American Studies Fall 2016 Courses

1. AMER 0010-01 Special Topic Foundation Course: Racial Politics and Urban Space in the United States ~ Thomas Abowd
2. AMER 0010-02 (SOC 0001) Special Topic Foundation Course: Introduction to Sociology ~ Helen Marrow
3. AMER 0012-01 Foundation Course: Race in America ~ Jean Wu
4. AMER 0015-01 (REL 0042-01) Foundation Course: Religion & Politics in AMER HIST ~ Heather Curtis
5. AMER 0031-01 (HIST 0031) Rise of the Modern Woman ~ Virginia Drachman
6. AMER 0044-01 (HIST 0022) The Changing American Nation 19th & 20th Centuries ~ Reed Ueda
7. AMER 0045-01 (HIST 0025) Antebellum & Civil War America ~ James Rice
8. AMER 0046-01 (DR 0048-01) African American Theatre & Film ~ Monica Ndounou
9. AMER 0047-01 (ENG 0023-01) American Literature: First Contact to 1855 ~ Nathan Wolff
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21. AMER 0094-07 (MUS 0039) African American Music ~ Stephan Pennington
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25. AMER 0094-11 (LST 0094-01) Histories of the U.S.-Mexico Border ~ Rodolfo Fernandez
26. AMER 0099-01 Internship in American Studies ~ Staff
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28. AMER 0134-01 (PS 117-01) Politics of American South ~ James Glaser
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30. AMER 0154-01 (ENG 0154-01) American Indian Writers ~ Elizabeth Ammons
31. AMER 0172-01 Integrative Seminar: American Highways Routes and Roots ~ Ronna Johnson
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Course Descriptions

1. AMER 0010-01 Special Topic Foundation Course: Racial Politics and Urban Space in the United States ~ Thomas Abowd
   This course will highlight the radical changes that US urban centers have undergone historically and the role that race, racism, and racial politics have played in these transformations. As global and national economic trends and capitalist modernity began to make city life the majority experience in the US in the late 19th Century, a range of formidable forces intersected in the construction of these expanding places. Participants will examine these shifting and fluid racial and racialized realms not simply as cartographic places frozen on maps but also as ideas and myths that have helped construct US nationalism. How can the history of racism in this country be understood through both the actions of urban-based social movements as well as policing technologies and governing assumptions that have made racial segregation and racial violence possible? This course will feature examinations of Boston, New York, Detroit, Chicago, and Los Angeles, to name but a few.

2. AMER 0010-02 (SOC 0001) Special Topic Foundation Course: Introduction to Sociology ~ Helen Marrow
   Sociology is the systematic study of human social behavior. Sociologists examine not only how social structures shape our daily interactions, but also how society constructs social categories and cultural meanings. While there is no way that a single semester can expose you to the entire discipline of sociology, this course will introduce you to the major theoretical perspectives, concepts, and methodologies used in contemporary sociology to observe and analyze interaction in large and small groups. For instance, we will examine important issues such as how societies maintain social control, set up stratification systems based on race, class and gender, and regulate daily life through institutions such as families, education, and labor markets. The single overarching purpose of this course is to make you more interested in and critical of the world around you. A secondary purpose is to inspire you to take more sociology courses while you are here at Tufts, so you can focus on some of the specific sociological topics you like most in greater depth. Ones that we will cover (in order) include culture and media; socialization; networks and organizations; crime and deviance; social class, race, gender, and health inequalities; family; education; politics and authority; and work. No prerequisites required.

3. AMER 0012-01 Foundation Course: Race in America ~ Jean Wu
   "In 1903, the famous African American scholar and activist W.E.B. DuBois said, "The problem of the 20th century is the problem of the color line." Many people today believe that race will continue to be "the" issue of the 21st century. In this course, we will examine the meanings of race in modern America, analyze the root causes and consequences of racist ideologies, and discuss current and future activist approaches to the issues raised by racist theories and practices. Our study will be multicultural in focus, with attention being given to Asian American, Native American, African American, European American, and Latino/a perspectives. Questions we will ask will include: How is race defined in the USA? Who defines it? How is it experienced? Who experiences it? What is its role in our lives as individuals, members of groups and of society at large? The course will be interdisciplinary, emphasizing in particular social science and arts/humanities approaches; and active student participation will be an important component. Note: This course is high-demand AMER majors have priority; please contact Professor Wu at Jean.Wu@tufts.edu to be added to the roster.

4. AMER 0015-01 (REL 0042-01) Foundation Course: Religion & Politics in American History ~ Heather Curtis
   "In God we Trust," "One Nation Under God," "God Bless America,": phrases like these alert us to the on-going influence of religion in American public life. This course explores the role of religion in shaping American civic engagement and political activity from the 17th century to the present, aiming to put contemporary events in broader historical context. Key topics and themes include: the relationship between church and state in the colonial period; faith and the founders; religion and social activism in the antebellum era (especially anti-slavery and
women's rights); religion, race and civil rights; religious "outsiders" and American politics (particularly Mormons, Catholics, and Muslims); spirituality and social protest in the 20th century (pacifism; feminism; and economic reform); the rise of the religious right; religion and American politics post-9/11; and the upcoming presidential election. This course counts toward the Humanities or Social Sciences distribution requirement.

