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| FOLK 202 Section 001 | <i>Intro to Folklore</i> | MW 9:05-9:55 |
| Instructor: Staff | Maximum Enrollment: 80 | Session: Fall 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 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.

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|-----------------------------|---------------------------------|---------------------------|
| FOLK 202 Section 601 | <i>Intro to Folklore</i> | R 2:00-2:50 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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|-----------------------------|---------------------------------|---------------------------|
| FOLK 202 Section 602 | <i>Intro to Folklore</i> | R 3:30-4:20 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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|-----------------------------|---------------------------------|---------------------------|
| FOLK 202 Section 603 | <i>Intro to Folklore</i> | F 9:05-9:55 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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|-----------------------------|---------------------------------|---------------------------|
| FOLK 202 Section 604 | <i>Intro to Folklore</i> | F 12:20-1:10 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

FOLK 481 Section 001

The Changing Lives of Jewish Objects

T 3:30-6:30

Instructor: Berlinger, G.

Maximum Enrollment: 25

Session:

Fall 2017

FOLK 481. The Material Life of Jewish America. 3 Credits.

What makes an object "Jewish"? This seminar examines how we think about, animate, repurpose, and display "Jewish" objects in contemporary life -- the public realm, cultural institutions, religious spaces, and the home. We consider how makers and users negotiate objects' various meanings within the domains of prayer, performance, entertainment, and exhibition.

FOLK 487 Section 001

Everyday Stories: Personal Narrative & Legend

MW 3:35-4:50

Instructor: Sawin, P.

Maximum Enrollment: 35

Session:

Fall 2017

The practice of telling stories may seem to belong to a quaint and distant past, a slower, simpler time. Other media have indeed largely supplanted the entertainment function of fictional storytelling. Yet most of us actively engage in the telling of true (or possibly true) stories—personal narratives about our own formative or recent experiences and legends about improbable but intriguing events that someone has sworn really happened.

A closer study of these apparently artless tales reveals correlations between the ways they are structured and the variety of social functions they serve. Some do no more than share a momentary experience and are soon forgotten, but others become humorous or powerful set pieces in a well-polished repertoire. Some, still in the process of formation, serve as a means for negotiating one's identity or the terms of a relationship or of perpetuating crucial information about what it means to be a member of a particular family. Legends often reveal powerful social attitudes even when they're not factually substantiated. In some circumstances personal narratives can fundamentally change the course of a teller's life, winning (or failing to win) political asylum, a restraining order, or a pay raise.

Many told-for-true stories turn on the reporting of one's own or others' speech, and the stories themselves may be retold and passed on by hearers, stretched beyond the original tellers' intentions and deployed for other purposes. Interestingly, furthermore, there has been a recent resurgence of interest in the live telling of well-crafted personal tales by practiced and even professional storytellers (as at the National Storytelling Festival) and well-spoken occasional tellers (as at The Moth or Storycorps).

In this course we will study a wide range of "everyday stories" with a focus on the techniques and structures that make them effective for a variety of communicative functions and the ways that different contexts and audiences influence performance and meaning. Students will collect and analyze informal stories in by several means, will share their work with the class, and will offer constructive feedback on others' work in progress.

A FOLK 571 Section 001

Southern Music

TR 8:00-9:15

Instructor: Ferris, W.

Maximum Enrollment: 25

Session:

FALL 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 explores the music of the American South and considers how this music serves as a window on the region's history and culture. We will first consider the South and how the region's distinctive sense of place defines music in each generation. From the Mississippi Delta to Harlan County, Kentucky, from small farms to urban neighborhoods, from the region itself to more distant worlds of the southern diaspora, southern music chronicles places and the people who live within them.

Our course covers a vast span of southern music and its roots, from ballads to hip hop, with numerous stops and side-trips along the way. We will examine the differences between bluegrass and country, zydeco and Cajun, and black and white gospel. We will also study the influences of southern music on American classical music, art, dance, literature, and food.

The class will feature guest speakers and performers. Please refer to the "Topics and Dates" page of this syllabus for a straight list of what we will cover. After that is a page dedicated to the special guests and performers who will join our class.

