The course title appears in quotation marks because we are less concerned about the precise time frame than in evoking the atmosphere of a period associated with the Civil Rights Movement, the Vietnam War, the Antiwar Movement, widespread college campus activism, urban unrest, and the Women's Movement. We also will address how the sciences played a role in 1960s culture—this was a decade when anxiety about nuclear war was prominent, the Space Race was in full swing, and concerns about ecology became widespread. Accordingly, we also will offer some discussion of international events during the period. In addition to examining primary documents, fiction, film, and the music of the 1960s, students will have the opportunity to hear the personal accounts of U.M. faculty and staff who witnessed dramatic episodes that occurred during this time of war, tumultuous political, gender, and racial upheaval, and momentous changes in the academy. We also will endeavor to make connections between the ideas and events of the 1960s and more recent developments both inside and outside the academy.

The course format will be a blend of lecture, discussion, film screenings, and panel presentations of first-hand accounts by eyewitnesses to events of the 1960s. There will be no effort to exclude anyone of any political persuasion either past or present. Indeed, opposing points of view are encouraged. We think that something as complex and multifaceted as "The Sixties" requires a range of personal perspectives and interpretations, for even today the era of "The Sixties" provokes passionate responses from those who were there as well as those who were not.

*Texts (subject to change):*

*Alexander Bloom and Wini Breines, editors, "Taking it to the Streets": A Sixties Reader*

*Patricia Stephens Due and Tananarive Due, Freedom in the Family: A Mother-Daughter Memoir of the Fight for Civil Rights*

*Ken Kesey, One Flew Over the Cuckoo's Nest*

*Guy Maynard, The Risk of Being Ridiculous: A Historical Novel of Love and Rebellion*

*Charles Neu, America's Lost War: Vietnam, 1945-1975*

*Requirements: Two 5-7-page papers\* (each 25% of final grade); midterm examination (25%); final examination (25%).*

*\*A service learning project, such as volunteer work with the Miami Workers Center, Overtown Youth Center, Habitat for Humanity, or some other community service organization, may be done in lieu of the second paper. More information on the service-learning option will be provided in class.*

*Note: This course is co-listed with HIS 367 and ENG 395*

## **AMS 301- Topics in American Studies**

### Education and Popular Culture

Instructor: Joshua Diem

#### **Section 2J: M 5:00 pm-7:40 pm**

This course examines how popular culture influences and is influenced by the work and culture of schools. In examining artifacts and trends in popular culture today and the past, the forms of popular culture we will analyze will include: motion pictures, television programs, mainstream news, music, books, magazines, zines, fashion, web-based content, graffiti, tattoos, street art, mobile communication, video games, social networking, and more.

We will examine how and why childhood and adolescence are constructed in the ways they are, whose interests these constructions serve, and how these constructions change through time. Central to our studies will be examining, analyzing, and critiquing how these constructions are created by adults removed from the everyday lived experiences of what it means to be a child, adolescent, or young adult.

Students will be expected to critically reflect on how popular culture has shaped their perceptions of good teaching and what schools look like. Students will develop strategies for incorporating and critically evaluating popular culture in the classroom.

Issues related to the constructions and representations of individual and group identity (i.e. race, ethnicity, class, gender, sexuality, language, disability and nationality) will be central to all the work we do. We will analyze how issues related to social injustice and inequalities are addressed (or not) in the various forms of popular culture we examine. This will include making meaning out of what the omission of explicit attention toward such issues in popular culture says about the works/artifacts we will discuss. Essential to understanding these issues is an examination of the production of popular culture and whose voices and ideas are represented and whose are silenced.

*Note: This course is co-listed with TAL 390*

## **AMS 301- Topics in American Studies**

### Conspiracy Theories

Instructor: Joseph E. Uscinski

#### **Section 49: W 6:25pm-9:05pm**

Why do people believe in conspiracy theories? Why do conspiracy theories arise? This class takes a broad interdisciplinary approach to the study of conspiratorial thought, involving research from the history, psychology, political science, philosophy, and sociology fields. Class time includes lecture, films, and guest speakers. Students will have opportunities for participation, and will write a term paper.

