American Studies
Fall 2018 Courses

Foundation Courses:
- AMER 0010-01 Racial Politics and Urban Space ~ Tom Abowd
- AMER 0010-02 Intro to Sociology ~ Helen Marrow
- AMER 0012-01 Race in America ~ Jean Wu
- AMER 0015-01 Religion and Politics in American History ~ Heather Curtis

Mid-level Courses:
- AMER 0031-01 (HIST 0031) Rise of the Modern Woman ~ Virginia G Drachman
- AMER 0033-01 (HIST 0033) African Americans to 1865 ~ Kendra Field
- AMER 0039-01 (MUS 0039-01) History of African American Music ~ Stephan Pennington
- AMER 0047-01 (ENG 0023-01) American Literature: First Contact to 1855 ~ Nathan Wolff
- AMER 0048-01 (PS 0011) Intro to American Politics ~ Staff
- AMER 0049-01 (SOC 0011-01) Sociology of Race and Ethnicity ~ Daanika Gordon
- AMER 0094-01 Arab and Muslim Americans ~ Tom Abowd
- AMER 0094-02 (ENG 0040-01) Writing in the Beat Generation ~ Ronna Johnson
- AMER 0094-03 (WGSS 0073-01) Intro to Queer Studies ~ Kareem Khubchandani
- AMER 0094-04 Ethnicity, Literature, and the Nation in the 21st Century ~ Darren Lone Fight
- AMER 0094-05 (UEP 0093-01) Intro to Urban Studies ~ Justin Hollander
- AMER 0094-06 (HIST 0023-01) Colonial North America & The Atlantic World To 1763 ~ James Rice
- AMER 0094-07 (DR 0051) Latino Theatre and Film ~ Noe Montez
- AMER 0094-08 (DR 0093-08) Pocahontas and Other Myths ~ Lilian Mengesha
- AMER 0094-09 (WGSS 0185) Mass Incarceration & the Literature of Confinement ~ Hilary Binda

Integrative Seminars:
- AMER 0172-01 American Highways, Routes, and Roots ~ Ronna Johnson
- AMER 0175-01 (SOC 0190-01) Seminar: Public Opinion, Politics, and Media of Immigration ~ Helen Marrow
- AMER 0180-01 Indigenous Futurism: Native Speculative Fiction & Transnational Tribal Culture ~ Darren Lone Fight
- AMER 0182-01 Asian America ~ Jean Wu
- AMER 0186-01 (ED 0167-01) Critical Race Theory ~ Shameka N. Powell

Upper-level Courses:
- AMER 0194-01 (AFR 0147-01) The Civil Rights Movement ~ Kerri Greenidge
- AMER 0194-02 (ENG 0191-03) Seminar: The ANTI-Colonial Mode of Thought ~ Greg Thomas
- AMER 0194-03 (ENG 0191-04) Seminar: Black Prison Writing ~ Greg Thomas
- AMER 0194-04 (ENG 0176-01) Earth Matters ~ Elizabeth Ammons
Standard Courses:
- AMER 0099 Internship-American Studies ~ Staff (Department Consent Required)
- AMER 0193 Independent Study ~ Staff (Department Consent Required)
- AMER 0198 Senior Special Project ~ staff (Department Consent Required)
- AMER 0199 Senior Honors Thesis A ~ Staff (Department Consent Required)

Partial list of courses from other departments:
Students can count courses without an AMER prefix toward their major in consultation with their advisors. Please consult SIS for an official list of updated prerequisites for each course.
- CH 0001 Introduction to Community Health ~ Jennifer Allen
- CH 0002 Health Care in America: Policies & Politics ~ Michelle Stransky
- CSHD 0062-01 Childhood Across Cultures ~ Jayanthi Mistry
- HIST 0036 Communities in USA ~ Reed T Ueda
- MATH-0010 Intro Special Topics: An Introduction to Wealth Inequality ~ Bruce Boghosian
- MUS 0197 Special Studies: Social Justice, Advocacy, Music ~ Jeffrey Summit
- PSY 0115-01 Social Identity, Stigma & Coping ~ Jessica Remedios
- PSY 0136-01 Stereotyping Prejudice & Discrimination ~ Keith Maddox
Course Descriptions

AMER 0010-01 Special Topics Foundation Course: Racial Politics and Urban Space in the United States ~ Thomas Abowd
MW | 1:30-2:45pm
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.

AMER 0010-02 (SOC 0001-01) Special Topics Foundation Course: Intro to Sociology ~ Helen Marrow
MW | 10:30-11:45am
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.

AMER 0012 Foundation Course: Race in America ~ Jean Wu
R | 4:30-7:15PM
"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.

AMER 0015-01 (REL 0042-01) Foundation Course: Religion & Politics in American History ~ Heather D Curtis
MW | 10:30-11:45am
"In God we Trust," "One Nation Under God," "God Bless America,:" phrases like these alert us to the ongoing 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 3 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.

AMER 0031-01 (HIST 0031) Rise of the Modern Woman ~ Virginia Drachman
MW | 1:30-2:45pm
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.

AMER 0033-01 (HIST 0033) African Americans to 1865 ~ Kendra Field
MW | 1:30-2:45pm
African Americans in the U.S. from the colonial period through the Civil War. Topics include the transformation of African identities in North America; the transatlantic slave trade; slavery, capitalism, and U.S. expansion; enslaved women, families, and kinship; free black communities; resistance, abolitionism, and colonization; emancipation and the transition from slavery to freedom.

AFR 0039-01 (MUS 0039-01) History of African American Music ~ Stephan Pennington
MW | 3-4:15pm
The development of black music and aesthetics in the United States from the antebellum period to the present. Materials include the music and appropriate literature representing the composed, folk, and popular traditions.

AMER 0047-01 (ENG 0023-01) American Literature: First Contact to 1855 ~ Nathan Wolff
TR | 10:30-11:45am
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
2018? 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.

**AMER 0048-01 (PS 0011) Intro to American Politics ~ Staff Brian Schaffner**

See SIS for schedule

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.

**AMER 0049-01 (SOC 0011-01) Sociology of Race and Ethnicity ~ Daanika Gordon**

MW | 1:30-2:45pm

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.

**AMER 0094-01 Arab & Muslim Americans ~ Thomas Abowd**

T | 6:30-9pm

This course is an exploration into the diverse cultures, politics, and experiences of Arab and Muslim Americans. Students will examine varied and different historical sources from across a range of cultural and political contexts. This course will highlight the intersecting and divergent lives of Arabs and Muslims in the United States, from the early immigrant experiences of the late 19th Century to more recent dimensions of life in a post-"9/11" America. These different times, places, and peoples will explore how Muslims and Arabs in the US with a particular emphasis on the racial, gender, and class experiences of these communities over the last several decades. Questions of diaspora will be discussed as we probe the exilic dimensions of life for Arabs and Muslims through a range of literary and cinematic traditions. This course will bring together writings on these peoples and themes from the social sciences, humanities, realms of fiction, and worlds of film. Readings include works by Khalil Gibran, Edward Said, Naomi Nye, Rabih Alameddine, Jack Shaheen, Evelyn Alsultany, Nadine Naber, Amine Rihani, and others.

**AMER 0094-02 (ENG 0040-01) Writing in the Beat Generation ~ Ronna Johnson**

TR | 1:30-2:45pm

The Beat Fifties were “cool,” “hot,” and “mad”– but what did hipsters mean by that and what meanings did it carry in *Life* magazine and for its Eisenhower era readers? Was “beat” really radical and, if so, for whom? How does it reprise and revise 19th-century American individualism and romanticism? Was “beat” an anticipation of the postmodern present? We consider the impact of the bombing of Japan and the Nazi Holocaust, jazz, the McCarthy HUAC trials, Abstract Expressionism, cross-cultural racial influences, and the nascent civil rights movement in the writings of authors associated with the Beat Generation – not only the ersatz canonical trinity of Jack Kerouac, Allen Ginsberg, and William Burroughs, but also writers who have been usually marginalized in commentary on Beat writing, such as Joyce (Glassman) Johnson, Hettie Jones, Diane di Prima, Anne Waldman, Janine Pommy Vega, LeRoi Jones (Amiri Baraka), Ted Joans, Bob Kaufman and others.

The course examines how cultural meanings given to the category “beat” function as strategies for the marginalization or dismissal of the writers and texts of this movement. Through study of the literature,
painting, and music of the Beat generation, we will consider rhetorical figures and discourses used to
effect social and political dissent in the beat subculture and in mainstream U.S. communities, in
particular those of addiction and madness, which slide and vary according to the race, gender, class, and
sexual orientation of the trope’s user, as LeRoi Jones/Amiri Baraka has framed it. We will focus on ways
in which these elements played out to bring into being the politics and countercultural liberations of the
1960s.

We will read the writers through their own statements about writing, and juxtaposed with each other,
with a view to assessing their formation of an identifiable school of writing. The course will attend to
anticipations of the postmodern evident in the texts and in their contemporary reception. Topics will
include: gender and race politics of the era and of the writing; canon formations; literary and sexual
censorship; autobiography as impediment to and constitutive of fictive discourses and their
interpretation, and the transformation of memoirs, journals, and letters in the production of literary
texts. There is a substantial body of film and audio recordings, and even music, produced by these
writers, and we will sample that too. This course fulfills the post-1860 requirement.

AMER 0094-03 (WGSS 0073-01) Introduction to Queer Studies ~ Kareem Khubchandani
MW | 10:30-11:45am
Introduction to the interdisciplinary field of queer studies through an examination of key texts and
practices. Course will interrogate notions of normality; binary systems of sex, gender, and sexuality; and
cultural representations of personhood, citizenship and family. It will examine the application of queer
theory in fields such as economics, anthropology, literature, cultural studies, and film studies. Of
particular concern will be ways gender and sexuality intersect with race, ethnicity, nationality, and class.

AMER 0094-04 Ethnicity, Literature, and the Nation in the 21st Century ~ Darren Lone Fight
MW | 1:30-2:45pm
This course will analyze the evolving and complicated categories of ethnicity, race, and nationality in the
United States through careful examination of pertinent work by important novelists, scholars, and
thinkers on the topic. By engaging with intersectional and transnational approaches to ethnicity, we’ll
look at how these methods problematize and complicate the idea of nationality and ethnic identity in
America, and how ethnic American writers utilize fiction to highlight these complications in a
globalized and multiply connected world.

AMER 0094-05 (UEP 0093-01) Intro to Urban Studies ~ Justin Hollander
MW | 1:30-2:45pm
This course provides an introduction to the topics of cities and urbanization. Through contemporary
scholarly readings on some of the most pressing problems and opportunities in U.S. cities, students will
explore the intellectual foundations of the urban studies field (including anthropology, sociology,
economics, history, political science, American studies, environmental studies, urban planning, and
public policy). The course will engage with key topics like gentrification, social justice, racism, housing
affordability, neuro-architecture, immigration, and big data. Students will complete assignments where
they reflect on their own life experiences in urban environments and conduct literature searches and
short research papers on urban studies sub-topics. No prerequisites.
Note: This course counts towards the Urban Studies Minor.
**AMER 0094-06 (HIST 0023-01) Colonial North America & The Atlantic World To 1763** ~ James Rice
**MW | 3-4:15pm**
European imperialism and the creation of colonial societies in North America. Transatlantic perspective on religious, economic, and political forces joining Europe, Africa, and America. American society's emergence within Spanish, French, Dutch, and British empires. Trade, slavery, race, and ethnicity; family and community; work and economy; politics and war.

**AMER 0094-07 (DR 0051-01) Latino Theatre and Film ~ Noe Montez**
**MW | 10:30-11:45am**
An introduction to Latino theatre, film, and performance as a potent creative and political force in the United States. Representative works by Latino playwrights, performance artists, and filmmakers will be discussed in light of issues such as labor and immigration, gender and sexuality, generation gaps in Latino culture, hybridized identities, interculturalism, and the United States' relationship with Latin American nations. May be taken at the 100 level with consent.

**AMER 0094-08 (DR 0093-08) Pocahontas & Other Myths: Performing the Indigenous Americas~ Lily Mengesha**
**MW | 1:30-2:45 pm**
This course will address both the realities and myths of Native representations through an exploration of contemporary Indigenous theater and performance in the Americas. The selection of works offer a rejoinder to legacies of misrepresentations by looking to creative re-imaginings of historical moments and figures, such as Pocahontas. This course includes performance-based, creative, and written assignments.

**AMER 0094-09 (WGSS 0185) Mass Incarceration & the Literature of Confinement ~ Hilary Binda**
**R | 1-3:30**
(Leave Tufts 12:15, return by 4:30 – commute by van or carpool & prison security clearance)
This “Inside-Out” course on mass incarceration and the literature of confinement will include an equal number of incarcerated and non-incarcerated students taking the same course together for Tufts college credit. The course will meet at the men’s medium-security prison in Concord, MA, and Tisch College will provide transportation by van from the Medford campus. Together, we will read, discuss, work in small groups and as a large group, and write on literary texts directly and indirectly pertaining to the experience of confinement. This course explores how writers from different historical periods, regions, cultures, and genders have understood different kinds of discipline, confinement, and freedom. What are some of the effects on human beings of various modes of confinement -- economic, educational, legal, physical, intellectual, emotional, spiritual, and social -- and how are these effects mitigated? Includes texts by: Frederick Douglass, Paul Laurence Dunbar, James Joyce, Charlotte Perkins Gilman, Langston Hughes, Herman Melville, Lorraine Hansberry, James Baldwin, George Saunders, Sandra Cisneros, and Suzan-Lori Parks.

This course requires a pre-course meeting with the professor and a pre-course training at the prison, both to occur at the beginning of the semester.

SPACE IS LIMITED: those interested should contact the professor as soon as possible to set up an informal interview: HILARY.BINDA@TUFTS.EDU. Faculty signature/permission is required for registration.
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: Department Consent Required)

AMER 0172-01 Integrative Seminar: American Highways, Routes & Roots ~ Ronna Johnson
TR | 4:30-5:45pm
"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 civilize 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 perquisite 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.

**AMER 0175-01 (SOC 0190-01) Integrative Seminar: Public Opinion, Politics, and Media of Immigration ~ Helen Marrow**

MW | 1:30-4pm

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.

**AMER 0180-01 Integrative Seminar: Indigenous Futurism: Native Speculative Fiction & Transnational Tribal Culture ~ Darren Lone Fight**

MW | 3-4:15pm

Native American artists from painters to filmmakers have found in the genre of science fiction a profoundly ripe stage for the exploration of Native representation and artistic exploration. Following historically on other ethnic futurist projects such as Afrofuturism and LatinXfuturism, Indigenous Futurism shares certain sensibilities with these related aesthetic forms, most especially as a strategy of post-colonial clapback against the white-washing tendencies of the majority of popular speculative art throughout the 20th and into the 21st century. Nevertheless, Indigenous Futurism marshalls the field of SF/Futurism in critically different ways unique to the history and relationship of Native America and American popular culture.

This course examines Native authors, filmmakers, and visual/multimedia artists in order to evolve an understanding of the character of the field of Indigenous Futurism and why it operates as a critical strategic negotiation site for the representation of Native people in contemporary American culture.

**AMER 0182-01 Integrative Seminar: Asian America ~ Jean Y Wu**

T | 04:30-7:15PM

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.

AMER 0186-01 Integrative Seminar: Critical Issues in Urban Education ~ Shameeka Powell
T | 1:20-4:20pm
Examines foundational writings of CRT in Legal and Educational Studies, considering their application to educational questions including, but not limited to: political economies of schooling; governance; policy; curriculum; and, pedagogy. Junior, Senior, Grad, or consent of instructor.

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.

AMER 0194-01 (AFR 0147-01) The Civil Rights Movement ~ Kerri Greenidge
TR | 12:00-1:15PM
Examines the modern Civil Rights Movement in the United States and its impact on race relations, politics, society, and culture. Topics discussed during the semester include debates over non-violence vs. self-defense; integration vs. separatism; protest vs. politics; Martin Luther King vs. Malcolm X. The movement's geographic, racial, and ideological diversity will also be explored, as will the evolution from civil rights to Black Power.

AMER 0194-02 (ENG 0191-03) Seminar in English: The Anti-Colonial Mode of Thought ~ Greg Thomas
TR | 3:00-4:15PM
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, Arundathi Roy and Edward Said; Haile Gerima and Djibril Diop Mambéty; “Che” Guevara, Aníbal Quijano, 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. This course fulfills the post-1860 requirement.