We will consider how field recordings were made by collectors and the impact of these recordings on contemporary music. We will also view documentary films on southern music and will consider how these films enrich our understanding of each musical tradition.

A FOLK 670 Section 001

Introduction to Oral History

M 3:35-6:05

Instructor: Maynor-Lowery,

Maximum Enrollment: 20

Session:

Fall 2017

Introduces students to the uses of interviews in historical research. Questions of ethics, interpretation, and the construction of memory will be explored, and interviewing skills will be developed through field work.

FOLK 860 Section 001

Art of Ethnography

TR 2:00-3:15

Instructor: Hinson, G.

Maximum Enrollment: 30

Session:

Fall 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 053H Section 001

FYS: Family & Social Change

TR 2:00-3:15

Instructor: Allen, B.

Maximum Enrollment: 22

Session:

Fall 017

Inspired by successful television programs “Finding Your Roots,” and “Who Do You Think You Are?” and the popularity of such online genealogical resources as Ancestry.com and Family Search, millions of people are taking advantage of billions of digitized public records and publications (census enumerations, city directories, newspapers, military records, etc.) to become online historical detectives. Some are also becoming 21st century family “kinkeepers”: combining digital resources with local archival resources (including the Southern Historical Collection and North Carolina Collection at UNC and State Archives in Raleigh), family memorabilia from “the bottom drawer of grandma’s dresser” and recordings of family stories to create multimedia family archives, which can be shared with far-flung extended family members and passed down to future generations.

This course unfolds the process and materials of genealogical research to larger historical issues and contexts; explores how family history can personalize and localize social, cultural, political, and economic history; and asks how the question “Who do you think *you* are?” can become the basis for examining “Who do we think we are?” as a diverse national culture.

Participants will research and document the history of the last four generations of their biological/cultural families; gather (and preserve) family history materials from living family members; and explore the complexities of family history in relation to gender, race, and ethnicity. In addition to learning more about your own and your family’s history, we will use the tools and resources that have revolutionized genealogy and family history to ask new questions about the social and cultural history of “ordinary” people in North Carolina over the past 150 years.

In the process, participants will also gain valuable experience in using digital technologies to gather and represent historical data; using public records and other primary documents; conducting oral history interviews; and constructing historical narratives.

AMST 059 Section 001 *FYS: American Indian Art in the 20th Century* **TR 12:30-1:45**

Instructor: Tone-Pah-Hote **Maximum Enrollment: 25** **Session:** **Fall 2017**

This course connects American Indian art to vital conversations in American Indian studies such as colonialism, identity, gender, modernity, modernism, sovereignty, and representation. We will also address the following questions: How Native people and others have constructed and contested the idea of the American Indian Art? How have Native artists engaged with modernism in their works? Additionally, we will examine how artists have engaged with and at times resisted the markets for their work and their influence on Native art. Over the course of the semester students will complete formal and informal writing and will produce at least ten pages of writing during the semester.

AMST 061 Section 001 *FYS: Navigating the World* **MW 11:15-12:30**

Instructor: Willis, R **Maximum Enrollment: 25** **Session:** **Fall 2017**

This first year seminar is designed to better prepare students for future study abroad opportunities, international work, and understanding the implications of national identity and action in a global environment. Using group projects, individual proposal writing, and collaborative field study, we will explore a wide range of issues including access to work, health care, and education. Differences in religion, culture, gender roles, geography, and more will be considered as students intensely develop individual plans for foreign travel, study, and work using readings, class exercises, collaborative projects, documentaries, and interviews. There will be a special focus on transportation systems and other forms of infrastructure that impact navigating places, people, and information.