The reading list, as usual, is extensive and engaging. The format of the course consists of lectures with designated periods for class discussion of the readings. Lectures are supplemented with slides and tapes from the instructor's vast collection. The student's grade for the course shall be based on a midterm examination (25%), five book reviews (50%; 10% each), and a comprehensive final examination (25%). All examinations are of the essay variety. Contribution to class discussion will count for extra credit.

*Note: This course is co-listed with POL 311*

## **AMS 301– The United States, Transnationalism, and Globalization**

Instructor: Tim Watson

### **Section D: M W F 11:15 am– 12:05 pm**

This is a course about the culture and history of the United States in a global framework. At a moment when the position of the United States in the wider world is a topic of urgent political, military, economic, and cultural concern, this is a timely opportunity to look back at the way in which the U.S. has been from the very beginning (indeed, in a sense, before the beginning) a product of international and transnational forces.

We will read novels, short stories, journalism, history, and political essays to try to understand how the United States developed out of, and in response to, European colonies and native American nations, and how the post-independence United States has been affected by transatlantic slavery, by immigration, and by U.S. expansion both within the North American continent and around the world. Obviously, a course that covers over 500 years of history cannot hope to be comprehensive. Instead, we will emphasize a couple of representative topics and problems, while offering a wide range of additional materials on a variety of questions and geographic areas. So we will return several times to the history and culture of Florida—site of the earliest European settlements in the current territory of the United States, and in some ways the most internationalized state of the post-World War II period—and to the long and complex relationship between Africa and America—from the Middle Passage, to the colony of Liberia, to the appeal of pan-Africanism, and to the election of Barack Obama.

Texts:

Mohsin Hamid, *The Reluctant Fundamentalist*

Toni Morrison, *A Mercy*

Readings on Blackboard from Christopher Columbus, Alvar Nuñez Cabeza de Vaca, Thomas Jefferson, Frederick Douglass, Charles Dickens, Ralph Waldo Emerson, José Martí, and Anzia Yezierska, among others.

Requirements:

Two papers of 6-8 pages each (25% of your final grade for each).

Final exam (25% of final grade).

Regular attendance and participation in class, including 4 Blackboard postings.

*Note: This course is co-listed with ENG 395*

## **AMS 350– History and Culture of South Florida**

### *From Swamp to Swamped*

Instructor: James Donnelly

#### **Section 01: W 3:30 pm-6:00 pm**

Following the "city as school" methodology, the course combines an overview of library and online resources about Florida and Miami with explorations of the "hands-on" learning opportunities in the Miami area. The course will enable students to shape their own research questions within the broad topics of Florida history and South Florida in historical and cultural perspective. Weekly blog posts will provide ample student interaction. The goal of the course is to pose significant questions about the culture, politics, and economics of contemporary Florida and to use this vibrant and unique regional history to shape and further debate about creative answers to contemporary issues. For example: does the Florida experience provide useful direction for economic revitalization? At the end of the course, each student will have posed a significant question and planned a research project about contemporary Miami or Florida that can be addressed at least in part by reference to historical resources. The course will serve as an introduction to Florida and the Miami metropolitan area for some and provide indigenous Miamians and Floridians with new ways to think about their home and its future.

*Note: This course is co-listed with HIS 381*

## **AMS 350– History and Culture in South Florida**

### *Mapping Miami: Local Communities and Urban Development*

Instructor: George Yudice

#### **Section 1T: T 5:00pm-7:30pm**

This course has two parts. The first will familiarize students with the history of Greater Miami: its urban development and governance, its economic base, migrations and its diverse populations, and its relations with Latin America and the Caribbean. The second part will focus on the role of culture in development of the city from above and below – from formal institutions like museums, television and music industries, etc. to more informal venues and activities. Particular emphasis will be given to the various cultural communities throughout Miami: Little Haiti, Overtown, Little Havana, and the various Brazilian, Central American, Peruvian, Venezuelan, etc. This will entail an ethnographic component, as students will be involved in getting to know representatives of these communities, their history and cultural life.