5. AMER 0031-01 (HIST 0031) Rise of the Modern Woman ~ Virginia Drachman
Women's struggles for equality in American society from the 19th century through World War II. Examination of women's drive for suffrage and political rights, access to higher education, and entry into medicine, law, and business. Focus on the tension between equality and equity and origins of tension between private and public life. Attention to diversity, including race, class, and ethnicity, in women's experiences.

6. AMER 0042-01 (DR 0039-01) Contemporary American Theatre ~ Noe Montez
Twenty first century theatre as a major cultural and political art form. Readings and discussions of a selection of important plays and performances will explore how the playwrights address issues of race, class, gender, and national identity. Investigation of major economic and ethical issues affecting the American theatre including interracial casting, the economic demands of producing on Broadway, regional theatre homogeneity, and the selection criteria of Pulitzer Prize and Tony Award nominations.

7. AMER 0044-01 (HIST 0022) The Changing American Nation 19th & 20th Centuries ~ Reed Ueda
Population, society, and politics in U.S. History. Evolution from a former colony in the Atlantic World to a transcontinental industrialized urban nation - a globalized country on the Pacific Rim.

8. AMER 0045-01 (HIST 0025) Antebellum & Civil War America, 1815-1877 ~ James Rice
This course begins with the so-called "Era of Good Feelings" in American history, and chronicles the decidedly bitter feelings that followed. Through lectures and discussions, we will explore the Jacksonian Era and democratic politics, westward expansion and sectional tensions, religious and cultural developments, the issue of slavery, the Civil War, and Reconstruction. Students will engage both primary and secondary sources and take a field trip during the semester.

9. AMER 0046-01 (DR 0048-01) African American Theatre & Film ~ Monica Ndounou
(see Drama dept. for course description: http://dramadance.tufts.edu/drama/courses.htm)

10. AMER 0047-01 (ENG 0023-01) American Literature: First Contact to 1855 ~ Nathan Wolff
From the beginning, American literature has been multicultural, artistically diverse, and filled with debates about human rights, religion, gender equality, economics, race, personal freedom, and how to live in relationship with the earth. Bringing together Native American, white European American, African American, Latino/a, and Asian American voices, this survey mixes canonical and less well-known texts. We’ll read work by familiar writers such as Anne Bradstreet and Nathaniel Hawthorne as well as work by equally important but often less-familiar writers such as Handsome Lake, David Walker, William Apess, and Chinese merchants in California. We will think about the construction of literary history and the politics of representation. Who gets to speak? Write? Read? Who does not? Why does this matter in 2016? The class will include active class discussion and two field trips, one to the only known slave quarters still standing in New England, the other to the woods. There will be two papers and a final exam.

11. AMER 0048-01 (PS 0011) Introduction to American Politics ~ Deborah J. Schildkraut Russell
A study of governmental politics, functions, and programs. Emphasis given to political behavior, both at the mass level and in institutions. Survey of public opinion and political culture, parties, and elections. Congress, the presidency, the bureaucracy, the federal courts, and interest groups.
12. AMER 0049-01 (SOC 0011) Racial and Ethnic Minorities ~ Staff
   This course provides an introduction to theoretical, historical and contemporary sociological perspectives on race, racism and ethnicity. The course will help you think critically about issues related to race and ethnicity in American society and globally. These issues include racial and ethnic inequality, discrimination, racial stereotyping, racial identity, assimilation, multiculturalism and postracialism. There is a special focus on the history and current situation of white-black relations, social movements such as the Civil Rights Movement and #BlackLivesMatter, and recent public policy debates.

13. AMER 0050-01 (SOC 0035) Social Movements ~ Brett Nava-Coulter
   This course will study various social movements (from Abolitionists to Occupy Wall Street) and the elements that combine to spark such movements. We will also discuss what constitutes a movement: is it a protest, rally or riot, or a series of all? What motivates people to organize into action? How are movements buoyed or repressed? Do social movements actually work, or are they all for naught? How is (or isn’t) the movement of the group controlled? How do you measure a movement’s success and its effect on society as a whole? Prerequisite: SOC 01 or 10 or other introductory-level social science course.

14. AMER 0051-01 (SOC 0060) Social Inequalities and Social Justice ~ Staff
   Inequality permeates every sphere of our society: from class, to race, to gender differences, it is an unavoidable presence in our lives, whether we fully realize it or not. This course will delve into how and why these inequalities exist by investigating the causes of the unequal distribution of wealth, of racism, of sexism, and more. After exploring the roots of such social inequalities, we will then look at how we can bring about social justice to address and reform these issues through action and public policy to create a more equal world for all. Prerequisite: One Sociology or other comparable course or permission of instructor.