AMST 089 Section 001 *FYS: Special Topics NASCAR* **MWF 8:00-8:50**

Instructor: Engelhardt **Maximum Enrollment: 25** **Session:** **Fall 2017**

On July 10, 1949, three female drivers competed at the Daytona Beach Road Course, the second ever NASCAR event. That same year Victor Green published another volume of his Negro Motorist Green Book, which had helped African American travelers find friendly places to stay while on the road in the Jim Crow era since 1936. The Good Roads Movement, begun by enthusiastic bicyclists in the late nineteenth century, made grand plans for a Dixie Highway taking tourists from Maine to Florida and transforming automobile highways across the US South. This class will look at the culture, history, memories, and meanings of mobility for a diverse range of people in southern cultures.

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| AMST 101 Section 001 | <i>The Emergence of Modern America</i> | MW 12:20-1:10 |
| Instructor: Holland, S. | Maximum Enrollment: 80 | Session: Fall 2017 |

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.

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| AMST 101 Section 601 | <i>The Emergence of Modern America</i> | R 2:00-2:50 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 101 Section 602 | <i>The Emergence of Modern America</i> | R 3:30-4:20 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 101 Section 603 | <i>The Emergence of Modern America</i> | F 11:15-12:05 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 101 Section 604 | <i>The Emergence of Modern America</i> | F 12:20-1:10 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 110 Section 006 | <i>Amer Studies Native North Amer (HIST)</i> | MW 11:15-12:05 |
| Instructor: Maynor-Lowery, | Maximum Enrollment: 21 | Session: FALL 2017 |

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| AMST 110 Section 600 | <i>Amer Studies Native North Amer (HIST)</i> | T | 3:30-4:20 |
| Instructor: Maynor-Lowery | Maximum Enrollment: 3 | Session: | Fall 2017 |

Introduction to the Cultures and Histories of Native North America. 3 Credits.

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

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| AMST 110 Section 601 | <i>Amer Studies Native North Amer (HIST)</i> | T | 5:00-5:50 |
| Instructor: Maynor-Lowery | Maximum Enrollment: 2 | Session: | Fall 2017 |

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| AMST 110 Section 602 | <i>Amer Studies Native North Amer (HIST)</i> | F | 8:00-8:50 |
| Instructor: Maynor-Lowery | Maximum Enrollment: 2 | Session: | Fall 2017 |

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| AMST 110 Section 603 | <i>Amer Studies Native North Amer (HIST)</i> | F | 9:05-9:55 |
| Instructor: Maynor-Lowery | Maximum Enrollment: 2 | Session: | Fall 2017 |

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| AMST 110 Section 604 | <i>Amer Studies Native North Amer (HIST)</i> | F | 9:05-9:55 |
| Instructor: Maynor-Lowery | Maximum Enrollment: 2 | Session: | Fall 2017 |

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| AMST 110 Section 605 | <i>Amer Studies Native North Amer (HIST)</i> | F | 12:20-1:10 |
| Instructor: Maynor-Lowery | Maximum Enrollment: 2 | Session: | Fall 2017 |

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| AMST 110 Section 606 | <i>Amer Studies Native North Amer (HIST)</i> | T | 9:30-10:20 |
| Instructor: Maynor-Lowery | Maximum Enrollment: 2 | Session: | Fall 2017 |

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| AMST 110 Section 607 | <i>Amer Studies Native North Amer (HIST)</i> | T | 9:30-10:20 |
| Instructor: Maynor-Lowery | Maximum Enrollment: 2 | Session: | Fall 2017 |

AMST 202 Section 001

Historical Approach to American Studies

TR 11:00-12:15

Instructor: Kotch, S.

Maximum Enrollment: 25

Session:

Fall 2017

Why does history matter? It's not an easy question to answer, and to be honest, it probably doesn't matter to most people. But one important reason history is useful, at least, is because it helps us understand, if not avoid repeating, the present. Studying history reveals how small decisions become major forces, how humans and governments have wrestled with personal and political needs, how power ebbs and flows. In this course we will explore histories of the present, unpacking the historical context behind present-day issues, controversies, and events so as to understand them more deeply and impress our grandparents. You, the students, will choose which subjects we explore. For each of five units, I will assemble a group of readings that includes some basic contextual and historic matter; some original sources, such as manuscripts or newspaper coverage; some interpretive material created by historians; and some cultural material, such as art or television. These sources will help us explore a core question I will craft and you will refine over the course of each unit.