AMER 0194-03 (ENG 0191-04) Seminar in English: Black Prison Writing ~ Greg Thomas
TR | 12:00-1:15PM
Nowadays, many in and outside U.S. circles refer to “the prison industrial complex,” a phrase that literally comes from Wall Street imperialism itself. At least one scholar-activist has criticized this formulation for minimizing, even erasing the continued power of the military-industrial complex in its
attempt to grapple with the explosion of prisons as an industry, federal and private, national and international. Before imprisonment would be defined according to recent economics, however, it had already been defined by Black Radical Tradition in terms of enslavement and re-enslavement – the material and symbolic reduction of enslaved Africans to “chattel” for a white world capitalist hegemony. The large-scale transfer of Black people from yesterday’s plantations to today’s prisons (where “old,” official slavery remains perfectly legal), this process might be recognized as an “internal slave trade” as opposed to slavery’s actual “abolition.” This course confronts the political problematic of prisons without losing sight of the connection between imprisonment and enslavement, past and present. We will focus on North America as a historic site of struggle for recent Black writing from and about prisons, confinement, incarceration, jailing, lock-up/lock-down, etc. Students should thus develop a critical literacy in the tradition of writing under study and consider how it redefines “reality,” “literature” and “politics” among other things. This course fulfills the post-1860 requirement.

AMER 0194-04 (ENG 0176-01) Earth Matters ~ Elizabeth Ammons
TR | 1:30-2:45PM
Many people consider environmental questions the most urgent 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 Gloria Naylor, 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.

AMER 0198: 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.

AMER 0199 Senior Honors Thesis A ~ 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 Studies seniors undertaking the Senior Honors Thesis. For seniors expecting to graduate in May 2018, the completed thesis manuscript should be submitted to readers by April 29, 2019. The oral defense should be arranged by the student and his or her committee to be completed one week after classes end, at which time it will most likely 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 10, 2019.
Partial list of courses from other departments

Students can count courses without an AMER prefix toward their major in consultation with their advisors. Please consult SIS for an official list of updated prerequisites for each course.

**CH 0001-01 Introduction to Community Health ~ Jennifer Allen**
MW | 10:30-11:45
Recitation Sections: Section A (F | 9:30-10:20), Section B (F | 10:30-11:20), and Section C (F | 11:30-12:20)
Freshmen and Sophomores only
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 0002-01 Health Care in America: Policies & Politics ~ Michelle Stransky**
TR | 12:00-1:15
Recitation Sections: Section A (LR | 4:30-5:20), Section B (AR | 5:30-6:20), Section C (FF | 12:00-12:50), and Section D (EF | 10:30-11:20)
In this course we examine the components and goals of the U.S. healthcare system, defined as the finance, regulation, organization and delivery of healthcare. We begin the course with a big picture view of our own system through the lens of other countries’ systems. After a brief history of healthcare policy in the U.S., we launch into the massive Patient Protection and Affordable Care Act, alternative policy proposals, and the next generation of reforms unrolling in the states. Throughout our systems-level discussion, we highlight the problems and solutions that reform is trying to address: how to maximize access and quality while minimizing cost. In the second part of the class, we focus on the details of healthcare and medicine in the U.S. including the practices and roles of the actors and institutions with special attention to the efforts to measure and improve quality and outcomes. We examine death, drugs and evidenced-based care, and take a look at mental health and veteran’s care. This course will help students get a solid grounding in the facts and give them opportunities to develop their own perspectives on the controversies in healthcare related to clinical practice, ethics, politics, and money.

**CSHD 0062-01 Childhood Across Cultures ~ Jayanthi Mistry**
TR | 10:30-11:45am
Intermediate-level study of child development, with emphasis on cultural perspectives integrating psychological and anthropological theory. Children’s development examined across cultures and in the context of the various social institutions and settings within which they live.
HIST 0036 Communities in USA ~ Reed T Ueda
M | 9-11:30am
The historical construction of U. S. democratic pluralism in a civil society of diverse communities including comparisons with pluralism in other countries. Ethnicity, class, gender, race, nationalism, regionalism, religion, consumerism, and popular media in this process.

MATH-0010 Intro Special Topics: An Introduction to Wealth Inequality ~ Bruce Boghosian
MW | 9:00-10:15am
In 2010, there were 388 billionaires in the world whose combined wealth exceeded that of half the earth’s population. Today, that number is under 50, and all indications are that it continues to decrease. The enormous concentration of wealth and the unchecked growth of inequality have emerged as crucial social issues of our time. To what extent can mathematics help shed light on this problem?

