

<b>A FOLK 077H Section 001</b>	<b><i>FYS- The Poetic Roots of Hip Hop</i></b>	<b>TR 2:00-3:15</b>
<b>Instructor: Hinson, G.</b>	<b>Maximum Enrollment: 24</b>	<b>Session: Fall 2016</b>

What are the roots of hip-hop's masterful rhymes and tongue-tripping flow? This seminar explores hip-hop's poetic prehistory, looking to the rhyming and oral poetics that have long defined African American experience. In so doing, we'll uncover hidden histories of everyday eloquence and explore spoken/sung poetry's role in marking cultural identity.

<b>A FOLK 202 Section 001</b>	<b><i>Intro to Folklore (Engl 202/ Anth 202)</i></b>	<b>MW 9:05-9:55</b>
<b>Instructor: Reis-Porter, T.</b>	<b>Maximum Enrollment: 80</b>	<b>Session: Fall 2016</b>

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 course is cross-listed with ENGL/ANTH 202.

Note: Students enrolling in FOLK 202-001 are also required to enroll in one recitation section numbered FOLK 202-601 through FOLK 202-604.

<b>A FOLK 202 Section 601</b>	<b><i>Intro to Folklore (Engl 202/ Anth 202)</i></b>	<b>R 3:30-4:20</b>
<b>Instructor: Garringer, R.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>A FOLK 202 Section 602</b>	<b><i>Intro to Folklore (Engl 202/ Anth 202)</i></b>	<b>R 5:00-5:50</b>
<b>Instructor: Garringer, R.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>A FOLK 202 Section 603</b>	<b><i>Intro to Folklore (Engl 202/ Anth 202)</i></b>	<b>F 9:05-9:55</b>
<b>Instructor: Bouveron, V.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>A FOLK 202 Section 604</b>	<b><i>Intro to Folklore (Engl 202/ Anth 202)</i></b>	<b>F 10:10-11:00</b>
<b>Instructor: Bouveron, V.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>A FOLK 424 Section 001</b>	<b><i>Ritual, Festival, Public Culture</i></b>	<b>TR 5:00-6:15</b>
<b>Instructor: Berlinger, G.</b>	<b>Maximum Enrollment: 35</b>	<b>Session: Fall 2016</b>

This course explores rituals, festivals, and public cultural performances as forms of complex, collective, embodied creative expression. As sites of popular celebration, conflict resolution, identity definition, and social exchange, they provide rich texts for folkloristic study. We consider how local and global forces both sustain and challenge these forms.

<b>FOLK 505 Section 001</b>	<b><i>Jewish Folklore and Ethnography</i></b>	<b>TR 3:30-4:45</b>
<b>Instructor: Berlinger, G.</b>	<b>Maximum Enrollment: 25</b>	<b>Session: Fall 2016</b>

This seminar examines Jewish stories, humor, ritual, custom, belief, architecture, dress, and food as forms of creative expression that have complex relationships to Jewish experience, representation, identity, memory, and tradition. What makes these forms of folklore Jewish, how do source communities interpret them, and how do ethnographers document them?

<b>FOLK 571 Section 001</b>	<b><i>Southern Music (HIST 571)</i></b>	<b>TR 8:00-9:15</b>
<b>Instructor: Ferris, B.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

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.

<b>FOLK 610 Section 001</b>	<b><i>Vernacular Traditions in African American Music</i></b>	<b>TR 9:30-10:45</b>
<b>Instructor: Hinson, G.</b>	<b>Maximum Enrollment: 18</b>	<b>Session: Fall 2016</b>

This fieldwork-grounded class explores performance traditions in African American music, tracing their development from West African traditions through the flowering of worksongs, blues, gospel, and oral poetry, and finally up to the emergence of hip hop. The course focuses on continuity, creativity, and change within African American aesthetics, using performance to explore critical questions about race, cultural appropriation, and the links between performance and identity. Students will engage in team-based fieldwork projects throughout the semester, working directly with African American vernacular artists; that's why the course counts for four credit-hours.