*Note: This course is co-listed with LAS 301*

## **AMS 401 – Seminar in American Studies**

### *From Electronic Government to Digital Governance : New Technologies for improving Public Service*

Instructor: Michael E. Milakovich

#### **Section R: T R 2:00pm-3:15pm**

This graduate and advanced undergraduate seminar explores the transition from electronic government (e-gov) to digital or d-governance, emphasizing political participation, citizen-centric public administration and the proliferation of global information technologies and social media. Digital governance is defined as the advanced use of Information Communication Technologies (ICTs) (bold denotes key glossary term) as enabling strategies for improving public organizational performance. The course analyzes strategies for organizational transformation and their implications for improved and measurable government performance. The shift from bureaucracy-centered to customer-centric service orientation is viewed as a means to reduce costs, restore public trust and improve service quality: digital governance helps governments at all levels to reduce budget deficits, meet citizens' expectations and help achieve economic recovery goals.

*Note: This course is co-listed with POL 588*

## **AMS 401: Seminar in American Studies**

### *Film and Visual Culture: Researching Across the Disciplines*

Instructor: Christina Lane

#### **Section R: T R 3:30-6:00 P.M.**

This course analyzes film, advertising, architecture, and promotion 1900 to 1950 in order to better understand the cultural stories that the United States produced then within a national and regional context. These materials represent examples of visual culture that help us to determine how Americans imagined themselves and the nation at that time. Film and Visual Culture will highlight four regions: New York City, Los Angeles, the Southwestern United States, and Florida. We will focus specifically on imagery of tourism, frontierism, and exile, examining: how property and geography were sold through visual production; how ideas of prospecting, speculating, and "settling the land" were promoted through fantasy and exoticism; and how notions of spectacle, excess, and renewal were generated. We will also look at the coding and commodification of certain regional spaces as the last stop for outlaws and the dispossessed. Students will work through the challenges and opportunities posed by doing research in an interdisciplinary context.

*Note: This course is co-listed with CMP 594*

## **AMS 401: Seminar in American Studies**

### **Cultures and Ideas in Early America**

Instructor: Ashli White

#### **Section 05: T 1:00 pm-3:30 pm**

In this seminar we will examine what material culture — objects, architecture, and landscape — can tell us about the lives of people in the past. We will explore not only various types of material culture, but we will also appraise the ways scholars have approached this unconventional, yet powerful, source base: the questions they have asked, the methods they have used, and the conclusions they have drawn. Our focus is on the early period of American history (the seventeenth to the mid-nineteenth centuries), and we will work with objects in Richter Library's Special Collections and the Lowe Art Museum to enrich our studies.

*Note: This course is co-listed with HIS 382*

## **AMS 501: Senior Project:**

Instructor: Faculty

#### **Section 01: Arranged**

## **AMS 505: Honors Thesis**

Instructor: Faculty

#### **Section 01: Arranged**

# American Studies

## Spring 2012

### Cross—Listed Courses

*Please check MyUM for room assignments*

## Religion

### [REL 131: Religion in American Life](#)

Instructor: David Kling

Section 1T: T 5:00-7:40 P.M.

This course provides an introduction to the history, themes, and issues in American religion from the pre-colonial period to the present. It is divided into two sections. The first provides a historical overview and an introduction to some of the religions that have been most prominent-Protestantism, Catholicism, and Judaism-as well as the traditions that are native to the land. The second section considers some "non-traditional" religions as well as religio-ethnic expressions of religion.

### [REL 405: American Religion in Modern Film \( inter-session\)](#)

Instructor: David Kling

**Section 82: S 9:00-1:00 P.M.**

**M T W R F 6:00-10:15 P.M.**

This course is a study of the role of religion (primarily Christianity) in popular culture and the way in which religion becomes the vehicle for aesthetic, social, political, and other cultural purposes. In particular, this course explores contemporary American religious life with special attention given to groups and issues depicted through the medium of film. We focus on how film uses religion rather than on how religion uses film. That is, we analyze how mainstream movies (both directly religious and essentially secular) appropriate religious imagery and themes, rather than how religions use film to communicate their beliefs and practices.

### [REL 334: American Jewish Experience](#)

Instructor: Henry Green

**Section 1U: T 6:25-9:05p.m.**

#### *Hollywood and Popular Culture*

Analysis and interpretation of the image of the Jew and the Jewish experience in American cinema, with emphasis on how the experience and attitudes of Americans in general and the American Jewish community in particular have been reflected on the screen from the pre-World War II period until the present and on the tension between maintaining an ethnic identity and assimilating.