AMST 225 Section 001

Comedy and Ethics

MW 2:30-3:20

Instructor: Robinson, M.

Maximum Enrollment: 120

Session:

Fall 2017

"The Ethics of Stand-Up Comedy" will explore the historical, sociocultural, and legal significance of twentieth and early twenty-first century stand-up comedy in the United States. First, we will study multiple theories of humor, the ethics of the creative process, comedy and social critique, and the role of the audience in comedic performances. Second, we will discuss how stand-up comedy helps us to better understand constraints on freedom of speech, possibilities for civil discourse, and notions of "political correctness" by examining public controversies and legal decisions related to issues like obscenity and hate speech. Finally, we will examine comedy albums as material culture and historically situated expressions of American humor, "eavesdropping" on vinyl technology to imagine how stand-up constructs, disrupts, and "records" American identities and communities. Our syllabus will include scholarly articles to guide our study, but we will focus on the works (and lives) of comedians such as Moms Mabley, Joan Rivers, Chris Rock, George Carlin, Daniel Tosh, Louis C.K., Richard Pryor, Mitch Hedberg, Margaret Cho, and Aziz Ansari, among many others. In addition to lectures, which require active participation and conversation, attendance at one recitation section per week is required. Students may also be required to attend live performances at Dirty South Improv on Franklin Street and elsewhere (tbd).

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| AMST 225 Section 601 | <i>Comedy and Ethics</i> | R 12:30-1:20 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 225 Section 602 | <i>Comedy and Ethics</i> | R 3:30-4:20 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 225 Section 603 | <i>Comedy and Ethics</i> | F 11:15-12:05 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 225 Section 604 | <i>Comedy and Ethics</i> | F 9:05-9:55 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 225 Section 605 | <i>Comedy and Ethics</i> | R 2:00-2:50 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

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| AMST 225 Section 606 | <i>Comedy and Ethics</i> | F 8:00-8:50 |
| Instructor: TA | Maximum Enrollment: 20 | Session: Fall 2017 |

AMST 252 Section 001

Muslim American Literatures and Cultures

TR 11:00-12:15

Instructor: Marr, T.

Maximum Enrollment: 25

Session:

Fall 2017

This course examines the diversity of Muslims in America and the variety of creative expressions created throughout this long history of intercultural involvement. We will explore autobiographies, plays, novels, and other expressions that register the complexities of being Muslim in a nation long suspicious of Islam. We will examine the changing histories of Islam in the United States ranging from the forcible transportation of African Muslims as part of the slave trade, the migration of Muslims from the Middle East at the end of the nineteenth century, the conversion of Americans to Islam in the twentieth century, the changing demographics after 1965 that gave rise to increasing numbers of Muslims from South and Southeast Asia, and the crises caused by the launching of the war on terrorism in the twenty-first century. Themes to be addressed include the critical contributions of Muslims to the evaluation of American values and the challenges and opportunities that living in the United States provides for the transformation of traditions of Islamic practice.

AMST 253 Section 001

Social History of Jewish Women (JWST / WMST

TR 11:00-12:15

Instructor: Ferris, M.

Maximum Enrollment: 20

Session:

Fall 2017

This course examines the history and culture of Jewish women in America from their arrival in New Amsterdam in 1654 to the present day. Students consider how gender has shaped Jewish women's experience in the context of immigration, assimilation, religious observance, home, work, motherhood, family, consumption, and feminism. We explore how factors such as region, race, class, country of origin, religious denomination, and sexuality influence the lives of Jewish women in America. Students will use a variety of written sources, such as diaries, memoirs, letters, recipes, and organizational records. These non-traditional sources reveal women's voices often absent in more traditional histories. The evolving identity of American Jewish women is also examined in popular culture and film, television, advertising, artifacts, and digital resources. The purpose of the course is to integrate Jewish women into the American past, and to reveal how they have impacted American Jewish history and its vibrant future.

AMST 258 Section 001

Captivity and American Cultural Definition

TR 3:30-4:45

Instructor: Marr, T.

