AMST 1000.10: Hashtag America
Suleiman Osman
WF, 12:45-2:00 CRN: 13335
In the past decade, American society has undergone a dramatic cultural shift. We are now a
country thoroughly shaped by social media and new media. But with this transformation has
come new debates about its benefits and drawbacks. Is Google making us smarter or
stupider? Does Twitter spark revolutionary political change or encourage slacktivism? Does
Facebook build community or make us depressed and lonely? Are selfies a form of agency and
resistance or symptoms of a narcissistic society? Does social media empower us and give us
autonomy or erode our privacy in a new surveillance society? This course will introduce
students to influential techno-skeptic and techno-utopian writing about social and new media.
The course will pair these writings with classic American Studies texts by writers such as
Alexander de Tocqueville, Ralph Waldo Emerson, John Dewey, Walter Lippman, W.E.B.
DuBois, Saul Alinsky, Robert Putnam and Judith Butler. \textit{Registration restricted to CCAS
freshman.}

AMST 1000.11: Reality TV in America
Calvin Warren
W, 12:45-3:15 CRN: 17069
From The Bachelor to The Real House Wives of Atlanta, reality television has invaded American
culture. For many, it is a “guilty pleasure,” while for others it provides a structure of self-making,
deep reflection, and societal critique. We will explore the recent phenomenon of reality
television from a theoretical perspective. To accomplish this, we will grapple with challenging
questions: Why does reality television provide great pleasure, even sadistic pleasure? What
psychic and affective mechanisms are involved in our investment and identification with certain
characters and scenarios? How does the television mediate our desire? Is there any distinction
between “reality television” and the world we call “real”? What is “reality” anyway? These
questions will guide our investigation. We will also view reality television shows weekly and pair
them with theoretical readings to gain more insight. \textit{Registration restricted to CCAS
freshman.}

AMST 1100.10: Politics and Film
Libby Anker
This class addresses the relationship between politics and film by examining how American
films interpret and challenge political power in America. We pair film analysis with readings in
political theory to interrogate the operations of power in political life. Exploring films thematically,
first we examine those that shape conventional interpretations of political power in America,
including concepts of limited government, popular sovereignty, and liberal individualism. Next,
we consider films that challenge these ideas by offering alternate conceptions of how power
functions, while addressing questions of ideology, surveillance, domination, and biopolitics. The
last section investigates particular genres—melodrama, the western, and film noir—that reshape and rearticulate these themes within American political culture. Throughout, we will focus on how to read the visual language of film and the written texts of political theory. *Students must also register for a discussion section to satisfy the course requirement.*

**AMST 2010.80: Early American Cultural History**  
**Staff**  
**TR, 9:35-10:25 CRN: 13169**  
This course starts with the argument that understanding culture is key to understanding American history. Culture can refer to art and literature—some of which we will explore in class. However, culture can also refer to popular forms of expression, including the way people act. With this broader perspective, we will study some of the major scholarship addressing the evolution of American culture—from the Colonial period through Reconstruction. For example, we will look at what scholars have to say about why minstrel shows were popular and about how Indian captivity narratives were used to justify the conquest of the West. To shape our analyses, we will examine old newspapers, read popular literature, and explore the museums here in Washington, DC—then develop our own opinions and arguments as we engage in small group discussions and complete class assignments. This is an upper division course, but it is geared toward freshman and sophomores who are looking for a challenge. *Students must also register for a discussion section to satisfy the course requirement.*

**AMST 2071.80: Introduction to the Arts in America**  
**David Bjelajac**  
**MW, 3:45-5:00 CRN: 17381**  
This is a lecture survey of American art from the colonial period to the postmodern present. Primarily focused upon painting, the course also covers sculpture, architecture, printmaking and photography within the broader visual and material culture of United States history. Art works are analyzed in relation to issues of religion, nationalism, ethnicity, class and gender. As we’re immersed in the 2016 presidential campaign, particular attention will be devoted to the dynamic interrelationship between art and politics, from the revolutionary era and early republic of the eighteenth and nineteenth centuries to artists’ mediation of contemporary political imagery.