# English

## ENG 210: Literary Themes and Topics

### *Religion in American literature*

Instructor: Lucas Harriman

**Section D: M W F 11:15-12:05 P.M.**

**Section E: M W F 12:20-1:10 P.M.**

This is a survey course tracing the presence of religion and religiosity in literature of the US from 1776 to the present. We will read selections from various genres, including poetry, short fiction, novels, and a graphic novel. Class sessions will consist mostly of discussion and group analysis of the literary works. The goal of these conversations will be to forge connections between individual works and writers, continually interrogating what the literature reveals about the intersection of religion with notions of communal belonging, nationalism and politics, gender and sexuality, and ethical responsibility. While statistics are usually poor indicators of personal belief, it is safe to say that, as an article by the Pew Research Center puts it, “among wealthy nations, the US stands alone in its embrace of religion.” This long and complicated embrace has consistently marked and been marked by the nation’s literary production. Our goal will be to gain a deeper understanding of this complex relationship by engaging artistic expressions from a chorus of believers and nonbelievers. Some possible authors under consideration might include Phillis Wheatley, Henry David Thoreau, Emily Dickinson, Mark Twain, Langston Hughes, Khalil Gibran, Flannery O’Connor, Philip Roth, Annie Dillard, Philip K. Dick, David James Duncan, Wendell Berry, Mary Oliver, and Craig Thompson.

**Requirements:** Class attendance and participation; two five-page essays; a midterm and final exam.

**Prerequisite:** ENG 106 or equivalent

## ENG 213: American literature I

Instructor: Nancy Clasby

**Section B: M W F 9:05-9:55 A.M.**

**Section C: M W F 10:10-11:10 A.M.**

**Section F: M W F 1:25-2:15 P.M.**

English 213 is an introduction to the work of selected American writers from the nation's colonial beginnings until the Civil War period. In addition, exams and writing assignments are intended to improve the student's skills in composition. Students needing extra help in composition will be referred for tutoring at the Writing Center.

**Requirements:** Two essay exams, three or more objective tests, and one research paper, 10-12 pages long.

**Prerequisite:** ENG 106 or equivalent.

### [ENG 213: American literature I](#)

Instructor: John Funchion

**Section D: M W F 11:15-12:05 P.M.**

This course is an introduction to American literature from the colonial era to 1865. In this course, we will consider the relationship of literary works to the social, political, and religious history of the period. Paying particular attention to the literary structure and significance of the captivity narrative, we will discuss how this literature shaped competing ideas of what it meant to be American prior to the outbreak of the Civil War. In addition to examining the cultural significance of this body of literature, this course will emphasize the importance of close reading and an understanding of various literary terms and genres. Readings may include work by John Winthrop, Mary Rowlandson, Susanna Rowson, Ralph Waldo Emerson, Nathaniel Hawthorne, Herman Melville, Harriet Jacobs, Edgar Allan Poe, Emily Dickinson, and Walt Whitman. This course will help you develop your critical thinking and writing skills by requiring that you attend and routinely participate in class, compose several informal response papers, write two formal papers, and sit for a midterm and a final exam.

**Prerequisite:** English 106 or equivalent

### [ENG 213: American literature I](#)

Instructor: Monica B. Urban

**Section S: T R 3:30-4:45 P.M.**

This course is an introduction to American literature from the colonial era to 1865. In this course, we will consider the relationship of literary works to the social, political, and religious history of the period. We will move from narratives of discovery and colonial life to interpretations of independence and liberty, towards a uniquely American literary tradition. Along the way we will consider the many voices that participated in the development of American literature and address the conflicts, compromises, and moral debates surrounding issues of colonization, revolution, the removal of Native Americans from their lands, slavery, national unity, and the rights of women and racial minorities. While acquiring a general knowledge of the literature produced during this period, you will hone your critical thinking and writing skills.