**FOLK 850 Section 001*****Approaches to Folklore Theory*****W 3:35-6:25****Instructor: Sawin, P.****Maximum Enrollment: 10****Session:****Fall 2016**

Folklore is not a single, determinate object, but rather a category of cultural analysis and a way of looking at our cultural world. It was developed as part of the project of European Modernity and has had significantly different definitions and impacts in succeeding eras, with a distinctly progressive motivation for at least half a century. Indeed, the “problem” with folklore (in the sense of both a practical challenge and a fascinating intellectual question) is that folklore has been and often still is taken to stand for so many different, partially overlapping or even contradictory objects. What, then, might it mean or entail to study “folklore” in the 21st century? This course is designed to:

- Provide one relatively systematic overview of many of the major issues and perspectives that have characterized the study of folklore over two centuries.
- Require students to apply selected theories to bodies of data in order to understand the continuous process whereby theory illuminates data and data inform new theory.
- Model a way of thinking historically about the discipline, recognizing how definitions of the folk and folklore and consequent ideas about the social role of folklore and what questions one might productively ask of such material have emerged from the political and social developments of various periods.
- Challenge students to develop a form of folklore study that responds progressively to the realities of the global culture and the contentious and polarized political climate in which we now operate.

**AMST 060 Section 001*****American Indians in History Law and Literature*****MW 3:35-4:50****Instructor: Cobb, D.****Maximum Enrollment: 25****Session:****Fall 2016**

First-Year Seminar: American Indians in History, Law, and Literature

This research seminar provides a broad grounding in American Indian law, history, and literature through an exploration of the remarkable life and times of Flathead author, intellectual, and activist D'Arcy McNickle (1904-1977). We will read D'Arcy McNickle's novels, short stories, histories, and essays, as well as secondary works about him. Even better, we will be working with D'Arcy McNickle's diary. Students will have an opportunity to transcribe, contextualize, and share (probably through digital technologies) what they have learned about fall 2016 history, law, literature (and much, much more) through his life story.

**AMST 089 Section 001*****American Indian Art in the 20th Century*****MW 3:35-4:50****Instructor: Tone-Pah-Hote****Maximum Enrollment: 25****Session:****Fall 2016**

Native American Art in the 20th Century

This course examines twentieth century American Indian art through secondary articles, books, a graphic novel, and art itself. The class sharpens written and verbal communication through in-class discussion, informal, and formal assignments such as a research paper those students will write over the course of the semester. Students will hone their visual critical thinking skills as well by examining and analyzing contemporary American Indian art and representations of Native people.

This course connects American Indian art to vital conversations in American Indian studies such as colonialism, identity, gender, and tribal sovereignty. We will also address the following questions. How and why does “contemporary traditional” and “modern” come to describe and even categorize art created by Native people in the twentieth century? How Native people and others have constructed and contested the idea of the American Indian Art? Additionally, we will examine how artists have engaged with and at times resisted the markets for their work and their influence on Native art.

<b>AMST 101 Section 001</b>	<b><i>The Emergence of Modern America</i></b>	<b>MW 12:20-1:10</b>
<b>Instructor: Holland, S.</b>	<b>Maximum Enrollment: 120</b>	<b>Session: Fall 2016</b>

What is this thing called “America”? How do we define the emergence of a region, a nation, and yes, a culture? Are we shaped by what divides us or makes us whole? This course will take students on a journey through some of the key moments in “American” culture – what we will call from now on, “U.S. culture” – that have shaped who we are, or at least who we *think* we are. The work in this course proceeds thematically rather than chronologically; this means that at any point in our studies we could be in 1960 *and* 1861, so be prepared to shift temporal locations as we think through the vocabularies of and topics in American Studies. Whenever possible, this course will take advantage of the strengths we have in the Department of American Studies (American Indian and Indigenous Studies, Folklore, Digital Humanities, Global American Studies and Southern Studies) and of our regional space in general. Our work is necessarily interdisciplinary, so materials will be pulled from history, literature, film, visual culture, and philosophy, among others.