In this interdisciplinary course, which requires only high school mathematics as a prerequisite, we will learn to think about wealth distribution in a quantitative fashion. We will learn the difference between wealth, money and income, and we will learn how these things are measured by banks, governments and international institutions. We will survey historical thought on this subject from mathematical, economic and philosophical perspectives. Some of the quantitative ideas in this course will be introduced by computer simulation of idealized mathematical models. No prior knowledge of a computer language is required, but instruction will be provided for the use of Mathematica®, which is available to all Tufts students. We will ask questions such as,

• Can inequality be quantified? What properties should a mathematical measure of inequality have to capture our intuitive notion of the concept?
• Can idealized mathematical models, such as agent-based models, describe the current distribution of wealth with any accuracy?
• Are market economies naturally stable, or is continuous government intervention needed to keep them stable?
• What ethical tools exist to determine the morality of decisions that societies make about wealth distribution and wealth inequality?
• Should societies attempt to manage their levels of inequality? If so, what public policy tools do they have at their disposal for doing so? If not, what, if anything, should be done about runaway concentration of wealth?

What we learn along the way will raise deep mathematical, economic, and ethical questions about the way that human society has chosen to allocate limited resources amongst people and populations. Our emphasis will be on how mathematical thinking contributes to this critically important conversation.

Some description will be given of available databases for the study of wealth distribution, including that maintained by the Federal Reserve and the U.S. Census Bureau, as well as international data available, for example from the World’s Top Incomes Database.
Only high school mathematics, and no prior background in economics is assumed. There will be weekly problem sets, at least one midterm and a final exam.
MUS 0197 Special Studies: Social Justice, Advocacy, Music ~ Jeffrey Summit
R | 9-11:30am
This seminar examines the role of music in movements for social change and considers models of advocacy carried out through scholarship, research, and educational programming. First, we will examine case studies such as the role of music in the civil rights movement in the United States, the struggle against apartheid in South Africa, the promotion of fair trade and interfaith cooperation in Uganda and in struggles of resistance, and the promotion of peace between Palestinians and Israelis. The course will then consider a range of advocacy and social justice projects that ethnomusicologists have developed when they come to see themselves as “partners in a common cause” (Titon, 2003) with members of the communities in which they conduct research. Many ethnomusicologists have made the decision that the role of scholar and the role of advocate are not mutually exclusive. However, the success of advocacy projects depends on a thoughtful negotiation between these roles. To come to a deeper understanding of effective advocacy work, we will study the CASES methodology for developing successful social justice initiatives: community partnerships, advocacy/activism, direct service, education, and sustainability. For advanced undergraduates and graduate students. 3 SHUs. Summit.

PSY 0115 Social Identity, Stigma and Coping ~ Jessica Remedios
T | 1:30-4pm
People who are targeted by stereotypes and prejudice experience the world in unique ways. This course investigates the psychological consequences of stereotypes for victims and examines how targets of prejudice actively cope with being members of devalued social groups. We will discuss short- and long-term outcomes for people who possess devalued social identities, including the development of strategies to protect well-being in the face of discrimination. In addition, we will discuss situational and interpersonal factors that facilitate versus undermine victims' efforts to speak out about discrimination. This course will place an emphasis on empirical research and on teaching students how to interpret and critique research in social psychology.

PSY 0136 Stereotyping, Prejudice, and Discrimination ~ Keith Maddox
T | 9-11:30am
History is replete with examples of differential beliefs about and treatment of others based on group membership. This is an advanced course in social psychology where we will examine a social psychological perspective on stereotypes, prejudice, and discrimination. In particular, this course emphasizes how a social cognition perspective in social psychology has informed our understanding of the formation, maintenance, and expression of stereotypes. In addition, we'll examine the implications that stereotypes, prejudice, and discrimination have for stigmatized individuals' thoughts, behavior, and outcomes. The goal of the course is to develop students' understanding of how stereotypes, prejudice, and discrimination operate in human relations.

SOC 0113 Urban Sociology ~ Staff
MW | 3-4:15pm
Cities as global phenomena, studied with classic texts on U.S. urban social life and transnational comparisons. Analysis of economic globalization, redevelopment, and landscape formation in cities. Case studies of local politics and planning, socioeconomic inequality, urban cultural change, and citizenship struggles. Prerequisite: SOC 1 or 10 or instructor’s consent.