American Studies
Fall 2019 Courses

FOUNDATION COURSE:
• AMER 0015-01 (REL 0042-01) Religion & Politics in American History ~ Heather D Curtis

SPECIAL TOPIC FOUNDATION COURSE:
• AMER 0010-01 Racial Politics & Urban Space ~ Tom Abowd

MID-LEVEL COURSES:
• AMER 0031-01 (HIST 0031-01) Rise of the Modern Woman ~ Virginia Drachman
• AMER 0039-01 (MUS 0039) History of African American Music ~ Stephan Pennington (This course does not fulfill the History requirement in American Studies)
• AMER 0047-01 (ENG 0023-01) Dissent and Democracy: American Literature To 1900 ~ Elizabeth Ammons
• AMER 0048-01 (PS 0011-01) Introduction to American Politics ~ Brian Schaffner

MID-LEVEL SPECIAL TOPICS COURSES:
• AMER 0094-01 Black Women in America ~ Kerri Greenidge
• AMER 0094-02 Indigenous Urban America ~ Darren Lone Fight
• AMER 0094-03 (HIST 0093-71) Tufts in American History ~ Virginia Drachman
• AMER 0094-04 (DR 001 in the Flesh: Race, Performance, Sex and Skin ~ Lilian Mengesha
• AMER 0094-05 (HIST 0082-05) Latinx History: Race, Migration, Empire ~ Adrian Cruz

INTEGRATIVE SEMINARS:
• AMER 0172-01 American Highways, Routes & Roots ~ Ronna Johnson
• AMER 0186-01 (ED 0167) Critical Race Theory ~ Shameka Powell

SPECIAL TOPICS INTEGRATIVE SEMINARS:
• AMER 0180-01 American Civil Rights ~ Kerri Greenidge
• AMER 0180-02 Alter-Natives: Indigenous Speculative Narratives ~ Darren Lone Fight

UPPER LEVEL COURSE:
• AMER 0145-01 Mass Incarceration and The Literature of Confinement ~ Hilary Binda

UPPER LEVEL SPECIAL TOPIC COURSES:
• AMER 0194-01 (DR 0293-01) Colonial Unknowing ~ Lilian Mengesha
• AMER 0194-03 (ENG 0176-01) Earth Matters ~ Elizabeth Ammons
• AMER 0194-04 (ENG 0182-01) American Gothic ~ Nathan Wolff
• AMER 0194-05 (SOC 0188-13) Seminar: Du Bois’s Sociological Dream ~ Freeden Blume Oeur
• AMER 0194-06 (SOC 0188-12) Seminar: Comparative Social Inequality ~ Felipe Diaz
• AMER 0194-07 (SOC 0113) Urban Sociology ~ Anjuli Fahlberg
• AMER 0194-08 (HIST 0173) Advanced Special Topics, North America: Our Road to DACA and The Wall ~ Reed Ueda
• AMER 0194-09 (PS 118-02) Topics in American Politics: Organizing for Social Change ~ Daniel LeBlanc & Kenneth Galdston
• AMER 0194-10 (HIST 0193) Research Seminar, North America: Family Histories and American Culture Kendra Field

STANDARD COURSES:
• AMER 0099-01 Internship-American Studies ~ Staff (Department Consent Required)
• AMER 0193-01 Independent Study ~ Staff (Department Consent Required)
• AMER 0198-01 Senior Special Project ~ Staff (Department Consent Required)
• AMER 0199-01 Senior Honors Thesis A ~ Staff (Department Consent Required)
Course Descriptions

AMER 0010-01 Racial Politics and Urban Space in the United States ~ Thomas Abowd
MW | 6:00-8:30PM
How can the history of racism in the United States be understood through the activism and struggles of urban-based social movements? How have policing technologies, forms of violence, and governing assumptions made racial segregation an enduring reality in America? As capitalist modernity began to make city life the majority experience in the US in the early 20th Century, a range of formidable forces intersected in the creation of these expanding metropolitan areas. 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. Participants will examine these shifting and fluid realms not simply as cartographic places frozen on maps but also as ideas and myths that have helped construct US nationalism, settler-colonialism, and helped bolster anti-racist visions. This course will feature examinations of Boston, Seattle, New York, Detroit, Chicago, and Los Angeles, and other cities.