<b>AMST 101 Section 601</b>	<b><i>The Emergence of Modern America</i></b>	<b>R 2:00-2:50</b>
<b>Instructor: Dulken, D.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>AMST 101 Section 602</b>	<b><i>The Emergence of Modern America</i></b>	<b>R 3:30-4:20</b>
<b>Instructor: Dulken, D.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>AMST 101 Section 603</b>	<b><i>The Emergence of Modern America</i></b>	<b>F 11:15-12:05</b>
<b>Instructor: Dwyer, M.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>AMST 101 Section 604</b>	<b><i>The Emergence of Modern America</i></b>	<b>F 12:20-1:10</b>
<b>Instructor: Dwyer, M.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>AMST 110 Section 006</b>	<b><i>Intro Native North America (Hist 110)</i></b>	<b>MW 12:20 -1:10</b>
<b>Instructor: Cobb, D.</b>	<b>Maximum Enrollment: 120</b>	<b>Session: Fall 2016</b>

“Introduction to the Histories and Cultures of Native America” surveys American Indian history from the period before European contact to the present. We will learn about the diverse and oftentimes surprising ways in which the peoples indigenous to North America negotiated dramatic changes in their lives. To meet this challenging goal, we will learn how to think ethnohistorically and ethnomethodologically. In other words, we will draw insights from multiple disciplines, including history, archaeology, anthropology, sociology, literature, and material culture, to understand how people made sense of the worlds in which they lived. In so doing, we will explore the complexity of Native and non-Native cultures, investigate federal policies and local adaptations, and interrogate systems of domination and the arts of resistance.

<b>AMST 110 Section 601</b>	<b><i>Intro Native North America (Hist 110)</i></b>	<b>R 12:30-1:45</b>
<b>Instructor: Decosimo, J.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>AMST 110 Section 602</b>	<b><i>Intro Native North America (Hist 110)</i></b>	<b>R 3:30-4:45</b>
<b>Instructor: Decosimo, J.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>
<b>AMST 110 Section 603</b>	<b><i>Intro Native North America (Hist 110)</i></b>	<b>R 8:00-9:15</b>
<b>Instructor: van Buren, Z</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>
<b>AMST 110 Section 604</b>	<b><i>Intro Native North America (Hist 110)</i></b>	<b>F 12:20-1:20</b>
<b>Instructor: Keneda, A.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>
<b>AMST 110 Section 605</b>	<b><i>Intro Native North America (Hist 110)</i></b>	<b>F 1:25-2:15</b>
<b>Instructor: van Buren, Z</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>
<b>AMST 110 Section 606</b>	<b><i>Intro Native North America (Hist 110)</i></b>	<b>F 10:10-11:00</b>
<b>Instructor: Keneda, A.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>
<b>AMST 175 Section 001</b>	<b><i>Intro to Food Studies: From Science to Society mwf</i></b>	<b>MWF 3:30-4:25</b>
<b>Instructor: Beck, M.</b>	<b>Maximum Enrollment: 125</b>	<b>Session: Fall 2016</b>

This course introduces students to a wide range of topics covering food studies taught by faculty across the UNC campus as well as from Duke, NC State and outside of an academic setting. The overall objective of this course is to provide an overview of how individuals, communities, and societies produce, distribute, and eat food. This inter-disciplinary course will examine cultural, political, economic, environmental, and geographic approaches to food within local, national, and global contexts. Topics include food politics, food in the arts, land use, how we eat through time, culture and religious food values as well as a basic understanding of physiological concepts of nutrition. Students will explore:

- how people ate prior to agriculture
- where, why and how farming and plant and animal domestication came about, as well as how the adoption of agriculture affected human health
- the complex interactions between food and culture
- food history in the South
- how food can be used as a political tool as well as how policies can transform our production and consumption of food
- an overview of micronutrient and macronutrient metabolism

<b>AMST 202 Section 001</b>	<i>Historical Approaches to American Studies</i>	<b>TR</b>	<b>11:00-12:15</b>
<b>Instructor: Kotch, S</b>	<b>Maximum Enrollment: 25</b>	<b>Session:</b>	<b>Fall 2016</b>

This course invites you to explore American history and culture through the voices of those who lived it. Moving forward from the slave era to the recent past, you will approach American history through narratives as expressed in oral histories, original writing, photographs, music, and film. These narratives will introduce the human voice, and more broadly human expression, into American history and allow you to explore its major problems, from issues of race, gender, class and other identities; to the influence of memory and context on our understandings of our history; to the reliability of different versions of the past and how to evaluate authenticity, reality, and truth—should it exist—in a historic context.