**Prerequisite:** ENG 106 or equivalent

### [ENG 214: American literature II](#)

Instructor: Lucas Harriman

**Section A MWF 8:00–8:50 a.m.**

**Section B MWF 9:05–9:55 a.m.**

This is a survey course in literature of the United States of America from 1865 to the present. We will read selections from various genres, including poetry, plays, short fiction, and novels. Class sessions will consist mostly of discussion and group analysis of the literary works. The goal of these discussions will be to forge connections between individual works and writers, continually returning to a core set of issues throughout the semester loosely centered on the cultural myth of “the American Dream.” While the US has always been imagined as a land of freedom, opportunity, and plenty—even more so after the union was reaffirmed in the popular imagination during the Civil War—this dream image has consistently shared the stage with nightmarish violence, exclusion, and want. We will be examining the ways in which these dreams/nightmares of America are represented in important and influential literary works of the period.

**Requirements:** Class attendance and participation; two five-page essays; a midterm and final exam.

**Prerequisite:** ENG 106 or equivalent

## ENG 214: American literature II

### *1865 to Present*

Instructor: Amanda Thibodeau

**Section C, MWF 10:10-11:00**

**Section D, MWF 11:15-12:05**

**Section G, MWF 2:30-3:20**

This course will examine American literature after the Civil War, with an emphasis on the twentieth century and issues of identity—particularly gender, race, class, and sexuality. We will read a mix of literary genres, including novels, short stories, poetry, and plays, examining the ways that modernity, progress, and globalization have changed how Americans view themselves—within their country and in the world. As we move from the United States' troubled adolescence into its thriving adulthood, we will hear from a multitude of different voices that have shaped and continue to breathe new life into one of the most unique, visionary, influential, and at times hypocritical national identities in world history. Course materials will include 6 to 7 novels. Authors might include Walt Whitman, Emily Dickinson, Kate Chopin, Ernest Hemingway, William Faulkner, James Baldwin, Sylvia Plath, Toni Morrison, Ralph Ellison, Jhumpa Lahiri, Junot Diaz, and Tony Kushner.

**Requirements:** Will include readings, small writing assignments, group discussions, two papers, a midterm, and a final.

**Prerequisite:** ENG 106 or equivalent

## ENG 214: American literature II

Instructor: Peter Schmitt

**Section P, T R 11:00-12:15 p.m.**

**Section R, T R 2:00-3:15 p.m.**

**Section S, T R 3:30-4:15 p.m.**

A survey course in the development of American literature from the mid-19th C. to the present. Cultural and social history is a vital context to this evolving native tradition, but equal weight will be given to the meanings of the individual works themselves—close explication will reveal the choices each writer has made, how the stories and poems “work” on their own, how they speak to us today. Writers studied include Whitman, Dickinson, Crane, Chopin, Eliot, Frost, Cather, Wharton, Hemingway, Fitzgerald, Faulkner, O'Connor, Robert Hayden and Tobias Wolff.

**Requirement:** Three take-home essays, equally weighted.

**Prerequisite:** ENG 106 or equivalent.

## ENG 321: Major Authors

### *Edgar Allan Poe's America*

Instructor: John Funchion

**Section F: M W F 1:25 –2:15p.m.**

Edgar Allan Poe has remained a fixture of popular American culture since the nineteenth century. The circulation of his stories coincided with the rise of a new form of mass media: the periodical. Fittingly, Poe continues to surface in the mass media of our own age, as evinced by *The Simpson's* popular rendition of “The Raven” and James McTeigue’s upcoming movie *The Raven* (slated for release in March 2012). Yet Poe’s place in American literary history is vexed. In the early twentieth century, a respected intellectual historian, V.L. Parrington, declared that “so much only need be said” about Poe because his work “lies outside the main current of American thought.” Conversely, Toni Morrison noted that “no early American writer is more important to the concept of American Africanism than Poe” because his work controversially revolves around the terror of blackness. Across the Atlantic, on the other hand, French writers and intellectuals from Baudelaire to Derrida have long displayed an infatuation with in his work. This course will invite students to revisit these many readings of Poe and to explore their own interpretations. Readings will include Poe’s prose and poetry, some popular adaptations of his work, and relevant writing by his contemporaries and later authors indebted to his work. This course will help students develop their critical thinking and writing skills by requiring active participation in class discussions, several informal writing responses, two short formal papers, one long formal paper, and a final exam.