15. AMER 0052-01 (SOC 0141) Medical Sociology ~ Caitlin Slodden
   This course offers an introduction to health, illness, and health care in America. In this course we will examine topics such as the subjective experience of health and illness; political, economic, and environmental circumstances that threaten health; the organization and structure of health organizations; and the social and cultural effects of medical practice. Using a critical perspective, this course will encourage students to situate health and illness in the larger social landscape, taking into account how social institutions like politics, the economy, and culture impact our health and well-being. The course is divided into two parts. The first section looks at the social production of disease and illness, while the later section examines the social institutions created to treat it. Prerequisite: Sophomore standing.

16. AMER 0094-01 Special Topic: Introduction to Native Studies ~ Matt Hooley
   Is the United States a colonial formation? What does the US look like, if we center the history of its occupation of Indigenous land and communities? Does it change how we think about culture, community, and territory as they shape the American political project? Can attention to Indigenous thought and experience open new possibilities for engaging or resisting that project?
   This course will examine basic tenets of American political life—sovereignty, rights, property, family, militarism—both as technologies of colonial power and as tools of Indigenous resistance. Students will work collaboratively around terms, questions, and texts that are essential to the emerging field of Critical Indigenous Studies. We'll ask how coloniality reframes American environmentalism, violence, and capitalism. But also how Indigenous social and intellectual life suggests alternative forms of political action, gathering, and invention. We'll study 20th and 21st century Indigenous cultural theory, case law, poetry, novels, and visual art, and create opportunities for students to open links of their own, between Critical Indigenous Studies and other fields of study.
17. AMER 0094-02 Race, Gender, and Monstrosity in American Comic Books and Graphic Novels ~ Brent Fujioka
Utilizing the concept of the monster as a metaphor, this course examines the intersection of race, gender, and monstrosity in American comic books and graphic novels. Through close readings and historical analysis of these texts, we will examine how monstrosity informs our collective understanding of the other and affects the representation of race and gender in contemporary print ephemera and visual culture. To complement our reading of these materials, we will engage with scholarship in the emerging fields of Monster Studies and Comic Studies to highlight the way that these artifacts embody larger trends within American culture and society.

18. AMER 0094-03 Special Topic: Arab and Muslim Americans ~ Thomas Abowd
This course is an exploration into the diverse cultures, politics, and experiences of Arab and Muslim Americans. Students will examine a range of sources about these growing and diverse communities. The course will highlight the intersecting and divergent lives of Arabs and Muslims in the Americas, from the early immigrant experiences of the late 19th century to more recent dimensions of life in a post-“9/11” America. Participants will explore Muslims and Arabs in the US with a particular emphasis on the racial, gendered, and class/status experiences of these communities over the last several decades. Questions of diaspora will be discussed as we probe the exilic dimensions of life for these groups through literature and cinema. We will bring together writings on these peoples and themes from the social sciences, humanities, realms of fiction, worlds of film, and other intellectual spheres.

19. AMER 0094-04 (FAH 0092) Special Topic: Cosmopolitan American Art, Chasing the Cosmopolitan: American Painting Abroad (and at Home,) 1873-1913 ~ Eric Rosenberg
Between the Civil War and World War I American painters are continually in pursuit of both the cosmopolitan, the worldly, the Global, and the homegrown, the local, what it means to be an American artist. Inspired by (and making use of) the simultaneous exhibitions running next fall at the Museum of Fine Arts, Boston (William Merritt Chase: A Modern Master), and the Peabody Essex Museum in Salem, (Childe Hassam and the Isles of Shoals), this class will examine Gilded Age American painting’s ambitions regarding modern life, Impressionism, the life of the studio, race, class, gender, expatriotism, nationalism and the un-American. Artists to be considered include Chase, Hassam, John Singer Sargent, James Whistler, Mary Cassatt, Henry Ossawa Tanner, Winslow Homer, Albert Pinkham Ryder, J. Frank Currier, and Edmond Lewis.

In a recent book, two leading sociologists argued that the vast majority of undergraduates are “academically adrift”: they learn little, if anything, in college. But does that even matter? What’s the purpose of college, then? In this course, we’ll examine the evolution of higher education in the U.S., and tackle enduring and contemporary controversies and important issues on campuses. Who goes and doesn’t go to college? How and why does the college experience vary? What’s “higher” about higher education? Topics for discussion and debate include admissions and graduation; affirmative action and legacies; intercollegiate athletics; women’s colleges and historically black colleges and universities; the effort to save public universities; community colleges and elite colleges; and the important issues of campus sexual assault and mobilization around Black Lives Matter and similar movements. Members of the Tufts community and other higher education professionals will visit as guest speakers. For their final projects, students will be tasked, in small groups, with creating media that examines a feature of Tufts life. No prerequisites required.