**AMST 2350.80: U.S. Religion and Politics**  
**Joseph Kip Kosek**  
**WF, 12:45-1:35 CRN: 16538**  
This course explores the history of religion in American politics and public life. It addresses several key questions: Is the United States a religious nation, a secular nation, or some of each? When has religion promoted, or prevented, bigotry, conflict, and violence? What exactly do we mean by “separation of church and state?” In what ways has religion shaped the politics of gender and race? What is the relationship of religion to American democracy? Specific topics include the formation of the Constitution, the Civil War, immigration, World War II, the civil rights movement, the Christian Right, and American Islam. *Students must also register for a discussion section to satisfy the course requirement.*

**AMST 2490.10: Gender, Sexuality and Citizenship**  
**Chad Heap**  
**MW, 2:20-3:35 CRN: 16593**  
This course critically examines the ways that gender and sexuality have shaped American citizenship since the Second World War. Together we will explore the state’s efforts to regulate marriage, reproduction, and obscenity; the emergence of the right to privacy and the privatization of sexuality; the role that gender and sexuality have played in determining who can
work for the government, serve in the military, or immigrate to the United States; the
development of women’s and LGBT social movements and identity politics; the ways that
religious and pop cultural representations of women and sexual and gender minorities have
shaped Americans’ understanding of good (and bad) citizens; and the effects of terror, violence,
and the prison industrial complex on the full participation of women and members of the LGBT
community in American politics and culture. (NOTE: Students who took Prof. Heap’s Fall 2015
course with the same title are not eligible to take this class.)

AMST 2490.11: Capitalism and Culture
Dara Orenstein
TR, 12:45-1:35 CRN: 16594
“If you can't afford the good food or if you can't afford health care or if you don't have a job or if
your car is dangerous because you can't get it fixed and you DIE,” the comedian Marc Maron
wrote in 2013, “you just lost the game—bzzzzz—thanks for playing extreme capitalism.” Who is
“you” in Maron’s scenario, and who is not hailed by that mode of address? Why does Maron
imply a distinction between capitalism and “extreme” capitalism? Indeed, what does Maron
mean by “capitalism,” and how is his definition different from that of, say, Richard Pryor, or
Charlie Chaplin? In this discussion-based, reading-intensive lecture course, we will sift through
over a century’s worth of commentary on American capitalism, historicizing the grammar of our
present conjuncture. We will examine capitalism as not only an economic but also a cultural
system, a way of life and a structure of feeling, drawing on readings of primary texts from
Horatio Alger to Milton Friedman, Richard Wright to Chuck Palahniuk, Lorraine Hansberry to
Joanna Russ, Bob Dylan to Chuck D, the Wobblies to the World Bank.

AMST 2520.80: American Architecture 1600-1860
Richard Longstreth
MW, 9:35–10:50 CRN: 12886
This course examines selected aspects of the built environment in the United States from the
first period of European settlement to the eve of the Civil War. Stylistic properties, functions,
common patterns of design, technological developments, and urbanistic patterns are introduced
as vehicles for interpreting the historical significance of this legacy of both exceptional and
representative examples. Buildings are analyzed both as artifacts and as signifiers of broader
social, cultural, and economic tendencies. Other topics introduced include the persistence and
mixing of cultural traditions, the role of the designer, the influence of region, and architecture as
a component of landscape. Among the facets of the built environment that are examined are the
multi-faceted nature of colonial building and settlement patterns; the emergence of national
expression; the rise of city building and of a commercial core; the growing specificity of building
types for commercial, governmental, institutional, and religious functions; the enduring
importance of the single-family house; the multi-faceted nature of eclecticism; evolving views of
nature and landscape design; and the impact of technology. Detailed examination is made of
the contribution made by many celebrated figures in design, including Alexander Jackson Davis,
Andrew Jackson Downing, Thomas Jefferson, Benjamin Henry Latrobe, Robert Mills, Frederick
Law Olmsted, William Strickland, and Richard Upjohn. At the same time, attention is given to
broad tendencies in design and their effect upon rural and urban landscapes. The impact of
peoples from Africa and the Caribbean, the British Isles, France, German states, the
Netherlands, and Spain is examined during both the colonial and post-colonial periods. Lectures
are profusely illustrated.
AMST 2750W.80: Latinos in the U.S.
Elaine Pena
TR, 2:20-3:10 CRN: 15643
The U.S. Census Bureau projects that Latinos will make up the majority in the United States by 2050. But who are Latinos? What does that term mean now and how has it changed over time? How does the term Latino affect the communities it seeks to represent? Throughout the semester, we will critically analyze the evolution of the term and its impact on discussions of race, identity, and citizenship expectations in the United States. Using a hemispheric approach, we will engage ethnographic and historical analyses, literary works, and films that explore Latino community formation in geographic regions across the nation. We will also review key debates and questions in Latin American and Latino Studies. One of the goals of this course is to not only identify how historical, political, and economic changes have shaped the term Latino but also connect those processes to shifts in policy and political mobilization. This course will satisfy a WID requirement. Students must also register for a discussion section to satisfy the course requirement.

AMST 3901.10: Examining America
Elaine Pena
TR, 4:45-6:00 CRN: 16746
This course invites students to examine America using international, transnational, and cross-border processes as optics. A wide array of itineraries, exchanges, networks, and social movements have shaped America and have created dynamic variations of the American experience. Using key works in American Studies, this course shows that the United States is deeply invested in maintaining those long-standing strategies of social reproduction and economic development. But does the cross-border flow of capital, people, ideas, and values weaken or strengthen national character? Do those processes make the category of “nation” obsolete? Do they change the way we think about American racial politics, American citizenship, or what constitutes American religion? We will consider those questions using a variety of interpretive tools. We will also situate those discussions within the development of American Studies as a discipline to understand how scholarly debates have changed over time. This course is restricted to American Studies majors only.

AMST 3950.10: U.S. Popular Music Cultures
Gayle Wald
TR, 12:45-2:00 CRN: 14047
This interdisciplinary American Studies course uses popular music—from spirituals and blues to country, hip hop, and go-go—as a lens for thinking critically about identity, culture, and history from the 19th century to the present. It is not a historical survey of U.S. popular music or a course in popular music appreciation; rather, drawing on different methodologies, we will approach popular music as a form of cultural expression that sheds light on U.S. national identity, history, and politics. Popular music, we will find, is not merely a cultural reflection of society, but a key means through which Americans enact and negotiate social opportunities, challenges, and struggles. We will examine popular music from the viewpoint of musicians (and other producers), the music industry (labels, promoters), and music's publics (audiences, fans). Students will have the chance to learn about concepts of appropriation, affect, audience, authenticity, commodification, fandom, feminism, genre, identity, listening, popularity, and soundscapes, among other topics. This course blends traditional college writing tasks with non-traditional assignments, including a Tin Pan Alley songwriting exercise, and it culminates in a “Critical Karaoke”—an oral presentation set to a song.
AMST 3950.80: Revolutionary Symbols and Myths
David Bjelajac
T, 3:30-6:00 CRN: 15642
Within a global framework, this seminar broadly surveys the historical origins and varied political, cultural meanings of revolutionary symbols and myths from England’s Glorious Revolution of 1688, the “first modern revolution,” through the American and French Revolutions of the eighteenth century to the various New-Left movements of the 1960s and 1970s. American artists’ identification with the American revolutionary tradition will be explored in relation to nineteenth-century, Transcendentalist, Spiritualist and communal utopian critiques of capitalism. Slave revolts, abolitionism and the Civil War kept alive the struggle over American Revolutionary War symbolism, as seen especially in the art and architecture of Washington, D.C. Students will also learn how post-Civil War racial segregation, mass immigration, labor unionization and radical or reform movements resisted Gilded Age monopoly capitalism while inspiring an array of politically engaged artists. During the 20th century, cultural critics saw correspondences between anti-academic, Modernist art and working class rebellion against factory discipline and the capitalist system of wage labor. The seminar will situate the fine arts within a broader visual, material culture. We will consider how post-1945 critics and theorists addressed mass culture’s and capitalism’s power to consume and assimilate oppositional art. What creative strategies did contemporary artists invent to radically critique or challenge capitalism’s global hegemony? We explore how changing symbols and visual media materials themselves are fraught with politically contentious, competing meanings.

AMST 4500.10: Cold War Culture
Jamie Cohen-Cole
R, 12:45-3:15 CRN: 16632
This is an advanced seminar for American Studies majors in which students will write original research papers on Cold War America. Students will undertake independent research on this topic using historical research to examine the culture, society, and politics of the period. Students might write papers that examine the ways in which geopolitics intersected with aspects of American life. Questions that might be considered include: what forms did anti-communism take and how did they affect American society? How did society, culture, and politics develop because of technical developments related to the cold war including nuclear arms, the computer, airplanes, survey research, and even new conceptions of race, gender, sexuality, rationality, and modernity? Students may rely on sources ranging from archival to print or visual media and material culture. We will begin with by developing the fundamental skills for writing a research paper and reading exemplary articles. Students will then engage in individual research projects of their own choosing that are based in primary sources and address important scholarly issues related to Cold War culture. Registration restricted American Studies juniors and seniors only.

AMST 4702W.80: Race, Medicine, and Public Health
Vanessa Gamble
MW, 12:45-2:00 CRN: 15641
This course focuses on the role of race and racism in the development of American medicine and public health by examining the experiences of African Americans from slavery to today. It will emphasize the importance of understanding the historical roots of contemporary policy dilemmas such as racial and ethnic disparities in health and health care. The course will challenge students to synthesize materials from several disciplines to gain a broad understanding of the relationship between race, medicine, and public health in the United States. Among the questions that will be addressed are: How have race and racism influenced, and continue to influence, American medicine and public health? What is race? How have
AMST 6100.10: Scope and Methods in American Studies  
Suleiman Osman  
F, 10:00-11:50 CRN: 12601  
This course is an intensive introduction to the history, debates, and methodologies that are central to the field of American Studies. Students will analyze key texts, explore ways to redefine the canon of American Studies scholarship, and begin to formulate ideas for future research. This course is restricted to graduate students in American Studies.

AMST 6190.10: Democracy and Power in a Global Era  
Libby Anker  
T, 11:10-1:00 CRN: 15446  
Democracy is the rule of the people over themselves. But in our era of globalized power, people often have little access to governing power, and national governments also seem to have limited capacity to govern populations or control the flow of goods, people, and capital. If citizens and states are losing power, who has power under globalization? How is power concentrating in large corporations, transnational money flows, biopolitical regimes, international social media, and non-governmental human rights organizations? None of these entities are elected or accountable to the people, yet all have increasing control over them. We will investigate many of the unaccountable political powers in the current moment, and examine their effects on possibilities for radical democracy. We will also take advantage of our location in Washington DC, and will attend museum exhibitions, gallery openings, and/or political events that are directly pertinent to course themes. This course is restricted to graduate students.

AMST 6190.12: Racial Capitalism  
Dara Orenstein  
T, 5:10-7:00 CRN: 15445  
If it's the economy, stupid, what's race got to do with it? How has the accumulation of capital required the reproduction of race? In what ways has racial commodification shaped both the value form of capital and the category of the human? These and other questions animate Cedric Robinson's influential claim that "the development, organization, and expansion of capitalist society pursued essentially racial directions." We will explore Robinson's theory of "racial capitalism" in this reading-intensive seminar, first in the context of chattel slavery, and then via an assortment of specific cases from contemporary U.S. history, from the prison industrial complex to domestic labor. In addition to Robinson, readings will include seminal works by authors such as Ian Baucom, Dipesh Chakrabarty, Ruth Wilson Gilmore, C. L. R. James, Walter Johnson, Robin D. G. Kelley, Lisa Lowe, Manning Marable, and Sidney Mintz.  
This course is restricted to graduate students.
AMST 6190.13: Methods in the Humanities
Calvin Warren
W, 5:10-7:00 CRN: 14739
Scientific fields place great emphasis on “method” to conduct research and produce scholarship. As a strategy of execution, a method can provide clarity and focus for a research agenda. In the humanities, however, a “method” can signify certain rigidities and obsessions with teleology and calculation, which are often critiqued or, at times, rejected. Although the word “method” is often at odds with the theoretical and philosophical agenda of particular work in the humanities, a humanities scholar still relies on a set of “procedures” and “strategies” to accomplish a research agenda. In this course, we will review various procedures and strategies to transform ideas into articles/texts. Each participant will practice a certain procedure, with the objective of finding a procedure that works best to accomplish a research agenda. The course will review many procedures, including Deconstruction, Psychoanalysis, Phenomenology, Surface Reading, Intertextuality, and historical “fabulation,” among others. This course is restricted to graduate students.

AMST 6190.14: Advanced Graduate Workshop
Jamie Cohen-Cole
M, 12:30-2:00 CRN: 16633
This class is required for first and second year PhD students, but it is designed to bring together American Studies graduate students of all levels (MA and PhD students who are in coursework and those writing dissertations). Students read and comment on shared work, and to learn about key components of the academic process, from figuring out where to submit a journal article to learning how to conceptualize a dissertation. Every student’s written submission or conference paper will have a formal comment from another student, along the lines of what is done at conferences. The faculty member provides written comments on all written submissions. Students are expected to make a commitment to the course for the full year, to participate in all assignments, and to read and be prepared to discuss all of the work presented. This course is restricted to American Studies graduate students.