## ENG 484: American Literature 1915-1945

Instructor: Joel Nickels

### **Section H: M W 3:35-4:50p.m.**

In this course we will examine novelists such as Ernest Hemingway, Jean Toomer, William Faulkner and Djuna Barnes and poets such as T. S. Eliot, Ezra Pound, Muriel Rukeyser, Langston Hughes, William Carlos Williams and Gwendolyn Brooks. We will focus on the ways these writers signaled their alienation from the socio-political realities of America in the historical period following World War I. We will also examine the visions of social redemption these authors attempted to evolve in response to the traumas of the war and its underlying causes. Crucial to our investigations will be the relationship of literary form to historical fact. Why was stylistic innovation so central to modernist writing, and how did literary "newness" relate to the accelerated pace of industrial production and social life in the early twentieth century? We will also be investigating modernism's ideas about the human psyche and the ways in which these ideas were impacted by the mass displacements, mobilizations and conflicts of the early twentieth century.

**Texts:** Works may include: Jean Toomer, *Cane*; Ernest Hemingway, *The Sun Also Rises*; William Faulkner, *As I Lay Dying*; Djuna Barnes, *Nightwood*; and selected poems by T. S. Eliot, Ezra Pound, Muriel Rukeyser, Langston Hughes, William Carlos Williams and Gwendolyn Brooks.

**Prerequisite:** Six credits in literature.

# History

## [HIS 102 : History of the United States](#)

Instructor: Dr. Sybil Lipschultz

**Section H: M W 3:35 –4:50 p.m.**

This course covers a survey of United States history from Reconstruction to the present. Special emphasis will be placed on the meaning of American democracy in the face of myriad inequalities.

## [HIS 102 : History of the United States, II \( Since 1877\)](#)

Instructor: Dr. Greg Bush

**Section O: T R 9:30 –10:45 a.m.**

This survey course will examine a number of themes from 1877 to the present with a special emphasis on critical thinking in relation to such themes as politics, propaganda, and issues related to poverty. We will explore American foreign policy, racial and ethnic divisions, cultural expression, and the evolving power of corporations. There will be extensive use of web materials. Students will also cooperate in creating powerpoint productions and web material. Different kinds of documents will be used including cartoons, photographs, and TV news in order to underscore the diverse tools of the historian. Finally, there will be emphasis on the Miami area as a focus of contemporary change. Texts will include work by Rebecca Edwards, Leon Fink, and William Chafe.

## [HIS 102 : History of the United States, II](#)

Instructor: Dr. Jeremy Gates

**Section 91: S 9:00 –11:40 a.m.**

With the Civil War as the backdrop for this course's initial phase, we shall investigate such topics as post-Reconstruction white backlash in the South and the advent of Jim Crow (the real "peculiar institution"). The emergence of America as an industrial giant is another important theme, to be considered with such concomitant issues as great wealth, competition and monopoly, the struggles of organized labor, and the beginnings of government regulation. The politics of the Gilded Age are on our course menu, as is the emergence of the Populist movement and progressive reform. The American West of the later 19th century shall be considered as our last and climactic frontier experience. And even as the epic ends, it will be noted how America moved from isolation to empire, taking its place on the world stage in an imperialist age.

From the colorful, trail-blazing presidency of Theodore Roosevelt, we will move on to Woodrow Wilson and the Great War, the Roaring "20s", and the decade-long hangover of the Depression that followed - a national indisposition to which "Dr." Franklin Delano Roosevelt applied his New Deal remedies. The road to Pearl Harbor will lead us to World War II, a global conflict which ushered in the atomic age and out of which emerged the Cold War, the latter entailing the policies of containment, the Korean conflict and McCarthyism. The 1960's present us with a decade of truly revolutionary change in civil rights and with the divisive passions kindled by the Vietnam War. From that point, we shall proceed (as time permits) to events more nearly contemporary.

## [HIS 210 : African American Experience, II](#)

Instructor: Dr. Donald Spivey

**Section 4K: W 6:25 –9:05 p.m.**

History 210 is an exploration of those factors that have shaped and been shaped by people of African descent in the United States from the end of Reconstruction to the present. Some of the issues we will examine are: the impact of industrial and technological development on black Americans, the African-American educational experience, leadership in the black community, the evolution and impact of ideologies from integration to Black Nationalism, the African-American urban experience, the cultural life of the community in the era of the Harlem Renaissance, and the modern Civil Rights Movement and its aftermath.

The student's grade for the course shall be based on a midterm examination (33 1/3%), a twelve-page research paper\* on a topic of the student's choice within the field and course chronology (33 1/3%), and a comprehensive final examination (33 1/3%). Contribution to discuss will count for extra credit.

\*A service learning project, such as volunteer work with the Black Archives, Haitian Support Network, the Miami Workers Center, Alonzo Mourning Charities, South Miami Afterschool Center, Overtown Youth Center, Habitat for Humanity, or some other community service organization, may be done in lieu of the research paper. The professor has to approve the project in advance. A ten-page (10) written summary of the project must be submitted after completion. The summary should include 1) a bit of the history and mission of the organization, 2) a synopsis of the work you actually performed, and 3) convey a sense of what you gained from the experience. A supervisor must provide written confirmation that you devoted at least 40 hours to the program.

The service learning project can also be done for extra credit rather than in lieu of the research paper. The same requirements apply. The student can earn a bump up of two grades. In other words, a course grade of B would become an A-, and so forth.

## [HIS 262: Women's America](#)

Instructor: Dr. Sybil Lipschultz

**Section E: M W F 12:20–1:10 p.m.**

This course covers the main themes in American Women's History during the Twentieth Century. The topics we consider will serve students with a general interest in this subject, as well as prepare students who seek a foundation for future classes in the field.

Major questions raised by the course will revolve around the historical context of the following issues: domesticity versus public life; wage earning women; women in reform movements; women at war; childbirth and motherhood; the race and class of gender; gender stereotypes in the mass media; women and public policy.

Readings will focus on both background materials by professional historians, and primary sources depicting the words, perspectives and ideas of the women who lived in various historical times.

There will be two take-home exams.

## [HIS 300: The African Diaspora in South Florida](#)

Instructor: Dr. Edmund Abaka

**Section 01: M 6:25–9:05 p.m.**

This course examines the historical experiences of the African Diaspora in South Florida through a close analyses of three junctures in the history of the Black experience: The slave trade, abolition, and emancipation; the migration of various African-descended peoples from the Caribbean, Latin America, Central America; and the increasingly addition of people from the African continent itself. The major themes to be tackled in the time frame include migration, culture contact, creation of « new cultures », political activism, and « new » communities in South Florida.

### [HIS 364: Civil War and Reconstruction](#)

Instructor: Dr. Michael Bernath

**Section D HONORS : M W F 11:15–12:05 p.m.**

This course explores the most cataclysmic event in American history. We will examine the Civil War as a revolutionary experience, an event that touched nearly every aspect of American life, and indeed, redefined the very meaning of the United States itself. This course will not be confined to battles and generals. While the military struggle will not be neglected, the primary focus will be on the political, social, economic, and cultural aspects of the conflict.

### [HIS 375: Gender, Sex and Sexuality](#)

Instructor: Dr. Richard Godbeer

**Section O HONORS : T R 9:30am–10:45 a.m.**

This course will explore gender relations and sexual culture in the North American colonies that became the United States. It will address the ways in which the specific circumstances of colonial settlement in the seventeenth century effected gender relations and family life; attitudes toward sex and the regulation of sexual behavior in colonial society; changes in family life, gender relations, and sexual culture during the eighteenth century; and the impact of the American Revolution on conceptions of masculinity and femininity.

The twice-weekly meetings will be devoted partly to lecture and partly to discussion of the reading assignments, all of which are primary documents from the seventeenth and eighteenth centuries. Students are required to attend class, to read the assignments carefully and thoughtfully, to participate in discussion, and to write two papers.

### [HIS 561: Witchcraft in Colonial New England](#)

Instructor: Dr. Richard Godbeer

**Section 01 : R 1:00–3:30 p.m. AA621**

This course has two basic objectives: (i) to probe deeply into a historical topic that has attracted significant academic interest, enabling students to acquire detailed knowledge in that field of scholarship; and (ii) to give a structured experience in doing historical research and in writing a substantial research paper. Our focus will be witchcraft in seventeenth-century New England. Recent historians have used the vivid and detailed depositions that survive from witch trials to examine witch beliefs, the social tensions that gave rise to accusations of witchcraft, and the characteristics that made certain kinds of individual particularly vulnerable to accusation. The history of witch beliefs and witch trials has many dimensions: religious, cultural, gendered, psychological, political, legal, social, and economic. Each student will design a research project, in consultation with the instructor, that addresses a topic of particular interest to the student. S/he will then read the relevant scholarship and primary sources before writing a substantial research paper of between fifteen and twenty pages in length.