21. AMER 0094-06 Representation and Asian American Cultural Production ~ Brent Fujioka
What does it mean to be Asian American? This course focuses on the ways that Asian Americans have engaged with dominant representations in American and transnational popular culture, and crafted their own identities through modes of self-representation. It examines cultural production from the earliest years of immigration to the present to uncover how Asian Americans have participated in the historical process of identity formation in the transition from Asia to the Americas. It explores the various strategies that individuals have deployed to assert their self-
image within culture, often in opposition to stereotypical and dominant portrayals, and complicates our understanding of how Asians have traditionally been viewed in the United States. In this course, we examine a variety of literary, filmic, artistic, musical, and visual texts, often interrogating them alongside their dominant cultural counterparts for the purpose of drawing out the conversations and contestations over what it means to be Asian in American culture and society.

22. AMER 0094-07 (MUS 0039) African American Music ~ Stephan Pennington
(see Music dept. for course description: http://as.tufts.edu/music/program/courses.htm)

23. AMER 0094-08 (MUS 0041) History of Blues ~ M. Ullman
(see Music dept. for course description: http://as.tufts.edu/music/program/courses.htm)

24. AMER 0094-09 (MUS 0072) Gospel Choir ~ D. Coleman
(see Music dept. for course description: http://as.tufts.edu/music/program/courses.htm)

25. AMER 0099 Internship in American Studies ~ Staff
Students who wish to do internships under American Studies should enroll in AMER 0099 for their internship for course credit. Normally, these internships are for American Studies majors. Internships are available in a wide range of public and private organizations and institutions (e.g., media, museums, social service agencies). In most cases, the student will make the arrangements with the organization so that one person will be supervising the student and overseeing the internship work. It is expected that the student will be working a minimum of 12 hours per week. The supervised fieldwork will provide the student with the opportunity to better understand the work environment and issues facing the particular organization. The student should meet approximately three times with the Director of American Studies (or another Tufts faculty member) to discuss the fieldwork, goals, and effectiveness of the organization. (E-mailing the director or faculty member several times during the semester is an acceptable alternative to meeting in person.) If a student wishes to receive a letter grade instead of Pass/Fail, he/she must keep a journal, and write a 10-page paper which will be submitted for a grade to the Tufts faculty member overseeing the internship. Note: Complete and submit a one-on-one form to Student Services.

26. AMER 0100-01 Special Topic: American Studies Theories & Methods ~ Matt Hooley
American Studies is known as a home for critical thinking about structures of power and privilege, and dynamics of race, class, gender, and sexuality. This course introduces students to core methods and theories of American Studies. We will trace the field’s development from its beginnings in the 1930s to the present. Students will study the field’s relationship to twentieth century social movements and related theoretical categories. Finally, students will learn techniques of archival research and of literary and cultural criticism underlying interdisciplinary methods in American Studies.

27. AMER 0134-01 (PS 117-01) Politics in the American South ~ James Glaser
Politics of the American South: Study of politics and government in the eleven states of the former Confederacy. Themes include the role of race and class in the politics of the region, change and continuity in Southern politics and society, and Southern political and cultural exceptionalism.

28. AMER 0154-01 (ENG 0154-01) American Indian Writers ~ Elizabeth Ammons
Many people can name only one or two Native American writers --if that. What does this erasure mean? How do Indigenous writers in the United States refuse and resist this erasure? We will begin with three late nineteenth-/early twentieth-century authors, Sarah Winnemucca, Luther Standing Bear, and Zitkala Sâ, and then concentrate on contemporary writers: N. Scott Momaday, Louise Erdrich, Leslie Marmon Silko, Simon Ortiz, Leonard Peltier, Sherman Alexie, and Wendy Rose. We will view and discuss films that focus on important issues and contextualize our study in historical and political questions still current in Native America. Major topics include: the politics of
representation/self-representation; Indian resistance to white colonialism, exploitation, and theft; Indigenous people’s self-definitions and demand for sovereignty; the relationship between art and political struggle; and our own subject positions and responsibilities in relation to the material in the course. We will have a guest speaker, and the issue of activism will be an important part of our work together, as will active student participation. This course fulfills the World Civilization distribution requirement and counts toward the Women's Studies major, the Environmental Studies major, and the post-1860 requirement for the English major. It is open to majors and non-majors. All are welcome.

29. AMER 0172-01 Integrative Seminar: American Highways, Routes and Roots ~ Ronna Johnson
"Let's get lost": postwar hipster jazz riff. "Where we going, man?" "I don't know but we gotta go": legendary road tale motto. "Something's crossed over in me. I can't go back": iconic buddy film transformation. "I reckon I got to light out for the Territory ahead of the rest, because Aunt Sally she's going to adopt me and sivilize me and I can't stand it": mythic American literary avowal. How do U.S. narratives of the road, those narratives that are of both movement and stasis, reflect and constitute "American" selves, selves that are gendered, raced, and nationalized by access – or lack of access – to the open road? How do narratives elaborate selves that are constituted in spite of being forbidden the road? Or, is mobility ultimately a prequisite of a foundational American national identity?