<b>AMST 225 Section 001</b>	<i>Comedy and Ethics</i>	<b>MW</b>	<b>2:30-3:20</b>
<b>Instructor: Robinson, M.</b>	<b>Maximum Enrollment: 120</b>	<b>Session:</b>	<b>Fall 2016</b>

“The Ethics of Stand-Up Comedy” (Comedy and Ethics) will explore the historical, sociocultural, and legal significance of twentieth and early twenty-first century stand-up comedy in the United States. We will consider comedy as public voice; examine the ways humor constructs and disrupts American identities; and discuss the ethics of the creative process, performance and reception in contemporary life. Our syllabus will include scholarly articles to guide our study, but will focus on the work of comedians such as Moms Mabley, Phyllis Diller, Joan Rivers, Lenny Bruce, Richard Pryor, Margaret Cho, Mitch Hedberg, Louis C.K., Chris Rock, and Hari Kondabolu, among many others. In addition to lectures, attendance at one recitation section per week is required.

<b>AMST 225 Section 601</b>	<i>Comedy and Ethics</i>	<b>R</b>	<b>12:30-1:20</b>
<b>Instructor: Herzog, H.</b>	<b>Maximum Enrollment: 20</b>	<b>Session:</b>	<b>Fall 2016</b>

<b>AMST 225 Section 602</b>	<i>Comedy and Ethics</i>	<b>R</b>	<b>3:30-4:20</b>
<b>Instructor: Gelfand, R.</b>	<b>Maximum Enrollment: 20</b>	<b>Session:</b>	<b>Fall 2016</b>

<b>AMST 225 Section 603</b>	<i>Comedy and Ethics</i>	<b>F</b>	<b>11:15-12:05</b>
<b>Instructor: Swiatlowski, M.</b>	<b>Maximum Enrollment: 20</b>	<b>Session:</b>	<b>Fall 2016</b>

<b>AMST 225 Section 604</b>	<i>Comedy and Ethics</i>	<b>F</b>	<b>2:30-3:20</b>
<b>Instructor: Swiatlowski, M.</b>	<b>Maximum Enrollment: 20</b>	<b>Session:</b>	<b>Fall 2016</b>

<b>AMST 225 Section 605</b>	<i>Comedy and Ethics</i>	<b>R</b>	<b>2:00-2:50</b>
<b>Instructor: Gelfand, R.</b>	<b>Maximum Enrollment: 20</b>	<b>Session:</b>	<b>Fall 2016</b>

<b>AMST 225 Section 606</b>	<b><i>Comedy and Ethics</i></b>	<b>F 9:05-9:55</b>
<b>Instructor: Herzog, H.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

<b>AMST 234 Section 001</b>	<b><i>Native American Tribal Studies -The Kiowa in</i></b>	<b>MW 2:30-3:20</b>
<b>Instructor: Tone-Pah-Hote</b>	<b>Maximum Enrollment: 25</b>	<b>Session: Fall 2016</b>

**The Kiowa in American Indian Studies (Hist 234/Anth 234)**

It is possible to gain a comprehensive understanding of American Indian Studies through the lens of one American Indian nation. This course examines major discussions in the field, through a discussion of the Kiowa, a Plains Indian nation located in Oklahoma.

The Kiowa play a unique role in American Indian history, literature, and the arts. This class will take an interdisciplinary approach to explore Kiowa social, cultural, and political life. We will examine Kiowa efforts to maintain their tribal sovereignty. We will also analyze the role of law policy, gender, and the rise of intertribal movements like the powwow. To approach these and other issues, students will read a number of articles, historical documents, and following texts: *The Way to Rainy Mountain* by Pulitzer Prize winner, N. Scott Momaday, *The Jesus Road: Kiowas, Christianity and Indian Hymns* by Luke Lassiter, Clyde Ellis, and Ralph Kotay, and *Kiowa Humanity and the Invasion of the State* by Jacki Rand.