**Prerequisite:** students taking this seminar must first have completed HIS 265. Students will need the knowledge acquired in that course in order to perform successfully in the seminar.

### [HIS 561: Voices in Transit: Oral history in Modern Miami](#)

Instructor: Dr. Greg Bush

**Section 02 : R 9:00am–11:30 a.m. AA621**

This course will provide opportunities for students to examine the history of modern Miami while experiencing and learning about the range and value of oral history interviews. Specific focus will be placed on (1) the impact of the tourist industry and boosterism on the area, (2) growth management and the housing industry, (3) the fate of public parks and other public spaces, (4) governmental processes and the news media,

(5) and the special needs community. In class interviews will be completed on participants in each field. We will also focus on the history of several communities along the way, notably Miami and South Miami, Homestead, Miami Gardens, and Hialeah. Readings will include work of Melanie Shell-Weiss, Jan Njiman, Parks and Bush, Robert Perks, and a work in progress by the instructor including edited oral history transcripts.

Students will complete two oral history interviews related to (1) one of the five topics and (2) another one related to one of the five communities. An ongoing service learning component with paper/reflection will also involve brief internships in a specific local non-profit agency or government department related to the topics and communities noted above. Placing class material on a Florida Community Studies website will also be a final and tangible product of the class.

Grading will be based on seminar participation 20%; two oral history interviews: 40%; two 4-5 page papers addressing one topic and one community assessment: 40%

### [HIS 564: The "Isms" of Antebellum America Religion Romanticism and Reform](#)

Instructor: Michael Bernath

#### **Section 01 : W 1:00pm–3:30 p.m. AA621**

In this seminar we will explore the multitude of reform movements that arose between 1815 and 1860. We will examine the rise of abolitionism, temperance, women's rights, education reform, utopianism, perfectionism, spiritualism, communalism, and other movements for internal and external reform that proliferated during this period. We will look at the religious and philosophical underpinnings of these movements in order to better understand what drove this impulse for change, what these reformers hoped to accomplish, and why this moment of unbridled optimism began and ended when it did.

## **Musicology**

### [MCY 124: Evolution of Jazz](#)

Instructor: Charles Bergeron

#### **Section R: T-R 2:00–3:15 P.M.**

A study of the origin, development, and styles of jazz music and its exponents.

### [MCY 127: Evolution of Rock](#)

Instructor: Charles Bergeron

#### **Section Q: T-R 12:30-1:45 P.M.**

Rock music from its sources to the present. Aural recognition of rock styles and selected performing artists are included.

### [MCY 212 ANGLO SONG TRAD](#)

Instructor: Melissa de Graaf

#### **Section R: TR 2:00 PM- 3:15 PM**

A study of the origins, development, and styles of Anglo-American song traditions from English and Irish folk ballads, to shape-note and Sacred Harp hymnody, to early folk, country and bluegrass. Areas to be explored include the development of an American cultural identity and the political and socio-economic influences on the content and musical styles.

### [MCY 312 : MODERN AME. POP MU](#)

Instructor: Willa Collin

#### **Section Q: T R 12:30-1:45 P.M.**

A study of the development and styles of American Popular Music from the early- 1980s to the present. Areas to be explored include influential songwriters and performers and stylistic development in their political and socio-economic context.

# Political Science

## POL 201: Introduction to American National Government

Instructor: Casey A Klofstad

**Section s: T R 11:00 A.M –12:15 P.M.**

This course provides students with an overview of the American national government and the operation of its political system. The course is broken into three main parts. We begin by examining who the American people are, what they want, and how they articulate their wishes to the government. The second section of the course addresses how the American government is designed and how it functions in the contemporary context. The final third of the course examines the impact that the actions of government have on the citizenry.