This multi-disciplinary and interdisciplinary course studies the 20th-century United States through two of its explanatory narrative forms, the myth-making, story-telling genres of the road tale and the buddy tale. Movement on the road away from civilization to unsettled terrain – from constraint to freedom – is a formative principle of the dominant New World American story, and the United States' history as a nation. This tradition of epic movement has multiple sometimes oppositional significations that we will consider, including: citizenship and disenfranchisement; political entitlement and oppression; "discovery" and self-discovery; emancipation and enslavement; captivity and assimilation; resistance and resignation; self-improvement and the pursuit of the American Dream, to name some that permeate our texts. We will study novels and short fiction, essays, films and music of the post-WWII era, with a review of foundational texts such as Narrative of the Life of Frederick Douglass, American Slave, Adventures of Huckleberry Finn, and Little Women.

A study of the United States through its road and buddy tales is also, necessarily, a study of limited movements, specific locales, and localized conditions. That is, it is also necessarily a study of the road's antithesis, stasis, the ideal of being settled, finding home, being rooted. Inseparable from those circumstances is the effect on being "American" of gender, ethnicity, race, class, and sexual orientation. We will study how this series of American – North and South – narratives calls attention to constructions and influences of gender, as well as the larger system of sexual politics. In the process we will explore ways in which race, class, and sexual orientation are inextricable from gender and from foundational story-telling forms of American experiences. Throughout the course we will focus on the similarities and differences between female and male road travel and "buddy" adventures across races, classes, and twentieth century eras.

The following texts for the course are available for purchase at the bookstore: Kerouac, On the Road; Okada, No-No Boy; Thompson, Fear and Loathing in Las Vegas; Hua, Crossings; Erdrich, Love Medicine; Guevara, The Motorcycle Diaries, Reed, Flight to Canada; Robinson, Housekeeping, Least-Heat Moon, Blue Highways. The following films are on Reserve in the library and will be screened for the class in advance of our discussions on the dates designated on the syllabus: The Wizard of Oz, Two-Lane Blacktop; Easy Rider; The Searchers; The Motorcycle Diaries, Thelma and Louise; Smoke Signals; The Living End.

30. AMER 0175-01 (SOC 0190) Integrative Seminar: Immigration: Public Opinion, Politics, and Media ~ Helen Marrow
American public opinion on immigration and its relationship to the political process. Role of traditional media (newspapers, magazines, network TV), new media (cable TV, internet), and ethnic media in reflecting and shaping
public opinion on immigration. Methodological approaches (surveys of public opinion, content analyses of media portrayals) to controversies surrounding immigrant assimilation and integration and the impact of immigration on the American economy, culture, and security. Prerequisite: Two Sociology and/or Political Science courses, or consent of instructor.

31. AMER 0180-09 Integrative Seminar: Critical Pedagogies of Race ~ Jean Wu
Course Description: This seminar examines theories and practices of how people learn about race and White supremacy and asks what pedagogies are most effective for enabling learners to not only see/understand systemic oppression but also to evolve a vision that allows for active engagement with practices that resist oppression. Readings include contemporary critiques of critical pedagogy and explorations of various race cognizant critical pedagogies, especially in the context of practice. The seminar is most appropriate for students interested in examining their own theories and practices in their active engagement with resistance to White supremacy both within and outside the academy. Pre-requisite: consent of instructor and Race in America, Asian America or another course that analyzes race and White supremacy

32. AMER 0182 Integrative Seminar: Asian America ~ Jean Wu
What is Asian America? Where did the term come from? What is Asian America's relationship to America? Who is considered an Asian American? Who gets to decide? What is Asian American history, identity, culture, and politics? This multidisciplinary course explores the definition of Asian America, its history, and some of its contemporary issues. We will examine the reasons for why Asians are in America; the role of Asian Americans in the development of American society; their responses to America's reception of them; their relationship to American foreign policy regarding Asia; their position in the context of American race relations; current Asian immigration and settlement; the process of developing Asian American identities and cultures; the status of contemporary Asian American communities; and some critical Asian American issues. Though Asian Americans have a long history in America and also are one of the fastest growing racial minority groups in the country, why do Asians in America continue to be perceived as "foreigners," "aliens," and the inassimilable ?yellow peril?? Then again, why do these ?potentially dangerous aliens? continue to be held up as the ?model minority? to the rest of society? What can we learn about America itself by studying the Asian experience within it?
Note: This course is high-demand; please contact Professor Wu at Jean.Wu@tufts.edu/to be added to the roster.

33. AMER 0193 Independent Study ~ Staff
Students wishing to do an independent study project related to their cluster topic before initiating their SSP/HT must find an adviser and sign up for No more than one Independent Study course can count towards the cluster.