Maximum Enrollment: 25

Session:

Fall 2017

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 9:30-10:45

Instructor: Kotch, S.

Maximum Enrollment: 25

Session:

Fall 2017

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 285 Section 001

Access to Work

MW 1:30-2:45

Instructor: Willis, R.

Maximum Enrollment: 25

Session:

Fall 2017

Focus on systemic and individual factors affecting access to work including changes in labor markets, gender, race, age, disability, transportation, international competition, technological progress, educational institutions, and public policy. This interdisciplinary seminar is designed to better prepare students for future work by examining factors that impact access to work using economic tools in combination with methodology from the humanities including oral history, photography, and film. Each student will focus on a specific labor market for their major project in consultation with the faculty member. An emphasis will be placed on developing research, writing, and presentation skills.

No prerequisites.

AMST 287 Section 001

Intro to American Legal Education

MW 2:30-3:45

Instructor: Richotte, K.

Maximum Enrollment: 80

Session:

Fall 2017

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: Contracts, Property, Torts, Criminal Law, Civil Procedure, and Constitutional Law. 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.

In this class you will engage in legal reasoning, legal writing, and legal research. You will write memos, find case law, write an “outline,” and engage in other techniques that are fundamental to a law student and the legal profession. This class also requires you to be an active learner. You will be expected to be prepared and participate in the class lecture and discussion – you will be called on during the semester. You will also be given the chance to discuss and debate the various cases that we will study, as you will develop your ability to advocate in a manner familiar to the legal profession.

AMST 317 Section 001

Adoption in America

MWF 10:10-11:00

Instructor: Sawin, P.

Maximum Enrollment: 25

Session:

Fall 2017

DESCRIPTION:

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 and current state 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 439 Section 001

Indigenous Artists and Markets

TR 3:30-4:45

Instructor: Tone-Pah-Hote,

Maximum Enrollment: 25

Session:

Fall 2017

This course examines how Indigenous artists have negotiated, shaped, and pursued markets and venues of display ranging from "fine" art markets, galleries, and museums to popular markets associated with tourism. This course delves into the roles of artists, collectors, and mediators within the art market. Students will explore how colonialism has influenced the spaces and places that Indigenous art has been exchanged, collected, and exhibited. We will also investigate how artists and communities have challenged colonial discourses and practices through their art. Students will consider how the arts connect to the politics of Indigenous sovereignty. We will read academic monographs, articles, and view Indigenous art as part of the course. This course will include a final exam, at least 10 pages of writing, and regular discussions.

AMST 475H Section 001

Documenting Communities

W 3:30-6:05

Instructor: Allen, B.

Maximum Enrollment: 25

Session:

Fall 2017

Documenting Communities engages students with the ways that communities (in the broadest sense) have been, are, and might be preserved, 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. It values project-based and experiential learning by individuals and small groups

This offering of *Documenting Communities* invites students to learn from and participate in the work of the [Community Histories Workshop](#) (CHW). Launched in July 2016, the CHW develops and tests innovative models for community engaged digital public history and humanities that benefit local communities (broadly defined) and advance UNC's institutional mission and priorities. The workshop is supported by the [Digital Innovation Lab](#), drawing upon its experience in developing public digital humanities projects and its expertise in software development and project management.

Documenting Communities will focus on two N.C. communities: Gastonia and Rocky Mount, and will be organized around the public digital humanities initiatives in which the DIL and CHW are involved in conjunction with major historic preservation and adaptive reuse projects. We will explore a wide variety of ways that the history of these and other local communities are documented in archival collections, photographs, films, public records, architecture and artifacts, commemorative spaces, newspapers, music and fiction, and memories and stories.

AMST 486 Section 001

Shalom Y'all: The Jewish Experience in the

TR 2:00-3:15

Instructor: Ferris, M.

Maximum Enrollment: 30

Session:

Fall 2017

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, Jews in the American South 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. We explore their contributions in intellectual, political, and economic life, and in folklife, decorative arts, literature, music, architecture, material culture, and religion. We trace the history of Jewish southerners from the colonial era to the present, using archival resources in the Southern Historical Collection, film, museum exhibits, and digital resources.

