Spring 2019 Course Offerings that Count for Minor in Southern Studies, College of Charleston

Minor Requirements: SOST 200 + 5 Elective Courses + SOST 400 (1-hour capstone)

AAST 280 Intro to African American Music TR 10:50 am-12:05 pm Prof. Mari Crabtree
AAST 300-05 Africana Womanhood and Migration Narratives TR 01:40 pm-02:55 pm Prof. Mari Crabtree
ARTH 338 American Vernacular Architecture & Material Culture MWF 09:00 am-09:50 am Prof. Richard Gilmore
BIOL 301 Plant Taxonomy MWF 11:00 am-11:50 am (Lab M 01:00-05:00 pm) Prof. Jean Everett
BIOL 333 Ornithology F 07:30 am-10:30 am (Lab F 11:00 am-03:00 pm) Prof. Melissa Hughes
BIOL 334 Herpetology TR 10:50 am-12:05 pm (Lab T 12:10 pm-04:10 pm) Prof. Allison Welch
EDFS 201-02-07 Foundations of Education (Multiple Sections)
ENGL 315 African American Literature MWF 12:00 pm-12:50 pm Prof. Valerie Frazier
ENGL 190 Obstinate Daughters: Women and Social Justice in the 19th & 20th Centuries TR 9:25 am – 10:40 am Prof. Jesslyn Collins-Frohlich
ENGL 350-02 Major Authors: Eudora Welty's Life and Art TR 12:15 pm-01:30 pm Prof. Julia Eichelberger
ENGL 364-01: Race, Health, and Environmental Justice: The Politics of Housing MWF 1-1:50 pm – Prof. Lisa Young
HIST 217 African American History since 1865 MWF 01:00 pm-01:50 pm Prof. Shannon Eaves
HIST 320 ST: Modern Charleston T 06:00 pm-08:45 pm Prof. Robert Stockton
HPCP 299-01 Preservation Planning Studio M 02:00 pm-05:00 pm Prof. James Ward
HPCP 299-02 Preservation Planning Studio R 02:00 pm-05:00 pm Prof. James Ward
HTMT 310-01 Current Topics in HTMT: Current Issues in Charleston Tourism W 05:30 pm-08:15 pm Prof. Michael Seekings
LACS 200-01 Special Topics: Talking Trash and Wasting Time: A Caribbean Ecology MWF 3:00-3:50 Prof. Christine Garcia
LING 290 ST: A View of American English Dialects TR 09:25 am-10:40 am Prof. Elizabeth A Martinez-Gibson
MUSC 222-04 ST: Like a Rolling Stone: History and Development of Rock Music ONLINE Prof. Yiorgos Vassilandonakis
MUSC 365 Ensemble: Gospel Choir TBA Prof. Brenten Merrill Weeks
RELS 298 Special Topics in Religious Studies: Global Evangelicalism MWF 01:00 pm-01:50 pm Prof. Leonard Lowe
SOST 200 Intro. to Southern Studies TR 01:40 pm-02:55 pm Prof. Tammy Ingram
SOST 400 Southern Studies Capstone Proj TR 03:05 pm-04:20 pm Prof. Julia Eichelberger

Additional Special Topics Courses May Be Added As More Information Becomes Available. Certain Independent Studies and Tutorials May Be Eligible Depending on Their Content.

Questions? Contact the Southern Studies Program Director, Dr. Julia Eichelberger 843.953.5646 eichelbergerj@cofc.edu
Want to learn more about the South?

SOST 200 - Introduction to Southern Studies

Spring 2019    TR 1:40-2:55 pm
Taught by Dr. Tammy Ingram

- Study the region’s history and cultural traditions
- Discuss Southern literature and film, recipes, advertisements, letters, diaries, folklore, music
- Do your own research on a topic of your choice

English 110 is the only prerequisite for this course

To see a sample syllabus and learn about minoring in Southern Studies, visit southernstudies-minor.cofc.edu or email eichelbergerj@cofc.edu
History 320.01 Special Topics in Lowcountry History: Modern Charleston
T 6-8:45 pm, Prof. Robert Stockton