34. AMER 0194-02 (ENG 0191-02) Special Topic: Anti-Colonial Mode of Thought ~ Greg Thomas
When current academic theories speak of colonialism at all, they tend to speak of "post-colonialism" or "post-coloniality" and thus help to conceal the current phase of colonial or neo-colonial empire. This course will examine the critical-intellectual politics of ANTI-colonialism – past, present and future-oriented – with a focus on selected figures, positions and movements. We will address a series of questions: What is the relationship here between theory and practice, thought and struggle? What sort of ideas emanating from beyond the West (Europe or Anglo-North America) have been recently and historically suppressed? Why? How does Africa in particular signify in this particular space, globally and internationally? Why? What various affinities and solidarities emerge from continental and diasporic time-spaces of Africa, Asia and the Americas as well as Palestine? Text-wise, we may look at the work of Frantz Fanon, Malcolm X and Walter Rodney; Ho Chi Minh, Mao, Trinh T. Minh-ha and H.L.T. Quan; Vijay Prashad, Arundathith Roy and Edward Said; Haile Gerima and Djibril Diop Mambéty; "Che" Guevara, Anibal Qijano, Eduardo Galeano and Cherrie Moraga; Jack Forbes, Ward Churchill, Chrystos and Leslie Marmon Silko; Cheikh Anta Diop, Ifi Amadiume and Ayi Kwei Armah. The "ANTI-colonial mode of thought" will be engaged to think critically about not only the literary culture but geopolitics, economics, psychologistics and body politics of colonial or neo-colonial Western empire.
35. AMER 0194-03 (ENG 0191-04) Special Topic: Black Feminist Theories ~ Christina Sharpe
Black Feminist Theories will trace black feminisms and proto feminisms from the mid nineteenth-century to the present—with the focus largely on the last 40 years. We will attend to the links between race, place, history, blackness, sexuality, and gender. Focusing on black women’s political struggles in the Americas (largely the US, but also, the Caribbean and Canada), we will consider: The significance of (transatlantic) slavery to contemporary black experiences. The ways that black women have been subject to and resisted racism, sexism, homophobia, and economic oppression. The transnational and "intersectional" dimensions of black feminism. And the ways that black expressive cultures—visual art, literature, poetry, film, etc.—challenge dominant constructions of black femininity and black masculinity. Readings, viewings, and listenings may include: Anna Julia Cooper, Harriet Jacobs, Barbara Smith, Audre Lorde, Angela Davis, Nina Simone, Abby Lincoln, Gayl Jones, Chisholm ’72: Unbought & Unbossed, Dionne Brand, M. NourbeSe Philip, and Joy James among other writers, artists, and theorists. This course fulfills the post-1860 requirement.

How do we engage in American elections and how might we be different from our neighbors? Students will learn to conceptualize how different individuals can participate in elections and consider how political activity varies across the types of neighborhoods in which they reside. Taking advantage of the 2016 Presidential election, students will visit neighborhoods in the Boston area to collect their own data on citizen political activity and learn how to map and analyze their data using GIS software. We will also consider how citizen activity in a neighborhood corresponds with the racial, class and geographic diversity of the area and the consequences of these relationships on democratic outcomes.

37. AMER 0194-05 (HIST 0093) Special Topic: Gender and Containment in the 1950s ~ Virginia Drachman
An examination of coming of age and gender roles in an era of domesticity and containment from post-World War II America to the early 1960s, before the rise of the second wave of feminism.

38. AMER 0194-06 (HIST 0173) Special Topic: Indigenous People of North America ~ James Rice
(see History dept. for course description: http://ase.tufts.edu/history/courses/2016Fall.asp)

39. AMER 0194-07 (MUS 0128) Elements of Jazz Improv ~ J. Smith
(see Music dept. for course description: http://as.tufts.edu/music/program/courses.htm)

40. AMER 0194-08 (ENG 0191-01) Special Topic: Harlem Renaissance ~ Ichiro Takayoshi
A seminar on a wide range of African-American writers who were associated with the "Harlem Renaissance." The class will discuss poems, stories, novels, essays, and plays by W. E. B. DuBois, James Weldon Jonson, Claude McKay, Langston Hughes, George Schuyler, Jean Toomer, Jessie Fauset, Zora Neale Hurston, Alain Locke, Countee Cullen, Wallace Thurman, Nella Larsen, Carl Van Vechten, and more. Discussions will center around two questions: how these writers modernized American language and how these writers used literature to battle racism. Incoming freshmen are welcome. This course fulfills the post-1860 requirement.