AMER 0015-01 (REL 0042-01) Religion & Politics in American History ~ Heather D Curtis
MW | 10:30AM-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 | 1:30PM-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 0039-001 (MUS 0039-01) History of African American Music ~ Stephan Pennington
TR | 3:00-4:15PM
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. (This course does not fulfill the History requirement in American Studies)
AMER 0047-01 (ENG 0023-01) Dissent and Democracy: American Literature To 1900 ~ Elizabeth Ammons
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, Latinx, and Asian American voices, this survey mixes canonical and less well-known texts. We’ll read work by familiar writers such as Phyllis Wheatley 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 2019? 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 0011-01) Introduction to American Politics ~ Brian Schaffner
MW | 1:30-2:45PM
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 0094-01 Black Women in America ~ Kerri Greenidge
TR | 3:00-4:15PM
“Only the BLACK WOMAN can say ‘when and where I enter, in the quiet, undisputed dignity of my womanhood, without violence and without suing or special patronage, then and there the whole Negro race enters with me.’” In these words of Anna Julia Cooper from 1892, she described the potential role of black women in the fight against disfranchisement, segregation, and economic exploitation. Yet, the role of African descended women in gender equality and civil rights struggles has been historically erased by both patriarchal assumptions about anti-colonial and civil rights movements, and racist assumptions about feminism. Black Women in America examines the literature, lives, and histories of African-descended women in the United States during the long twentieth century to expound on Cooper’s original thesis. How have African descended women in the United States shaped, founded, and influenced American definitions of economic, racial, and gender “rights”? How have patriarchal and racist definitions of “feminism” and “activism” reinforced black women’s subordination, even as black women themselves have persistently defied, confronted, and sought to dismantle this subordination? Finally, how does centralizing black women in the twentieth century’s story of American civil rights, women’s rights, and anti-colonial struggles redefine the radical potential for social movements? Particular attention will be paid to black women’s literatures and cultural production within their historical and transnational contexts.

AMER 0094-02 Indigenous Urban America ~ Darren Lone Fight
TR | 12:00-1:15PM
This course situates urban Indigenous experience within broader conversations about settler-colonialism and the project of modernity, exploring the complex encounter between rhetorics of Indigenous urban erasure and the powerful counternarratives that resist them. There is a contradiction when one thinks of Native people in relation to cities: while the urban is often coded as a space of absence or death for Indigenous people, over 70% of Native American people live in urban or suburban locales in the United States. To unpack that contradiction, we will pursue an analysis of Indigenous history and contemporary
experience within urban cultural production centers the past and ongoing influence of the urban Indigene and her people within, across, and beyond the city limits.

In addition, the material and symbolic organization of urban space and place itself operates as a critical vector of analysis for the course. All cities in the United States are on Indigenous land, and most are located in places where prior and ongoing Indigenous communities continue to make their home. In fact, many major cities also contain some of the largest Indigenous communities in the US. Nevertheless, the spatial character of urban space continues to be decidedly non-Indigenous. Through critical engagement with Indigenous historical and cultural analyses, novels, film, music, and other materials, this course tracks the ways the text of urban space/place constitutes and is constituted by cultural production, thereby opening a space for critical inquiry into the relationship between structures of oppression, urban Indigenous communities, and the spatial production of the city as such.

AMER 0094-03 (HIST 00 0093-71) Tufts in American History ~ Virginia Drachman
R | 1:30-4:00PM
The Tufts archives in Tisch Library will be our laboratory as we focus on topics related to campus life in the second half of the 20th century, including dating, sororities and fraternities, the student movement in the 1960s, the women’s movements, and sports and Title IX. Individual research projects will be based on primary sources available in the Tufts archives.

AMER 0094-04 (DR 0093-63) In the Flesh: Race, Performance, Sex and Skin ~ Lilian Mengesha
MW | 10:00-11:45AM
What does the body remember? How does skin obscure or reveal race, gender, and sexuality? This course will focus on performances, including theater, dance and new media, that posit skin as text. Building on women of color feminisms’ push for “theory in the flesh” based on the materials, lives of Black, indigenous and Latinx bodies, this course will focus on performances where skin is a site of both oppressive and liberation. We will turn to a variety of performance, including body modification, scarification, and bodily writing, to attune our analysis towards the limits and possibilities of embodies knowledge.

AMER 0094-05 (HIST 0082-05) Latinx History: Race, Migration, Empire ~ Adrian Cruz
T | 1:30-4:00PM
This course unpacks the complex historical roots and contexts of Latinx communities in the U.S., with a focus on the long twentieth century. Students will investigate historical forces of colonization, displacement, and racism to which Latinx people have been subjected in the U.S., as well as Latinx movements that have been built in response to these forces. The course engages primary source materials and sociological concepts to explore links between the past and present. It includes off-campus ventures in which students engage with Latinx communities and histories in the Boston area.