<b>AMST 253 Section 001</b>	<b><i>Jewish Women in America</i></b>	<b>MWF 1:25-2:15</b>
<b>Instructor: Ferris, M.</b>	<b>Maximum Enrollment: 20</b>	<b>Session: Fall 2016</b>

This course will examine the history and culture of Jewish women in America from their arrival in New Amsterdam in 1654 to the present day. We will explore how gender shaped Jewish women's experiences of immigration, assimilation, religious observance, home, work, motherhood, family, and feminism. The course will also investigate how factors such as region, race, class, country of origin, and religious denomination influenced the lives of Jewish women in America, and in turn, how Jewish women have shaped the national expression of American Judaism. Texts and discussions consider how these factors have created an American Jewish women's history that is distinctive from men's. Students will examine a variety of sources, including diaries, memoirs, letters, film, recipes, organizational records, and artifacts that reveal women's voices that are absent in more traditional histories. The central goal of the course is to integrate Jewish women into the American past, and thus, fundamentally transform American Jewish history.

<b>AMST 258 Section 001</b>	<b><i>Captivity and American Cultural Definition</i></b>	<b>TR 3:30-4:45</b>
<b>Instructor: Marr, T.</b>	<b>Maximum Enrollment: 25</b>	<b>Session: Fall 2016</b>

This course examines how narratives and representations of captivity, bondage, and imprisonment in American expression worked to construct and transform communal categories of gender, religion, race, and nation. Readings will be drawn from a variety of expressive, visual, and material genres. We examine a series of different contact zones ranging from transnational encounters, institutional oppression, labor domination, and hostage-taking in global situations. We explore such issues as hybridity in cultural exchange; liminality, resistance, and cultural critique; the paradox of slavery in a society dedicated to liberty; and genre and convention as forms of ideological confinement. The study of captivity dialectically reveals many insights into cultural constructions and uses of American myths of freedom and liberation.

**AMST 278 Section 001*****Crimes & Punishments*****TR 3:30-4:45****Instructor: Kotch, S.****Maximum Enrollment: 25****Session:****Fall 2016**

This course explores the social history and culture of crime, deviant behavior, and punishment in America between the pre-Revolutionary period and the modern day. Using a variety of sources, including scholarly books and articles, works of literature, photography, journalism, legal texts, and more, we will trace the history of longstanding institutions; analyze the social dimensions of key moments in American legal history; inquire into the legal, social, and cultural experiences of multiple groups of people encountering the criminal justice system; consider evolving concepts relating to ordering society and confronting disorder; explore elements of American from a criminal justice perspective; and seek historical origins and continuities for contemporary problems. Along the way we will examine questions of inclusion and exclusion, motives for criminalizing or condemning certain behaviors in certain communities and not others, and think both broadly and specifically about the role of the law and its agents in the lives of Americans.

**AMST 287 Section 001*****Intro to American Legal Education*****TR 12:30-1:45****Instructor: Richotte, K.****Maximum Enrollment: 100****Session:****Fall 2016****287 – Intro to Legal Education**

This class will afford students the opportunity to learn and engage with how legal education is conducted in the United States by mimicking the “1L” experience, or first year in law school. The class is broken into units that represent the classes that virtually every law school teaches to its first year class. By the end of the course, students will have an introductory understanding of some of the major principles in some of the most prominent areas of law, a greater capacity to “think like a lawyer,” and a true sense of life as a law student and a member of the legal profession.

**AMST 290 Section 001*****Special topics: Muslim American Literatures &*****TR 12:30-1:45****Instructor: Marr, T.****Maximum Enrollment: 25****Session:****Fall 2016****Muslim American Literatures and Cultures:**

This course examines diverse forms of interdisciplinary expression by Muslims in America including narratives of enslavement, autobiography, novels, comedy, politics, and film.