41. AMER 0198-01: Senior Special Project | Staff
The Senior Special Project (SSP) will include the preparation of an analytic essay, a research paper, or a project such as an oral history, a life story, a film, or a play. The SSP may also be based, in part, on a documented internship, or on leading an Exploration. The SSP should utilize more than one disciplinary approach and should seek to develop connections and integration among the disciplines employed. Detailed information is available in the American Studies office. The completed project should be given to your readers no later than Thursday, April 28, 2017. Your final manuscript should be free of misspellings and/or typographical errors. The oral defense of your SSP should be completed no later than Thursday, May 4, 2017. You must submit an electronic copy of your SSP to the American Studies Office no later than Thursday May 11, 2017, one day before the end of final exams. It is your responsibility
to meet these deadlines, which will allow for relatively minor revisions, if necessary. Note to Seniors: please remember to fill out the American Studies Grade Sheet. Pre-reqs: Seniors only

42. AMER 0199 Senior Honors Thesis ~ Staff
This Senior Seminar, which provides support and guidance for seniors in the process of completing their Honors Thesis, is open only to American Studies majors with permission to continue their Senior Honors Thesis research into the spring. Participation in the seminar is required for all American Stud-ies seniors undertaking the Senior Honors Thesis. For seniors expecting to graduate in May 2017, the completed thesis manuscript should be submitted to readers by April 28, 2017. The oral defense should be arranged by the student and his or her committee to be completed no later than May 4, 2017, at which time it will most like-ly be graded. The final Honors Thesis manuscript should be free of errors. Remember, it is the student's responsibility to meet these deadlines and to file a copy with Digital Collections & Archives in Tisch Library and email a final hard-copy to the American Studies office no later than May 11, 2017. Note to Seniors: please remember to fill out the American Studies Grade Sheet.

Recommended for AMER

COMMUNITY HEALTH http://ase.tufts.edu/commhealth/courses/

CH 0001 Introduction to Community Health ~ Jennifer Allen
If health is a human right, what does this mean for our collective responsibility for creating the conditions that will enable people to achieve and maintain their optimal state of health? This introductory survey course in public health (designed for freshman and sophomores) examines the complex constellation of political, social, environmental, economic and biological factors that determine health outcomes across populations. We examine a variety of strategies to promote health, prevent disease and prolong life among populations and communities, including policy change, mass media approaches, and community-based interventions. Special attention will be given to the unequal distribution of health risks and outcomes across racial/ethnic groups, socio-economic levels, and geographic locations.

CH 0106 Health, Ethics and Policy ~ Ladin
Ethical analysis has become an increasingly integral part of health policy and public health. A foundation in normative ethics and political philosophy is central to policy and medical decision-making because at the core of many policy and medical debates lie questions of distributive justice. This course will focus on evaluating how different values, ethical approaches, and evidence should inform policy making, clinical medicine, and public health practice. How should scarce resources, like organs for transplantation or hospital beds, be allocated? How much personal responsibility do people have for their own health and health behaviors? How much should they be held accountable for their health outcomes? How should public health effectively balance principles of equity and efficiency? Should medicine or public policy be specifically concerned with the health of underserved populations? This course aims to provide students with the skills necessary for analyzing and contributing meaningfully to current debates in health policy and medicine from an ethics perspective. This course will be taught using a case-method approach. Students will be required to prepare the cases and participate actively in class discussions. Together, we will consider the ethical dimensions of a range of leading issues in public health and health policy, including: organ transplantation, use of cost-effectiveness and comparative effectiveness in coverage decisions, resource allocation for vulnerable populations, personal responsibility for health, and the “right” to health care. Our time together will be spent primarily in discussion and debate, guided by myself and by student case discussants who will be leading the ethical analysis of various cases.
EC 0030-1/2 Environmental Economics – Jack
An examination of the uses and limitations of economic analysis in dealing with many of the environmental concerns of our society. Public policies concerning the environment will be evaluated as to their ability to meet certain economic criteria. Prerequisite: Economics 5.

EC 0048 Health Economics – Bentkover
An examination of major topics in the economics of health and health care, both in the United States and abroad, using the basic theoretical and empirical tools of economics. Covers the medical and nonmedical determinants of health, markets for medical care services and health insurance, and proposed ideas for health care reform. Special topics include AIDS, aging, and obesity. Prerequisites Economics 1 or 5. This course meets the following distribution requirements: Social Sciences.

ENG 0064-01 American Fiction 1950-present ~ Ronna Johnson
American Fiction from 1950 to the Present: This study of diverse novels written after 1950 will focus on the emergence of the postmodern in U.S. arts and culture, with emphasis on formal developments, aesthetic consequences, and social implications. We will read a wide range of texts from a variety of American perspectives to explore the decline of canonical exclusivity and the rise of multicultural pluralism in American fiction. Our study will note the hybridization of forms and the appropriation of non-literary discourses to fashion fictive texts. It will consider as well the decentering of the traditional subject and the configuration of numerous and diverse subjectivities newly empowered in literary discourse and through social change in this period—the period which has directly engendered our present moment. Reading the texts juxtaposed with and across each other, and in their moment of composition and publication, we will piece together an understanding of what it means to be “American” in the postmodern era. The course will ask you to think about whether, as it is already being said, we are in the post-postmodern moment, and, if so, what that could mean in terms of trends and preferences in forms and styles of contemporary American literature; and in values of and ways of life in the American twenty-first century. Our readings will include authors such as Jack Kerouac, John Okada, Joan Didion, Hunter S. Thompson, Renata Adler, Norman Mailer, Cynthia Ozick, Ishmael Reed, Gayl Jones, David Foster Wallace, Tom Wolfe, Thomas Pynchon. This course fulfills the post-1860 requirement.

