Should the state ban the wearing of burkas in public? Should immigrants maintain dual citizenships in their countries or origin? Should we construct a wall on the southern US border? Should citizenship be based on birth or on inheritance? These are questions that commonly circulate in current accounts of public policy regarding the rights of cultural minorities and immigrants. These questions also reflect the ways in which migration and globalization has posed increasing challenges to nation-states models of governance, as more and more people question who should belong to the nation and why.

We will critically examine the social and political conflicts that arise and the challenges that migration poses to the ways in which national membership is established, public policy towards migrants is made, and the nation is imagined using the metaphor of border and borderlands to explore these issues. We will focus mainly on cases of Latin American migration, but will also include site cases in other parts of the world.

*To the Chicano/Latino Studies majors: This course fulfills Social and Political Issues requirement.

**This course may also count towards the American Studies & Ethnicity major. Please contact our academic advisor, Cynthia Mata-Flores, at cmflores@usc.edu, for more information.
Is there such a thing as “Black American Islam?” Can there be? Should there be? What would distinguish it from historical Islam, and how will/should it relate to the global Muslim community? How do Black American Muslims relate to those Muslims who came to America from the Muslim world? What about Black American Muslim women? And how has 9-11 affected all of these relationships? As for Hip Hop, what role have/do Muslims play[ed] in its development and substance, and what challenges or opportunities does Hip Hop pose for Black American and other Muslims? Finally, what does all of this tell us about the future of Islam in Black America?
This seminar is designed to allow students to explore the complex and contested interactions between the law and the construction of group and individual identities. Students will study theories of identity and community including racial, gender, religious, national, and sexual and will focus upon how the law has been central in defining, rewarding, and punishing difference. After a general examination of how diverse communities define themselves and their legal and contemporary problems, the class will examine cases studies.
This course examines selected topics in the historical development of racism with the overall objective of better understanding the complex ways in which race has functioned in the modern world. The class will analyze perspectives from the United States, Latin America, and, to a lesser extent, Europe, as well as the experiences of diverse groups within these regions (including people of indigenous, African, Asian, and mixed descent in different parts of the Americas). It will also investigate the proposition that people of color in the Americas have both a common history of dispossession, discrimination, and oppression as well as strikingly different historical experiences. We will use those commonalities and differences to probe a number of assumptions and theories about race and racism in both academic and popular thought.
Leadership in the Community—Internship

Community leadership has much in common with other types of leadership, but is also characterized by important differences. For one, community leaders typically work explicitly for social change. In addition, many argue that community leadership is fundamentally about relations of power between those who have power and resources and those who do not. Hence, power is a key ingredient, along with the necessary skills, strategies and confidence to organize toward improving social, economic and political conditions.

- This is a community based learning class, therefore internships are designed to enhance student’s academic learning and work on a project that benefits the internship organization. Students often find that this internship helps them enhance their resume, and in some cases students are offered paid internships at the end of the semester.
- Students will be given a list of community organizations, schools, businesses, and government sites to select from, and the Instructor will provide guidance in contacting internship site supervisors.
- USC Students at all levels (including Freshmen), and from all disciplines, are encouraged to enroll.
- Students who are already doing an internship can approach the Instructor about the possibility of getting course credit.
This course is an exploration of the history and culture of Mexican Americans and other Latinos in the United States from the colonial era to the present. We will examine the diversity of experiences among this group across the United States, paying particular attention to issues of race, region, gender, class, and immigrant status. Topics will include the varied experiences of colonialism and immigration; the role of race prejudice and discrimination in shaping social mobility; cultural transformation and regional variations in language, religion and music; gender as a central variable in defining issues of identity and opportunity; and the birth of a Chicano/Latino civil rights movement.

AMST/HIST 373 fulfills the history requirement in both Chicano/Latino Studies & American Studies majors. It also fulfills requirements in the History major. It also fulfills elective requirements in African American Studies and Asian American Studies. This course is open to all students with an interest in the topic.
This class is designed to be an exciting and challenging introduction to the field of Asian American Studies. Asian American Studies was born out of the 1960s movements for social justice and equality. Thus, fundamental to this class is the concept of race and racial dynamics in the United States. Regardless of their racial identity, students will be challenged to examine how social identities have influenced their life and society overall. The main objectives of this course are 1) to gain an overview, from a range of perspectives, of Asian American history, community, and contemporary issues; and 2) to analyze critically important social structures in the U.S. and elsewhere.

This class meets USC’s diversity requirement by addressing the formation of race relations in relationship to social class and gender distinctions within American society and Asian immigrant communities. Issues of diversity and nation are addressed in substantial discussion of US imperialism and through foreign relations and wars.
Arabs are an under-studied, and often poorly understood, ethnic group in the United States. This course introduces students to the history of Arab immigration to, and racial formation in, the United States from the late-19th century to the present. We will explore common themes in Arab immigrant experiences, and discuss salient differences along the lines of class, national origin, religion, gender and other factors. The goals of this course are to have students gain an understanding of the political and economic processes that have propelled Arab immigration to the United States, to compare patterns of settlement and community building within the Americas, to trace Arab-American ethnicity across generational lines, and discuss challenges faced by Arab immigrants and their children in relation to the state and dominant American culture. Throughout the semester, we will assess how concepts such as race, transnationalism, and diaspora relate to the study of Arab communities in the United States. While primarily historical in approach, other disciplinary approaches, including sociological, cultural and anthropological will supplement our study.
This course is a selective examination of the major works, authors, and themes of Asian American literature, from the mid-20th century until the contemporary moment. The primary concern of the course is to demonstrate the dynamic relationship between Asian American literature and the histories of Asians in the United States, and the United States in Asia. In particular, the shifting function of Asian immigrants and Asian Americans in U.S. culture and economy will be a focus for the course as we examine how Asian American literary concerns and styles have evolved with that shifting function. Ultimately, the proposition this course puts forth is that the aesthetics of Asian American literature is inseparable from the politics of Asian American experiences; this intersection between aesthetics and politics is one important site where Asian American culture and identity are formed.
American Studies & Ethnicity
Senior Honors Option 2013-14

ASE MAJORS:
- American Studies (ASE)
- African American Studies (ASAF)
- Asian American Studies (ASAS)
- Chicana/o and Latina/o American Studies ~CALAS (ASCL)

For more information contact ASE Program Advisor Cynthia Mata-Flores at cmflores@usc.edu or 213.740.2534

Fall 2013: AMST 492 (10442)
Research Methods in American Studies & Ethnicity Tuesdays 2pm-4:50pm Location TBA Taught by Macarena Gomez-Barris

Spring 2014: AMST 493 (10443)
Senior Honors Thesis in American Studies & Ethnicity Tuesdays 2pm-4:50pm Location TBD Taught by Macarena Gomez-Barris

The American Studies and Ethnicity Department at the University of Southern California offers a two-semester honors program for qualified students, first identified in ASE 350 or by the program advisor. Students spend their first semester in the honors program in an honors senior seminar, ASE 492, focused on developing their research and methods for the honors thesis. During the second semester, all honors students are required to take ASE 493, in which each completes a thesis project on a topic of his or her own choosing under faculty direction. Contact the program advisor for further information.