**AMST 317 Section 001*****Adoption in America*****MWF 11:15-12:05****Instructor: Sawin, P.****Maximum Enrollment: 25****Session:****Fall 2016**

How are children to be raised and provided for when their biological parents are absent, dead, unfit, or otherwise unable? What are the rights and responsibilities of adopted children and adoptive parents? The provisions a society makes for the welfare of children regarded as "unparented" serve as a powerful lens into that culture's values and attitudes toward childhood, race, class, gender, reproduction, parenthood, and family. In this course we will take an interdisciplinary approach to the history of adoption and related practices in the United States, emphasizing:

- varying conceptions of the role of the adopted person in the new family—as a source of spiritual renewal, physical labor, or emotional benefit;
- changes in the sources of children whom adults are allowed or encouraged to adopt;
- a shift from regarding adoption as something shameful to promoting it as something to be celebrated;
- changing perceptions of the particular needs of adopted children;
- and the relationship of all these changes to developments in United States internal politics (access to birth control; the rights of women, ethnic and racial minorities, LGBTQI people, working people in general and child care workers in particular; political groups militating for or against certain forms of adoption) and international politics (wars and other forms of intervention in the affairs of other nations and tribes; the global movement of people, money, and goods; United Nations policies on children and adoption).

We will draw upon work by historians, anthropologists, psychologists, and legal scholars as well as memoirs, films, and fictional depictions.

**AMST 398 Section 001*****Service Learning in America*****M 1:25-4:20****Instructor: Willis, R.****Maximum Enrollment: 20****Session:****Fall 2016**

Explores the history and theory of volunteerism and service learning (SL) in America. Placement in a community agency or working on a specific project for 30-50 hours over the semester is at the core of individual work for the course. I highly recommend Wed. 1:25-5 pm be kept open for the SL placement as it is usually a good time for most agencies. In addition, course requirements include a weekly academic seminar, reading three common books and one book related to individual placements, keeping a digital diary of SL experiences and responding to specific prompts in electronic discussion forums on a bi-weekly basis throughout the term. Numerous special events (e.g. University Day, Carolina Center for Public Service and skill trainings) are also part of the course. The community partner presentations require an oral presentation on the published web pages of community service-learning placements. A essay final exam completes the course.

**AMST 486 Section 001*****Shalom Y'all: The Jewish Experience in the*****MW 3:35-4:50****Instructor: Ferris, M.****Maximum Enrollment: 31****Session:****Fall 2016**

This course explores ethnicity in the South and focuses on the experience of Jewish southerners. Since the arrival of Sephardic Jews in the late seventeenth and early eighteenth centuries, southern Jews have blended their regional identity as Jews and as Southerners. This course explores the “braided identity” of Jews in the South—their relationships with white and black Gentile southerners, their loyalty to the South as a region, and their embrace of southern culture through foodways, language, religious observance, and other expressive forms of culture. The course traces the history of Jewish southerners from the colonial era to the present, using film, museum exhibits, literature, and material culture as resources. Throughout the course we consider the question of southern Jewish distinctiveness. Is southern Jewish culture different from Jewish culture in other regions of the country, and if so, why? Is region a significant factor in American Jewish identity? Students will explore these issues through class discussion and writing assignments.

**AMST 498 Section 001*****Adv. Sem. in Amer. Stds: Global Impacts on*****TR 3:30-4:45****Instructor: Willis, R.****Maximum Enrollment: 20****Session:****Fall 2016**

AMST Seminar "Global Impacts on American Waters."

Water is a vital element for life, agriculture production, countless processes essential to health and economic development, transportation, industrial processing, energy production and distribution. Nations have always been connected and separated by water through borders, trade, and transportation systems. This seminar will focus on examining the key global impacts on American waters with respect to port cities, water corridors, food, health, economic development and more. Students will learn from readings, documentary sources, music and expert guests about critical global water transportation issues and related impacts. A major portion of the course will be devoted to climate change predictions of sea-level rise, increased storm severity, and drought. Equally important will be examining the potential for planning in creating opportunities for resilience, recovery, and development with respect to local, regional, national and global water issues. Throughout the term, students will be responsible for several short collaborative projects and one major individual research project and presentation related to water and climate change. This course is taught by Professor Rachel A. Willis Her current research on multi-modal global freight transportation planning for climate change stems from her broader agenda of investigating global access to work.