ENG 0165-01 Perspectives on American Poetry ~ L. Bamber
Many of the exciting innovations we associate with modernist or post-modernist thought and art, including the questioning of identity itself, have been brilliantly explored in the ancient, ongoing, living tradition of Buddhism. The Buddhist concept of the self as something that is continually arising, not fixed, allows us to drop our defenses and live more authentic lives. Dozens of contemporary American poets have affiliations to the Buddhist ideas of the non-Self, as well as to such other to the Buddhist emphases on non-dualism and “the end of mind,” as Wallace Stevens put it. Major poets from the American literary tradition, in particular Walt Whitman and Emily Dickinson, take on a new interest when read in the light of Buddhist thought. In this class we will learn about Buddhist practice from Zen Master Shunryu Suzuki and then see how and where it applies to the poetry of such quintessentially American poets as Allen Ginsberg, Gary Snyder, Walt Whitman, Emily Dickinson, Wallace Stevens and many others. This course fulfills the post-1860 requirement.
ENG 0176-01 Earth Matters ~ Elizabeth Ammons
Many argue that environmental questions are the most pressing questions of the twenty-first century. Where are we now? How did we get here? What future will we choose? American literature offers crucial answers. It also offers much-needed vision and hope. In this course we will think about human beings’ relation to the earth, the welfare of all life on the planet, and—above all—climate change. Reading is multicultural, bringing together Native American, African American, white European American, Latino/a, and Asian American perspectives, and texts include novels, poetry, prose, and film. Authors range from Bill McKibben to Octavia Butler, Rita Wong to Simon Ortiz and Louise Erdrich. Our study will include a field trip and class-discussion forms the basis of the course. The class counts toward the Environmental Studies major and the English major, where it fulfills the post-1860 requirement. It is also open to all students.

POLITICAL SCIENCE http://ase.tufts.edu/polsci/curriculum/courses.htm

PS 0015: Sophomore Seminar: Politics in the City (M) ~ Jeffrey Berry
Three major problems in urban politics: the political economy of cities, especially issues involving community economic development; race and the city, emphasizing the problems facing the poorest residents of the inner city; and political empowerment, including analysis of neighborhood government.

PS 0101: Presidency and the Executive Branch ~ Jeffrey Berry
Study of the constitutional development of the presidential office, its power, prestige, and functions, as well as the influences of the person occupying that office. Major emphasis is on the process of policy formulation in the executive branch. Analysis of the president's relations with his staff, the bureaucracy, the Congress, the press, and the public.

PS 0118-25: Changing America, Changing Politics ~ Simon Rosenberg
Examination of large-scale and ongoing changes in American politics, with particular focus on demographic, economic, geopolitical, media and technological dynamics. These trends are creating a new political era in America. Emphasis will also be placed on discussing how outsiders advocating a “new politics” - Obama, Sanders and Trump - have been disrupting recent presidential elections. Experienced political strategist, Simon Rosenberg, A85, will teach the seminar and most class sessions will include contemporary experts and practitioners brought in from Washington and around the country.

SOCIOLOGY http://as.tufts.edu/sociology/courses

SOC 0094-01 Youth Culture ~ Katy Vecitis
Using the sociological perspective, we will ask ourselves: what role does culture and society play in the experiences, thinking, and values of young people? We will seek to understand the relationship between youth and culture, adult mainstream society, and the way each shapes (and is shaped by) the other, with particular emphasis on the economic, social, and political forces at play in our society. Topics we will address in this course include youth socialization and identity formation, youth and popular culture/subcultures, youth and gender, relationships and sexuality, juvenile delinquency and youth violence, education and school life including the issue of bullying, transitions to adulthood and employment, and youth from a global perspective. The goals of this course are to understand how life stages are socially constructed and how the lived experiences of youth are influenced by the intersections of varying identities and social locations as well as by social institutions. Finally, the course examines social problems faced by youth at both local and global levels. No prerequisites required.
Sexuality is a major organizing factor in contemporary Western societies. This course provides a foundation for the study of sexuality by examining social, historical, and political contexts that ground contemporary conceptions and negotiations of sex and sexuality in the United States. We will reflect on our own perceptions and experiences within a critical sociological framework; attentive to the way sexuality is not only a key element of our identity, but also a social institution that is embedded in larger systems of power. We will explore how gender, race, socioeconomic status, age and nationality intersect with sexuality in the daily lives of individuals, and critically assess the link between power and social location in a highly stratified social system. Prerequisite: one Sociology course.