ST: Modern Charleston. Modern Charleston – an oxymoron? Actually Charleston has had a diverse history – sometimes sleepy, sometimes dynamic, and sometimes both at the same time – during the twentieth century, and initial years of the twenty-first. Explore economic, cultural, political, demographic, and other factors in the history of a resilient city.
The writer Ralph Ellison wrote that “one of the chief values of living with music lies in its power to give us an orientation in time. In doing so it gives significance to all those indefinable aspects of experience which nevertheless help to make us what we are.” This course provides an introduction to major questions, debates, and concepts in African American music in order to analyze music as entertainment but also as a porthole into the African American experience. The course is organized around several themes, including authenticity, appropriation, signifying, censorship, and resistance, and students will grapple with several key questions to explore these themes: How do you define African American music? What is the interplay between music and its historical context? How has music affirmed the value of African American culture or sustained the black community through difficult times? How has African American music provided cultural expression for resistance? To what extent is music an art or an industry? Having grappled with these questions, students will come away from the course with a more nuanced understanding of the ways in which music has far-reaching consequences well beyond its entertainment value.
A study of linguistic diversity in American English. We will study the regional and social variations of American English as well as language attitudes.
College of Charleston Gospel Choir

Accepting New Members
Singers, Dancers & Musicians

Meet Every Wednesday
7:00PM-9:00PM

Location:
Simons Center School of the Arts
(Room 316)

For more info, contact Jasmin Crawford - COFCCCGC@gmail.com
ENGL 190 Obstinate Daughters: Women and Social Justice in the 19th & 20th Centuries
TR 9:25 am – 10:40 am Prof. Jesslyn Collins-Frohlich

As the College marks its own “Year of the Woman,” this class examines the ways American women that Richard Brinsley Sheridan termed “obstinate daughters” negotiated traditional power structures, race, and gender roles to advocate for their own rights and those of Native Americans and African Americans, in the nineteenth and early twentieth centuries. By examining literary texts and private papers as well as speeches, petitions and other public documents, we will consider how the strategies these women used and the backlash they faced continue to inflect our current discussions on gender, race, and what it means to fight for social justice.
Course Description: Herpetology is the scientific study of amphibians and reptiles. This course addresses the biology of these fascinating organisms, including their evolutionary history, taxonomy and systematics, structure and function, behavior, and ecology. This course will emphasize the integrative nature of modern herpetology by (1) drawing together concepts from various levels of biological organization to understand the biology of amphibians and reptiles, and (2) highlighting how the study of these organisms has advanced our understanding of general concepts in physiology, behavior, ecology and evolution.

Laboratory is an essential component of the course, where you will gain first-hand experience with the organisms and concepts discussed in lecture. Investigations of preserved specimens in the laboratory will allow you to become familiar with the structure, taxonomy, diversity, and adaptations of amphibians and reptiles. Field trips will provide experience with local amphibians and reptiles in their natural habitat as well as an introduction to research techniques.

Student Learning Outcomes: At the end of this course, students are expected to be able to:

- describe the evolutionary history and phylogeny of amphibians and reptiles.
- discuss key features of the reproduction, life histories, behavior and physiology of amphibians and reptiles, and relate these features to the ecology of the organism.
- identify and describe evidence of shared ancestry, convergent evolution, and adaptation in the structure and function of various amphibians and reptiles.
- interpret, evaluate and synthesize information from primary herpetological literature.
- describe and identify major taxa of amphibians and reptiles.
- identify herpetofauna of South Carolina to the species level.
- use field techniques to study local herpetofaunal communities and populations.

Required Texts:  

Prerequisites:  
BIOL 111, 112, 211 

Pre or co-requisites:  
BIOL 305, MATH 250
The Barbadian poet and cultural theorist Kamau Brathwaite notes that the development of the Atlantic’s tropical storms and hurricanes are in part generated by the sub-Saharan Harmattan winds, the very winds that propelled the sails of Columbus’ ships and later those that carried slaves from the West African coastline to the Caribbean islands. Brathwaite’s suggestion that the slave trade and hurricanes share environmental currents compels us to consider the impacts industrialization and neocolonial relationships have on so-called “natural disasters.”

Drawing from Brathwaite’s notion of “geo-psychic” links and fissures, this course aims to think of “nature” and “history” as inextricably tied together. Doing so, allows us to challenge Eurocentric notions of temporality, its privileging of futurity, and willingness to instrumentalize and dispose of what it deems as inert material resources—be that geographies, peoples, and non-human life forms.
ENGL 313 is designed as a survey of African American literature primarily for English majors and upper level students. The selections read will span from the 18th century to the present, encompassing periods of literary history such as slavery and post-Civil War Reconstruction, the Harlem Renaissance, the Northern Migration, the Civil Rights Movement, and post-1970 literature. We will investigate how African American literature serves as a vital conduit towards appreciating the significance of African American history and culture as integral and vibrant reflections of American life and consciousness. Authors studied include luminaries such as Phillis Wheatley, David Walker, Frederick Douglass, Nella Larsen, James Baldwin, Octavia Butler, Toni Morrison, and Claudia Rankine. Our class capstone project will center on developing a magazine, time capsule, Ted X style talk, or themed fundraiser (like a Harlem Renaissance dance).
This course will explore short stories, novels, and nonfiction by Mississippi writer Eudora Welty who is particularly famous for her works set in 1930s Mississippi such as “A Worn Path” and “Why I Live at the P.O.?” as well as her 1963 story “Where Is the Voice Coming From?” Readers admire Welty for her brilliant ear for dialogue, her sharp-edged humor, her lyricism, and her sustained critiques of the social and cultural conditions of her native Mississippi. She was also an innovative modernist artist and a world traveler with a cosmopolitan sensibility.

Using a biographical approach to Welty’s work, we will explore her artistic development over the course of her career, particularly the 1930s-1980s. Students may also analyze Welty in conversation with other texts that portray Mississippi, female subjectivity, and/or the vulnerabilities and power of the female body.

Students will complete several short assignments and one major research project, and will also participate in a Eudora Welty Society conference that will be held on campus in February.

We’ll read all of Welty’s published short stories as well as her novels The Robber Bridegroom, Delta Wedding, and Losing Battles, as well as One Writer’s Beginnings, selected essays, letters, and photography.
Many politicians, urban planners, and researchers state that the nation’s oldest problem is the issue of housing. In this course, we will delve into this history by examining how housing evolved into a political issue. In particular we will examine the government’s role in creating the American middle class and a dual housing market that was intended to benefit one sector of the population while disenfranchising immigrants and people of color. We will then explore the ways in which housing affect one’s quality of life whether its through air and water quality, food, education, or proximity to toxic sites. To do so, we will examine key texts by Black writers to better understand how they used the humanities to facilitate an environmental consciousness and health activism amongst their own people as it relates to housing insecurity.

While the course will primarily explore the housing politics of urban cities and suburbs (both nationally and internationally), we will spend part of the course understanding the politics of southern housing by examining rural locations such as Charleston, SC, which has been described as the fastest gentrifying city in America. Authors read will include: Upton Sinclair, Richard Wright, Zadie Smith, Paule Marshall, and Ntozake Shange. Additional topics covered include: women and public housing, gentrification, the eviction economy, and the prison industrial complex.
Protest marches! Police brutality! Social Unrest!

Do you want to learn more about how today’s top headlines fit into a larger historical narrative of racial inequality, civil disobedience, and the law in America? Learn this and more about the African American experience from the Civil War to the Present in HIST 219: African American History since 1865.

***Fulfills major and minor requirements for***

African American Studies and Southern Studies
What is “evangelical” Christianity? The word seems to be everywhere today, from political analysis to popular culture. But, many people (scholars included) aren’t quite sure what it means. Are evangelicals also fundamentalists? Are evangelicals always social conservatives? Can Catholics be evangelicals, too? In this course we will use both historical and anthropological research to learn about the 18th century Atlantic origins of evangelicalism, observe its political transformations from progressivism towards conservatism in the U.S., explore its underlying assumptions about bodies, emotions, sex, history, truth and conversion, and examine its contemporary growth on a global scale.

The first half of the course will treat the topics of revivalism, the Black Church, and the impact of abolitionism on evangelicalism, whereas the second half will follow global channels into South America, China, and several African nations.
This course takes an intersectional and interdisciplinary approach to analyzing a wide range of Africana women’s narratives of forced and voluntary migration. The novels, autobiographical essays, and scholarly work discussed in the course broach topics ranging from the trans-Atlantic slave trade and immigration to the search for cultural roots and spiritual homegoings. Assigned texts include Saidiya Hartman’s *Lose Your Mother*, Yaa Gyasi’s *Homegoing*, Toni Morrison’s *Song of Solomon*, Edwidge Danticat’s *Breath, Eyes, Memory* and *Create Dangerously*, Paule Marshall’s *Praisesong for the Widow*, and Chimamanda Adichie’s *Americanah*. Discussions and essay assignments will provide students with an opportunity to closely analyze these texts while exploring the sociohistorical processes that have compelled black women to embark on journeys to distant shores as well as analyzing how migration has shaped the formation of black women’s identities in Africa and the Diaspora.
ARTH 338: American Vernacular Art & Material Culture
MWF 9:00-9:50 am  Dr. Richard Gilmore

This course explores diverse examples of common architecture and material culture in America from earliest settlements up to the present day. The course will investigate the cultural roots of architectural forms and traditions and will also address such topics as cultural landscapes, the development of building technologies, folklore and folklife, and the relationship of the built environment to the natural environment over time.

Prerequisite(s): Permission of the instructor or six (6) hours of art history or ARTH 299 or HPCP 199.