<b>AMST 498 Section 002</b>	<b><i>Adv. Sem. in America -The Documentary Turn:</i></b>	<b>W</b>	<b>3:30-5:50</b>
<b>Instructor: Herman B</b>	<b>Maximum Enrollment: 25</b>	<b>Session:</b>	<b>Fall 2016</b>

Traces the convergence of traditional 20th c. documentary narrative (oral history, photography, film, and ethnography) with emergent 21st c. technologies (digital platforms, crowd-sourced communications, viral information) that expand and test definitions of documentary practice. Course looks for unexpected outcomes and future possibilities at the intersections of analog and digital practice. Focus is on the cultures of the American South with an understanding of that region as mapped within a global imaginary. Requirements include experimental documentary project that combines storytelling (visual/literary), performance (theater/dance/music) or investigative research (oral/archival).

**Class with be co-taught with Duke**

Here's the Duke info:

**DUKE LISTING:**  
**DOCST 365S.01 The Documentary Turn (DOCST 765S.01 The Documentary Turn)**  
**W 3:20 pm to 5:50 pm**  
**Bridges 113**  
**Wesley Hogan**

<b>AMST 510 Section 001</b>	<b><i>Federal Indian Law and Policy</i></b>	<b>TR</b>	<b>3:30-4:45</b>
<b>Instructor: Richotte, K.</b>	<b>Maximum Enrollment: 15</b>	<b>Session:</b>	<b>Fall 2016</b>

Federal Indian Law and Policy  
This class will engage in an in-depth study of the federal government's legal and political interactions with tribal nations and peoples from the founding through the present day. Often couched as, the "Indian problem," this class examines how the federal government has sought to solve the "problem" through treaties, legislation, litigation, and other political and legal means. By the end of the course, students will have a thorough understanding of the major policy eras and movements in the field of federal Indian law, the major pieces of legislation that have defined the field, and the major court cases that have shaped the law, as well as other political and legal efforts that have defined the relationship between the federal government, the states, and tribal nations and peoples.

<b>AMST 691H Section 001</b>	<b><i>Honors in American Studies (Asia 691H)</i></b>	<b>R</b>	<b>6:00-9:00</b>
<b>Instructor: Bardsley, J.</b>	<b>Maximum Enrollment: 15</b>	<b>Session:</b>	<b>Fall 2016</b>

<b>AMST 700 Section 001</b>	<b><i>Interdisciplinary Research Methods</i></b>	<b>M 4:40-6:00</b>
<b>Instructor: Robinson, M.</b>	<b>Maximum Enrollment: 15</b>	<b>Session: Fall 2016</b>

**THE HISTORY AND PRACTICES OF AMERICAN STUDIES**

The History and Practices of American Studies will acquaint students with American Studies as an interdisciplinary field. A close look at the emergence of the field of American Studies in the 1940s and 1950s will be followed by considering its expansion into new areas and the self-reflexive evaluation of the field. Reading will consist of journal articles and books; weekly reflection papers will take the place of a concluding seminar paper. Visiting faculty members will share insights into new work in fields including American Indian and Indigenous Studies, Southern Studies, Foodways, Visual Culture, Popular Culture, Music, Ethnography, and other areas. Graduate students from American Studies are required to take this course in their first semester, and students from other disciplines are especially invited to join in the conversation.

<b>CHER 101 Section 001</b>	<b><i>Cherokee Language 1</i></b>	<b>MWF 10:10-11:00</b>
<b>Instructor: Frey, B.</b>	<b>Maximum Enrollment: 25</b>	<b>Session: Fall 2016</b>

No prerequisites.  
 Provides an introduction to speaking, listening, reading and writing in the Cherokee language. This course is part of an ongoing effort to revitalize Cherokee – an endangered language indigenous to North Carolina. Students will acquire basic conversational Cherokee and learn to read and write the Sequoyah syllabary.

<b>CHER 203 Section 001</b>	<b><i>Cherokee Language 3</i></b>	<b>MWF 8:00-8:50</b>
<b>Instructor: Frey, B.</b>	<b>Maximum Enrollment: 25</b>	<b>Session: Fall 2016</b>

Prerequisite is Cherokee 102 or permission of instructor.  
 This course reviews and deepens grammatical knowledge from Cherokee 101 and 102. We will increase extemporaneous speaking and produce new written texts in the Cherokee syllabary. Students will discuss the world around them in addition to the self and others.