AMST 671 Section 001

Intro to Public history (Hist 671)

M 3:3506:05

Instructor: Whisnant, A.

Maximum Enrollment: 25

Session:

Fall 2017

This course introduces the history, theory, and practice of public history. There are many definitions of public history, but we'll think of it broadly encompassing historical work that:

Is conducted in public settings;

Is fundamentally engaged with public audiences or communities;

Addresses itself explicitly to current public issues or problems; or

Mediates between the specialized knowledge of professional historians and the historically-oriented preferences, expectations, and needs of various publics.

AMST 691H Section 001

Honors in American Studies (ASIA 691H)

R 6:00-8:35

Instructor: Berlinger, G.

Maximum Enrollment: 12

Session:

Fall 2017

AMST 691H is a research and methods course designed to help senior American Studies and Asian Studies majors research and write an honors thesis. Our objectives are to review some major issues in Asian and American Studies and interdisciplinary area studies in general, investigate how each student's research topic fits into these larger debates, review the writing conventions of the appropriate discipline and field, and help students produce innovative, insightful, and articulate research essays. EE.

Students who complete and successfully defend an honors thesis will graduate with honors. American Studies and Asian Studies students will also participate in the senior colloquium in the spring, where each student will give a short presentation summarizing their thesis research. Completed theses will be entered into the Carolina Digital Repository.

Students writing an honors thesis will be enrolled in AMST 691H and ASIA 691H by the department once their thesis applications have been approved.

AMST 700 Section 001

The History and Practices of Amer Studies

M 4:40-7:40

Instructor: Richotte, K.

Maximum Enrollment: 15

Session:

Fall 2017

The History and Practices of American Studies will acquaint students with the development of American Studies as an interdisciplinary field from its earliest days as an academic discipline to the present. The course will trace the emergence of American Studies as a discrete discipline within the academy and its subsequent radical reinventions as it engaged with central questions of American identity and exceptionalism. Readings will consist of roughly chronological scholarly works that provide an understanding of American Studies as it has grown from its beginnings as well as more popular works that both speak to questions of American identity and exceptionalism and that are often studied by American Studies scholars. Graduate students from American Studies are required to take this course in their first semester, however graduate students from other disciplines are especially invited to join in the conversation as well.

AMST 902 Section 001

Ph.D Research Seminar

W 4:00-7:00

Instructor: Robinson, M.

Maximum Enrollment: 15

Session:

Fall 2017

This course is designed to 1) Provide time, a supportive structure, and regular peer feedback to help graduate students to prepare their professional portfolio and dissertation proposal; 2) Provide a range of professionalization opportunities, often through visits from guest speakers; and 3) Apply our emerging expertise as scholars to discuss contemporary issues as presented in the work of public intellectuals.

AMST/DUK Section 001

Farmworks in NC Advance Seminar in AMST

W 3:30-5:50

Instructor: Sims, C.

Maximum Enrollment: 7

Session:

Fall 2017

Course Title: "Bridges 201" - Farmworkers in North Carolina

Note: Classes will be held at Duke University

Address:

Center for Documentary Studies

1317 W. Pettigrew Street

Durham, NC 27705

Duke Section number: 01

Duke course code is: 3683

Aka DOCST 332S.01 (3683)

To Enroll: UNC Students must fill out an Inter-Institutional Form (see link below) and submit to Registrar's Office

Focus on those who bring food to our tables, particularly those who labor in the fields of North Carolina and the Southeast. Students will learn about farm work from the plantation system and slavery to sharecropping and up to the migrant and seasonal farmworker population today. Study and analysis of media representations of farmworkers and agricultural issues as well as historical and contemporary documentary work and its contributions to farmworker advocacy. Includes a service-learning component involving work in the community.

Inter-Institutional Form:

<https://cseees.unc.edu/files/2015/05/Dukeregistration.pdf>

FALL 2017 Section

Instructor:

Maximum Enrollment:

Session: