

A FOLK 202 Section 001	<i>Intro to Folklore (Engl 202/ Anth 202)</i>	MW 9:05-9:55
Instructor: Decosimo, J.	Maximum Enrollment: 80	Session: Spring 2017

"Folklorists seek to understand how people interpret and make sense of the world. The study of folklore asks how, in a world flooded with commercial and highly refined cultural products, people use those particular materials that they themselves create and re-shape in order to express who they are, where they belong, and what they value. In this course we will look at diverse forms (or "genres") of folklore, including song, architecture, legend, and food. We will consider how vernacular expressive culture is learned, what it does for people, and why these processes and products persist through time and space. Students will be introduced to the discipline of Folklore's central research methodology, ethnography, and have an opportunity to practice that approach in individual and group research projects.

This class is cross-listed with ENG 202 / ANTH 202

A FOLK 202 Section 601	<i>Intro to Folklore (Engl 202/ Anth 202)</i>	R 2:00-2:50
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

A FOLK 202 Section 602	<i>Intro to Folklore (Engl 202/ Anth 202)</i>	R 3:30-4:20
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

A FOLK 202 Section 603	<i>Intro to Folklore (Engl 202/ Anth 202)</i>	F 9:05-9:55
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

A FOLK 202 Section 604	<i>Intro to Folklore (Engl 202/ Anth 202)</i>	F 12:20-1:10
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

A FOLK 340 Section 001	<i>Southern Styles, Southern Cultures (ANTH 340)</i>	TR 11:00-12:15
Instructor: Hinson, G.	Maximum Enrollment: 21	Session: Spring 2017

A journey into hidden worlds of southern meaning, exploring the region from the experiential lens of African Americans and the South's indigenous peoples, as a way of rethinking the question, "What does it mean to be a Southerner?" Students will explore focused issues each semester through intensive, group-based field work projects.

This class is cross-listed with ANTH 340

A FOLK 375 Section 001	<i>Carolina Cooks, Carolina Eats (AMST 375)</i>	MW 1:25-2:15
Instructor: Ferris, M.	Maximum Enrollment: 40	Session: Spring 2017

This course examines the cultural history and meaning of food in America. We will explore how food shapes national, regional, and personal identity. We will consider how region, gender, ethnicity, class, race, religion, the media, global politics, and corporate America affect the food we eat. We will discuss food as both a source of healing and a source of conflict, and the ways in which it impacts community, from the American family to the “national family.” Students will examine a variety of sources including cook books, recipes, journalism, film, literature, art, photography, and artifacts to develop an understanding of food in American culture.

This class is cross-listed with AMST 375

A FOLK 375 Section 601	<i>Carolina Cooks, Carolina Eats (AMST 375)</i>	R 2:00-2:50
Instructor: TA	Maximum Enrollment: 10	Session: Spring 2017

A FOLK 375 Section 602	<i>Carolina Cooks, Carolina Eats (AMST 375)</i>	R 3:30-4:20
Instructor: TA	Maximum Enrollment: 10	Session: Spring 2017

A FOLK 375 Section 603	<i>Carolina Cooks, Carolina Eats (AMST 375)</i>	F 9:05-9:55
Instructor: TA	Maximum Enrollment: 10	Session: Spring 2017

A FOLK 375 Section 604	<i>Carolina Cooks, Carolian Eats (AMST 375)</i>	F 11:15-12:05
Instructor: TA	Maximum Enrollment: 10	Session: Spring 2017

A FOLK 484 Section 001	<i>Discourse/Dialogue in Ethnography (ANTH 484)</i>	TR 11:00-12:15
Instructor: Sawin, P.	Maximum Enrollment: 25	Session: Spring 2017

Complex communication is a defining capacity of human beings and a crucial factor in the creation and maintenance of human societies. Effective communication requires not only a shared language, but also a shared set of social conventions about how to speak—who may talk to whom, what styles are appropriate for what occasions, what forms recognizably accomplish the various things speaking is supposed to get done, etc., which differ among social groups just as much as do languages themselves. Additionally, in the course of employing the discursive resources they inherit, speakers inevitably make their own contributions, transforming the patterns they transmit. The study of discourse consequently provides a window into the micro-level workings of social change and into the ways that individuals and groups negotiate and regenerate their identities through communication with present and anticipated interlocutors. The course revolves around two projects in which student’s record, edit, and analyze examples of spontaneous live speech and share conclusions with the class. Fulfills the Social and Behavioral Science, U.S. Diversity, and Communication Intensive requirements.

This class is cross-listed with ANTH 484

A FOLK 560 Section 001

Southern Literature and the Oral Tradition

TR 8:00-9:15

Instructor: Ferris, B.

Maximum Enrollment: 25

Session:

Spring 2017

Class will meet at:

Center for the Study of the American South
University of North Carolina at Chapel Hill
410 East Franklin Street, CB # 9127
Chapel Hill, NC 27599-9127

Graduate students enrolling in this course will also meet 9:30-10:30 on Tuesdays.

This course focuses on Southern writers and explores how they use oral traditions in their work. We will discuss the nature of oral tradition and how its study can provide a methodology for understanding Southern literature. We will consider how specific folklore genres such as folktales, sermons, and music are used by Southern writers, and we will discuss how such genres provide structure for literary forms such as the novel and the short story.

The seminar begins by exploring the nature of folklore and how its study has been applied to both oral and written literature. We will then consider examples of oral history and how they capture the southern voice. We will discuss how nineteenth century slave narratives by Harriet Ann Jacobs and Frederick Douglass and works by Tennessee Williams and Mark Twain deal with local color and black and white southern voices. After these readings, we will consider a rich selection of twentieth century Southern writers and discuss how they use folklore in their work.

A FOLK 688 Section 001

Observation and Interpretation (ANTH 688/RELI 688) of

T 3:30-6:20

Instructor: Leve, L

Maximum Enrollment: 4

Session:

Spring 2017

Permission of the instructor. Exercises (including field work) in learning to read the primary modes of public action in religious traditions, e.g., sermons, testimonies, rituals, and prayers.

This class is cross-listed with ANTH 688 / RELI 688

FOLK 860 Section 001	<i>Art of Ethnography (ANTH 860)</i>	TR 2:00-3:15
Instructor: Hinson, G.	Maximum Enrollment: 6	Session: Spring 2017

To many, the combination of the terms "art"--with its implications of creativity and aesthetic engagement--and "ethnography"--the practice of engaged community study, with the end of deeper cultural understanding--might seem a bit odd. But this layering speaks rather pointedly to the ways we'll approach ethnography in this graduate seminar, treating it as more than mere process and skill, and as more than just research and writing. Ethnography--as a process based in conversation and the search for shared understanding--is inherently creative. It's always a "making," an enacting that begins with conversations in the "field," moves into domains of intimate sharing and mutual realization, and eventually finds voice in various forms of artful representation. All these realms of enactment involve a host of choices that ethnographers and their consultants creatively make throughout the course of their engagement. In the field, these choices encompass such matters as with whom to speak; how to present oneself in that speaking; how and with whom to craft bonds of collaboration; how to offer oneself as student, friend, and colleague; how to enact an ethic of caring and equity; and how to measure one's emergent understanding. In crafting the representation, choices involve what to include and what to leave out; when to give voice to consultants and when to speak for self; how to frame and how to order and how to story. In these arenas of dialogue and subjective choice lies the art in ethnography.

This seminar invites students to journey from the classroom to the community to practice this art and to investigate the complexities of community meaning. Over the course of the semester, we will both explore various fieldwork techniques and wrestle with the entanglements of ethnographic representation. Since the only way to "learn" how to "do" this is to actually enter the field, we will each be planning, conducting, and reporting on a semester-long field project; in so doing, we'll craft collaborative partnerships with both our consultants in the community and our peers in the classroom.

This course is cross-listed with ANTH 860

AMST 110 Section 001	<i>Intro to Native North America (HIST 110)</i>	MWF 11:15-12:05
Instructor: Lauersdorf, A.	Maximum Enrollment: 15	Session: Spring 2017

An interdisciplinary introduction to Native American histories and studies. The course uses history, literature, art, and cultural studies to study Native American experiences.

This class is cross-listed with HIST 110

AMST 201 Section 001	<i>Literary Approaches to American Studies</i>	TR 9:30-10:45
Instructor: Robinson, M	Maximum Enrollment: 25	Session: Spring 2017

This course provides an overview of the interdisciplinary methods of American Studies and contemporary approaches to the study of American society and culture, with an emphasis on literary works. In addition to a variety of short stories and essays and one or two novels that cover the span of the twentieth century, our examination of American life will center on four historical moments. In past semesters, we have covered such diverse subjects as the Spanish-American War and the U.S. occupation of the Philippines; representations of marriage and consensual governance in Hollywood zombie movies of the 1930s and 40s; the cultural impact of the Beat Generation and the commodification of beatnik culture; the AIDS epidemic and gay and lesbian political activism in the 1980s; and representations of globalization and new religious movements in late 20th century science fiction.

AMST 203 Section 001	<i>Approaches to American Indian Studies (ANTH 203)</i>	MW 4:40-5:55
Instructor: Richotte, K.	Maximum Enrollment: 25	Session: Spring 2017

AMST 203 introduces students to the fundamentals of American Indian and Indigenous Studies—from theoretical orientations and source materials to research methodologies and means of reporting. The course begins with an exploration of the field’s origins and evolution. Then, throughout the semester, we will learn about the approaches adopted by archaeologists, historians, anthropologists, literary scholars, and specialists in law. You will gain a critical introduction to the questions asked by individuals working in these fields and to the “raw materials” of their various “ways of knowing,” including ethnographic interviews, oral histories, archival materials, artifacts, maps, language, place, forms of expressive culture, and material objects. Still more exciting, you will be learning directly from the outstanding American Indian and Indigenous Studies faculty at the University of North Carolina and a few special guests. Rather than merely listening to others talk, however, you will also apply the insights and techniques about which you are learning in the context of a research project.

This class is cross-listed with ANTH 203

AMST 211 Section 001	<i>Approaches to Southern Studies</i>	TR 3:30-4:45
Instructor: Herman, B.	Maximum Enrollment: 80	Session: Spring 2017

Our course explores Southern cultural identity, expressive imagination, and sense of place with an emphasis on the folklore, literature, foodways, art, architecture, music, and material culture of the American South. We’ll organize our conversations around four big themes: Southern imaginaries (the ways in which the South is understood as many places and spaces defined by the relationships between people and the material worlds they inhabit); affect (the South comprehended as networks of structured feeling and emotion); ideologies (how the South exists as systems of values and beliefs that give sense to everyday life); aesthetics (where aesthetics is understood, not as a philosophy of the beautiful, but as the balance and proportion of being in the world – in our instance the South). Our course includes a mix of lectures, guest presentations from other Southern Studies faculty, workshops, and discussion groups.

AMST 231 Section 001	<i>Native American Hist: The East (Hist 231)</i>	TR 12:30-1:45
Instructor: Maynor-Lowery	Maximum Enrollment: 45	Session: Spring 2017

Covers the histories of American Indians east of the Mississippi River and before 1840. The approach is ethnohistorical.

This class is cross-listed with HIST 231

AMST 233 Section 001	<i>Native American History: The West (HIST 233)</i>	TR 11:00-12:15
Instructor: Tone-Pah-Hote	Maximum Enrollment: 80	Session: Spring 2017

This course examines the history of Native peoples located in the western part of what is now the United States. It will focus on three major questions. How have Indigenous peoples encountered, navigated, and engaged various colonial powers in this region? How do tribal sovereignty, law, and policy inform the lives of Native men and women the West? How might engaging gender as a lens shape our understanding of the complex histories of Native peoples in the region?

To approach these and other questions, students will read a number of articles, historical documents, and following texts: *Reclaiming Diné History: The Legacies of Chief Manuelito and Juanita* by Jennifer Nez Denetdale, Kathleen DuVal's, *The Native Ground: Indians and Colonists in the Heart of the Continent*, *Cahokia: Ancient America's Great City on the Mississippi* by Timothy Pauketat, and *Fools Crow* by James Welch.

This class is cross-listed with HIST 233

AMST 234 Section 001	<i>Native American Tribal Studies</i>	MW 2:30-4:45
Instructor: Frey, B	Maximum Enrollment: 25	Session: Spring 2017

Cherokee Philosophy and Thought

This course traces the development of Cherokee philosophy and thought, beginning with an exploration of the Southeastern Ceremonial Complex and its stories. From the time of European contact, we progress through modern literary texts and lectures about how Cherokee people have conceived of the world. We will explore the bases of Cherokee thought and apply that understanding to analyzing texts by Cherokee authors. Students will gain a deeper understanding of Cherokee culture and society by exploring the stories and beliefs that have been important over time.

AMST 235 Section 001	<i>Native American in the 20th Century (HIST 235)</i>	MW 10:10-11:00
Instructor: Cobb, D.	Maximum Enrollment: 80	Session: Spring 2017

Twentieth-Century Native America

The idea that American Indian communities would continue to exist in the year 2000 would have confounded late nineteenth-century federal policymakers. By that time, the Native population had collapsed, the tribal land base had been all but destroyed, and the allotment and assimilation juggernaut pledged to "Kill the Indian to Save the Man." At the dawn of the new millennium, however, it was the system of colonial administration—not the indigenous peoples subjected to it—that appeared anachronistic. Against terrible odds and in defiance of dominant expectations, Native communities endured. "Twentieth-Century Native America" explores this complex and fascinating story. Readings, lectures, and recitation sections will carry students across Native America from the late nineteenth to the early twenty-first centuries. Along the way, we will engage critically important issues, such as identity construction and contestation, the shifting meanings of sovereignty and citizenship, and the problems of blood and belonging.

This course is cross-listed with History 235.

AMST 235 Section 601	<i>Native American in the 20th Century</i>	R 8:00-8:50
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

AMST 235 Section 602	<i>Native American in the 20th Century</i>	R 11:00-11:50
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

AMST 235 Section 603	<i>Native American in the 20th Century</i>	F	9:00-9:50
Instructor: TA	Maximum Enrollment: 20	Session:	Spring 2017

AMST 235 Section 604	<i>Native American in the 20th Century</i>	F	10:10-11:00
Instructor: TA	Maximum Enrollment: 20	Session:	Spring 2017

AMST 248 Section 001	<i>Intersectional Social Justic (Engl/Polys 248)</i>	MW	11:15-12:05
Instructor: Holland S./ J.	Maximum Enrollment: 240	Session:	Spring 2017

According to the Census Bureau, in the year 2020 "more than half of the nation's children are expected to be part of a minority race or ethnic group. All Americans under the age of 18 are now at the front of a trend that will see the overall population follow suit some 20 years later" (NPR's Hansi Lo Wang). In essence, we are in a time of a dynamic racial shift, and yet our country – especially its southern part – seems to be more divided or at least confused about what “race” is, how to talk about it and how it might intersect with other identity formations like gender, class, or sexuality. The first goal of this super course is to give students real tools for how to address multiple modes of difference. The second arc of this course is its focus on the southern hemisphere – a site that is almost universality recognized as more and more important as we approach the mid-century mark. By understanding region *and* race, for example, students will not only enhance their understanding of the south, but also contribute a substantial body of scholarship to the state archives through group and individual projects (see below). We plan to be at the forefront of the discussion on the future of the U.S. south and its connections with sister states above and below the equator.

This class is cross-listed with ENGL 248/POLI 248

AMST 248 Section 601	<i>Intersectional Social Justic (Engl/Polys 248)</i>	R	11:00-11:50
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 602	<i>Intersectional Social Justic (Engl/Polys 248)</i>	R	12:30-1:20
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 603	<i>Intersectional Social Justic (Engl/Polys 248)</i>	R	3:30-4:20
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 604	<i>Intersectional Social Justic (Engl/Polys 248)</i>	F	9:05-9:55
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 605	<i>Intersectional Social Justic (Engl/Polys 248)</i>	F	8:00-8:50
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 606	<i>Intersectional Social Justic (Engl/Polys 248)</i>	F	11:15-12:05
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 607	<i>Intersectional Social Justice (Engl/Polys 248)</i>	R	2:00-2:50
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 608	<i>Intersectional Social Justice (Engl/Polys 248)</i>	R	5:00-5:50
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 609	<i>Intersectional Social Justice (Engl/Polys 248)</i>	F	9:05-9:55
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 248 Section 610	<i>Intersectional Social Justice (Engl/Polys 248)</i>	F	10:10-11:00
Instructor: TA	Maximum Enrollment: 24	Session:	Spring 2017

AMST 269 Section 001	<i>Mating and Marriage in American Culture</i>	MW	3:35-4:50
Instructor: Marr, T.	Maximum Enrollment: 25	Session:	Spring 2017

This seminar is an interdisciplinary examination of the history and cultural politics of the married condition. The readings explore how gender roles, sexual custom, religious and legal tradition, and the ideology of romance help to institutionalize the intimacy of interpersonal relations. The course will address historical, sociological, literary, economic, and scientific perspectives through a variety of written, visual, musical, and other cultural expressions. Readings and assignments will help you to develop a critical appreciation of American mating and marriage as a contested practice and evolving social institution that may very well inform decisions you might make in your own lives.

AMST 275H Section 001	<i>Documenting Communities</i>	TR	2:00-3:15
Instructor: Allen, B.	Maximum Enrollment: 25	Session:	Spring 2017

Documenting Communities engages students with the ways that communities (in the broadest sense) have been, are, and might be preserved, documented, represented, understood, and remembered. It draws upon all the approaches and sub-fields of American Studies and Folklore, including (but not limited to) archival research, photography and film/video, artistic expression, memoirs and diaries, oral history, and ethnography. It is designed to increase students' skills in deploying a variety of means of documentation, and is particularly suited to being aligned with faculty-led field work, engaged scholarship, and community-based work. It values project-based and experiential learning by individuals and small groups. It is designed to be taken by both undergraduates and graduate students from a range of disciplinary orientations.

AMST 277H Section 001***Globalization and National Identity*****TR 2:00-3:15****Instructor: Willis, R.****Maximum Enrollment: 20****Session:****Spring 2017**

This honors seminar will explore what national identity means in a global world. Intended for students that are planning or have recently completed study abroad programs and/or intend to work internationally, the seminar will explore a wide range of issues that revolve around the relationship between national identity and globalization with a particular focus on the perspective of an American citizen. Our readings and discussions each week will be organized around a theme, case study, or topic and include guest lectures, documentaries, and assignments designed to synthesize internal and foreign views. Small groups of students will investigate particular regions of the world for an in-class presentation early in the term and then each student will be responsible for developing a background paper on a particular geographical region or specific global issue. NO FIRST YEAR STUDENTS.

AMST 339 Section 001***The Long 1960s in Native America*****MW 3:35-4:50****Instructor: Cobb, D.****Maximum Enrollment: 25****Session:****Spring 2017**

This course explores Native America during the "long 1960s," a period that extends from the mid-1950s to the mid-1970s. Our goal will be to arrive at a story that is at once distinctively indigenous and inextricably bound up with the larger narrative of United States history. To do so, we will compare and contrast Native and non-Native involvement in youth, women's rights, civil rights, radical protest, ethnic nationalist, and anticolonial movements, as well as the War on Poverty and Vietnam War.

AMST 340 Section 001***American Indian Art and Material Culture*****TR 3:30-4:45****Instructor: Tone-Pah-Hote****Maximum Enrollment: 25****Session:****Spring 2017**

This course examines American Indian art and material culture through interdisciplinary perspectives. Throughout the course students will gain a greater understanding of the role that the arts play in the social, cultural, and political life of Indigenous peoples. Throughout the semester, our examination will be guided by the following questions. How do art and material culture guide the representation of American Indians? How do Native people understand the meaning of the objects that they have created, used, and displayed over time? What is the role of objects in settings both within and outside of their nations and communities of origin? During the semester, we will examine how artists, novelists, historians, anthropologists, art historians and others have contributed to an interdisciplinary dialog about the material world.

In addition to articles and book chapters we will read *Native North American Art*, by Janet C. Berlo and Ruth B. Phillips, *Transformation and Continuity in Lakota Culture: The Collages of Arthur Amiotte, 1988-2014* by Arthur Amiotte, *Abalone Tales: Collaborative Explorations of Sovereignty and Identity in Native California* and *The Painted Drum* by Louise Erdrich.

AMST 371 Section 001	<i>LGBTQ Film and Fiction from 1950 to the Present</i>	TR	3:30-4:45
Instructor: Robinson, M.	Maximum Enrollment: 25	Session:	Spring 2017

This course will explore representations of gay, lesbian, transgender, bisexual and gender-queer identities in American literature and film from 1950 to the present, with a focus on close readings of literary and film texts to gain insight into stylistic choices and representational modes available to lgbtq artists. We will examine how theories about gender and sexual identity have shifted in the last half-century, and consider topics such as sexuality, desire, activism and family. We will also study the impact of specific historical developments on the emergence of a lgbtq literary tradition in the United States. In past semesters, novels have included *Trace Elements of Random Tea Parties* (2004) by Felicia Lunas Lemus and *City of Night* (1963) by John Rechy. Additionally, we have read poems, short stories, essays, and excerpts from works by James Baldwin, Sarah Schulman, David Wojnarowicz, Gloria Anzaldúa, Chrystos, Cathy Cohen, Adam Haslett, and others. Films may include *The Children's Hour* (dir. William Wyler, 1961); *Female Trouble* (dir. John Waters, 1974); *Mala Noche* (dir. Gus Van Sant, 1986); *The Watermelon Woman* (dir. Cheryl Dunye, 1996); *Southern Comfort* (dir. Kate Davis, 2001); *Pariah* (dir. Dee Rees, 2011); and *Tangerine* (dir. Sean S. Baker, 2015).

AMST 375 Section 001	<i>Carolina Cooks, Carolina Eats (FOLK 375)</i>	MW	1:25-2:15
Instructor: Ferris, M	Maximum Enrollment: 40	Session:	Spring 2017

This course examines the cultural history and meaning of food in America. We will explore how food shapes national, regional, and personal identity. We will consider how region, gender, ethnicity, class, race, religion, the media, global politics, and corporate America affect the food we eat. We will discuss food as both a source of healing and a source of conflict, and the ways in which it impacts community, from the American family to the "national family." Students will examine a variety of sources including cook books, recipes, journalism, film, literature, art, photography, and artifacts to develop an understanding of food in American culture.

This class is cross-listed with FOLK 375

AMST 375 Section 601	<i>Carolina Cooks, Carolina Eats (FOLK 375)</i>	R	2:00-2:50
Instructor: TA	Maximum Enrollment: 10	Session:	Spring 2017

AMST 375 Section 602	<i>Carolina Cooks, Carolina Eats (FOLK 375)</i>	R	3:30-4:20
Instructor: TA	Maximum Enrollment: 10	Session:	Spring 2017

AMST 375 Section 603	<i>Carolina Cooks, Carolina Eats (FOLK 375)</i>	F	9:05-9:55
Instructor: TA	Maximum Enrollment: 10	Session:	Spring 2017

AMST 375 Section 604	<i>Carolina Cooks, Carolina Eats (FOLK 375)</i>	F	11:15-12:05
Instructor: TA	Maximum Enrollment: 10	Session:	Spring 2017

AMST 384 Section 001	<i>Myth & History in American Memory</i>	MW 12:20-1:10
Instructor: Marr, T.	Maximum Enrollment: 80	Session: Spring 2017

Memory has long been studied in the academy as a psychological process of individual cognition. Over the past quarter century, however, notions of collective, public, and cultural memory have emerged as a useful means of understanding the complex ways that personal remembrances are enmeshed in larger patterns that inform social belonging. This course examines the powerful and contested role of memory in constructing historical meaning and imagining the cultural boundaries of communities. We will examine a variety of symbolic and material expressions that Americans have developed over time to celebrate national, regional, and ethnic difference by exploring popular fictions, films, rituals, artifacts, monuments, landscapes, and performances. Problems we will examine include the invention of tradition; the politics of commemoration; subaltern expression and counter-memory; and the cultural work and play performed by celebrity figures, sites of memory, national legends, and literary canons. We will approach these problems from a variety of disciplinary perspectives including those of literature, history, anthropology, folklore, cultural geography, and media studies.

Students enrolling in AMST 384 must also enroll in one recitation section numbered AMST 384-601 through AMST 384-604.

NOTE FROM INSTRUCTOR:
There will be a few weeks when instead of a recitation a third lecture for the course for this course will be offered on Friday. It is recommended that all students signing up for AMST 384 keep the Friday meeting time open in their schedules (and not fill it with a section for another course) even if you are enrolled in one of the other three sections.

AMST 384 Section 601	<i>Myth & History in American Memory</i>	R 3:30-4:20
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

AMST 384 Section 602	<i>Myth & History in American Memory</i>	R 5:00-5:50
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

AMST 384 Section 603	<i>Myth & History in American Memory</i>	F 11:15-12:05
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

AMST 384 Section 604	<i>Myth & History in American Memory</i>	F 12:20-1:10
Instructor: TA	Maximum Enrollment: 20	Session: Spring 2017

AMST 390 Section 001	<i>Rising Waters</i>	TR 11:00-12:15
Instructor: Willis, R.	Maximum Enrollment: 20	Session: Spring 2017

"Rising Waters" examines how the threat of rising waters from sea-level rise, severe storms, and inadequate water infrastructure challenges coastal communities worldwide with a special focus on the Mississippi River, the Gulf Coast, New York, Florida, and NC. The Dutch have been fighting water and creating land in the North Atlantic for over 2000 years and New Orleans and surrounding communities benefited from the Dutch expertise after Hurricane Katrina in 2005. Thus we will see how vulnerable areas in the US can benefit from better planning and more resilient infrastructure.

AMST 410 Section 001

Senior Seminar in Southern Studies

W 3:35-6:05

Instructor: Ferris, M.

Maximum Enrollment: 25

Session:

Spring 2017

Classes will be held at:

Center for the Study of the American South (Board Room)

410 East Franklin Street, Chapel Hill, NC

How do we *know* a place? How can we *know* North Carolina? The history of North Carolina is embedded in the sound of its many voices, in the shifting landscape of its labor, in the smell of its warm soil and thick humidity, in its rural and urban sightlines, and, finally, in the flavors of its 100 counties. In this research-intensive southern food studies seminar, students will examine North Carolina's foodways as a lens onto regional, national, and global food issues. Reading, discussion, and writing assignments for the class identify and investigate the central themes and narratives of North Carolina's food cultures.

AMST 511 Section 001

American Indians and American Law

M 6:15-8:45

Instructor: Richotte, K.

Maximum Enrollment: 15

Session:

Spring 2017

This course explores the history of Native interaction with the American legal system in order to understand how the law affects Native peoples and others today. We will read works of scholarship that engage with this unique field of law to understand how it developed, what the means for Native peoples and their neighbors today, and what the future might hold. This discussion-based class will offer students a chance to critically explore the history, philosophy, and reasoning behind one of the most foundational and telling areas of American law.

AMST 671 Section 001

Intro to Public History

M 3:35-6:05

Instructor: Whisnant, A.

Maximum Enrollment: 10

Session:

Spring 2017

History 671 is designed to give you a lightning-fast **overview of the field of public history**, including an introduction to key literature, ideas, issues, places, local practitioners, and professional considerations and some practical experience working on a digital public history project right here at UNC. The course can provide a crucial glimpse of the exciting opportunities open to those with advanced historical training.

Additionally, the course also can help you build **allied skills** as it includes a large component of “digital humanities” work. While in the past the course has included a project focused on the history of the Blue Ridge Parkway (a longtime research focus for me), this fall we will be turning our attention to **the history of our own university campus** and to current debates about that history’s meaning(s) for today. The project will engage matters that are before our Board of Trustees at this very moment, including the question of what to do with the largely un-interpreted histories intertwined with the names of campus buildings.

We’ll be working with various digital tools including the, Zotero, WordPress, and the Digital Innovation Lab’s DH Press tool to build an interpretive exhibit related to university history. The projects the students built during the last two years provide examples of what we can do: [The Unbuilt Blue Ridge Parkway](#) and [Parks to the Side](#). All along we’ll be thinking about how digital history is transforming public history and how digital history can help respond to public interest in better interpreting the campus landscape.

In the past, this course was run as an APPLIES course, with a required 30 “service-learning” hours with a project partner. This fall, I have dropped this component, so the course is simply a regular – though advanced – history class. And, although the class will build the university history exhibit website together, each person’s contribution to the exhibit will largely be managed on an individual basis, meaning no “group work” in the conventional sense.

To learn more about the course, visit my course page (not yet updated for this fall, however) at: <http://publichistory.web.unc.edu/> or drop me an email. I hope to see some of you in the fall!

This course is cross-listed with HIST 671

AMST 701 Section 001

Interdisciplinary Research Methods

T 3:30-6:30

Instructor: Holland, S.

Maximum Enrollment: 15

Session:

Spring 2017

What is a method? Is it possible to actually tell someone how you do what you do? Or is a method just a collection of tools and our journey to find the right one? Or, more appropriately, is a method a guideline, often rigid, that we must follow, even over the creative cliff? In this course we will track discourses on method in American Studies and create new methodologies as we search for dry sand in muddy water, so to speak. This course will examine award winning books published in the last two years in American Studies whose methodologies challenge, if not compel us to rethink the category. This course will also traffic in debates about method across material culture, American Indian studies and American cultures more broadly. We will have occasion to revisit familiar icons of “American-ness” to search for novel ways in which to re-interpret their meaning in the age of social media. We will also utilize archival resources at our disposal. Students will be required to submit two short papers anytime during the semester and a group project at the end of the course.

AMST 840 Section 001

Digital Humanities, Digital American Studies

m 5:00-7:30

Instructor: Allen B.

Maximum Enrollment: 12

Session:

Spring 2017

This offering of AMST 840 is organized around digital public humanities: the variety of way in which digital humanities approaches, tools, and materials can be used by scholars and teachers, archivists, cultural heritage organizations (including museums and libraries), and community groups to address and engage multiple publics.

Our work will contribute to and benefit from projects being undertaken by the [Community Histories Workshop](#) (CHW). Growing out of the work of the [Digital Innovation Lab](#), the CHW was launched in the summer of 2016. It is designed as a flexible, open, purpose-driven organizational structure within which community-engaged digital public history and humanities projects can be generated, evaluated, and sustained. A chief goal of the workshop is to develop and test innovative models for community engaged digital public history and humanities at public research universities through project-based scholarly practice that benefits local communities (broadly defined) and advances UNC's institutional mission and priorities.

CHER 102 Section 001

Elementary Cherokee Language II

MWF 11:15-12:05

Instructor: Frey, B.

Maximum Enrollment: 25

Session:

Spring 2017

Cherokee 102:

This course aims to work toward the revitalization of the Cherokee language. Only 200-250 fluent speakers remain in North Carolina, with the vast majority being aged 60 and over. Speakers in Oklahoma number around 6,000, but still constitute a small percentage of the overall Cherokee population. If nothing is done, Cherokee could become extinct in as little as 25 years. Learning Cherokee at UNC gives students a unique opportunity to become carriers of the language's legacy – to be vessels and proliferators of an ancient tradition indigenous to North Carolina.

Because we have few opportunities in which to speak Cherokee, it is up to us to create opportunities. We will increase our use of Cherokee in the classroom and begin using it in other domains as we are able. The aim of this course is to complete an introduction to speaking, listening, reading, and writing in Cherokee and begin expanding students' capabilities in language use and revitalization.

Other aims of this course are to:

Increase written and spoken proficiency in basic conversational Cherokee

Broaden our range of topics of conversation

Review, hone, and expand knowledge of Cherokee grammar

Begin using Cherokee to communicate and express identity