AMST 6190.15 – Preservation and Public Policy
Pat Tiller
R, 4:10-6:00 CRN: 17073
This class builds professional skills in heritage public policy criticism. Through readings, written analyses, and discussions, students develop critical assessment skills by analyzing selected past, current and evolving U.S. heritage laws, regulations, and administrative procedures at the local, state, tribal, and national levels. Oftentimes this is accomplished through comparative analyses with international counterparts. Understanding better the key attributes that make for effective heritage public policy and applying these critically through comparative analyses of existing heritage policy practices provides important professional skills. The class explores such important questions as: what are the policy goals; how do you measure success; what is the cost; what is the public benefit; who are the constituents; what are their interests; what public support is there; and, what opposition exists and why? Of paramount importance is the idea that every heritage law or public policy has multiple and often conflicting points of special interest, view, and support / opposition. And that the most effective public policy is one that anticipates these, or changes with them, ensuring the optimum public benefit and effectiveness all the while preserving our nation’s heritage patrimony for future generations. Topics to be explored include: is heritage an appropriate interest of the state; cultural biases in current heritage public policies; the influence of growing cultural diversity on heritage public policies; and, analyses of current heritage policy issues before the Congress and the American people today. Registration restricted to graduate students only.
AMST 6190.80: Contemporary Jewish Life  
Jenna Weissman Joselit  
W, 5:10-7:00 CRN: 15638  
This seminar explores the changing nature of Jewish life, domestically as well as transnationally, from the 1950s on through our own day. Training its sights on a array of cultural phenomena, it looks at the ways in which contemporary Jews, especially those in the United States, reckon with rupture, dissent and, above all, with freedom. Registration restricted to graduate students only.

AMST 6420.80: Religion and American Culture  
Joseph Kip Kosek  
W, 10:00-11:50 CRN: 17339  
This graduate seminar focuses on religious people, communities, and cultures in historical and contemporary America, as well as the shifting categories of “religious” and “secular” themselves. We will consider the ways that serious attention to religion might change our perspective on other subjects, including: race and ethnicity; gender, sexuality, and the family; capitalism and consumer society; scientific knowledge; mass media; social and political movements; material and visual culture; nationalism and transnationalism. The course will also explore how scholars in different fields, such as anthropology, sociology, history, and law, have brought their disciplinary lenses to bear on the study of religion. Registration restricted to graduate students only.

AMST 6495.80: Historic Preservation: Principles and Methods  
Richard Longstreth  
MW, 4:10–6:00 CRN: 15447  
This course addresses the scope and purpose of the preservation movement in the U.S., focusing on developments since the 1960s. Topics investigated include the development of ideas and approaches to preservation at home and abroad since the late 18th century; the legal framework developed at the national, state, and local levels to foster preservation; the nature of an dynamics between public- and private-sector preservation organizations; and key facets of the research process essential to determine significance and set priorities to protecting historic properties. Throughout the course, both pragmatic and conceptual aspects are explored, as are the implications of preservation practice on broader realms, ranging from our attitudes toward the past to the tangible benefits for a community or business. Preservation must be a practical line of work imbued with political, technical, and economic expertise, but its ultimate worth is as a form of cultural expression. Classroom lectures and discussions are supplemented by visits from a number of prominent figures in the field – both nationally and locally – who afford behind-the-scenes insight current initiatives and challenges. Registration restricted to graduate students.

AMST 6709.80: Interpretation in the Historic House Museum  
Carol Stapp  
T, 11:10-1:00 CRN: 13722  
Enjoy first-hand encounters with an astounding array of museums through five class trips (including Frank Lloyd Wright’s Pope-Leighey House and Woodlawn Plantation; the Woodrow Wilson House; George Washington’s Mount Vernon; Hillwood Estate, Museum and Gardens; and President Lincoln’s Cottage). You’ll meet knowledgeable practitioners, who’ll give you a behind-the-scenes perspective on the challenges of interpretation—from living history to virtual visits—in America’s home-grown museum type. A short report focused on a National Park Service site (Arlington House or the Clara Barton National Historic Site) provides the groundwork for a field project in conjunction with the Frederick Douglass National Historic Site.
The field projects are presented to FDNHS staff members, who join us for a poster session at the end of the course. *Registration restricted to graduate students. This class meets off-campus for at least six sessions. Please plan for sufficient travel time before and after class.*