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: Permission is needed to enroll.

AMER 0145-01 Mass Incarceration and The Literature of Confinement ~ Hilary Binda
T | 11:45-4:00PM
How have writers from different historical periods, regions, cultures, and genders understood experiences of confinement and freedom? What are some of the effects on human beings of different kinds of confinement – economic, educational, legal, physical, intellectual, emotional, spiritual, and social? The Literature of Confinement will be run as an Inside-Out™ class in a state prison; it is composed of Tufts (“outside”) students and incarcerated (“inside”) students in equal numbers. Together, we will read, discuss, and write on literary texts pertaining to the experience of confinement – understood in many different senses. Authors will include the following: James Baldwin, James Joyce, Lorraine Hansberry, Charlotte Perkins Gilman, Suzan-Lori Parks, Sandra Cisneros, Herman Melville. The Tisch College van will provide transportation for the outside students from the Medford Campus to the men’s maximum-security prison in Shirley, MA every Tuesday. Allowance of extra time should be made for travel and for security processing to enter/exit the prison. The van will leave Tufts at 11:50am on Tuesdays and will return to Medford in the late afternoon. We recommend if at all possible that students do not plan to take a Tuesday evening class. All students must follow the prison rules at all times: these include attending a mandatory training at Tufts SPRING 2019 and a second training at the prison right before classes begin.

APPLICATION PROCESS:
1. Email the Instructor at HILARY.BINDA@TUFTS.EDU and include the following: why do you want to take this class? Have you done anything that you feel prepares you for this class? What concerns or questions do you have?
2. Meet with the instructor during the day of interviews to discuss the course.
3. Receive notification within 2 days of the interview about whether you will be able to register for the Fall 2019 course. (We hope to run this class regularly in the fall, but this is entirely dependent on the Department of Correction approval and may be stopped at any point.)

AMER 0172-01 Integrative Seminar: American Highways, Routes & Roots ~ Ronna Johnson
TR | 04:30PM-05:45PM
"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 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 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.

AMER 0180-01 Special Topics Integrative Seminar: American Civil Rights ~ Kerri Greenidge
M | 1:30-4:00PM
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 0180-02 Special Topics Integrative Seminar: Alter-Natives: Indigenous Speculative Narratives ~ Darren Lone Fight
TR | 1:30-2:45PM
Speculative narratives encompass a wide variety of forms, styles, and genres and often push into the threshold between fiction and non-fiction. However, in its most typical expression, these narratives take the shape of familiar genre fiction: superhero, supernatural, science fiction, and fantasy narratives. But the speculative is fundamentally an orientation towards what linguistics calls the irrealis mood: the mode of expression that charts our relationship to that which does not exist but may/should/might/could/would. This has a temporal axis as well, charting alternative and speculative engagements among and across the present, past, and future. Within this framework, speculative narratives interrogate the question of “if” as such; while this certainly encompasses the fantastical, it also incorporates works that drape themselves across the threshold of the imaginary and the real. Communities of political activism, for instance, are prolific generators of the optative and subjunctive narrative, of stories of wish and hope.

This course therefore constellates a broad array of Indigenous artists and thinkers that operate within this broad speculative mode. By working through how seemingly disparate texts by Indigenous authors might productively be placed into conversation—including the critical writings of Vine Deloria, Jr., films and a novel from the field of Indigenous Futurism, and documents and testimony from Indigenous activist movements—the intricate and generative interrelationship between reality and its narrated
alternatives are centered as a site of fertile analysis. This locates Indigenous speculative narratives within the dense economy of Indigenous vision: the network of relationships between hope, fear, and contemplation as they continually reorient toward the alternative and irreal.

**AMER 0186-01 (ED 0167) Integrative Seminar: Critical race Theory ~ Shameka Powell**

T | 1:20-04:20PM  
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 and graduate students only. Junior, Senior, Grade, or consent of instructor. Members of the department

**AMER 0194-01 (DR 0293-01) Colonial Unknowing ~ Lilian Mengesha**  
W | 1:30-4:30PM  
How does decolonial and indigenous thought shape the ways we approach knowledge production, particularly in performance studies? Focusing on an undisciplined approach to thinking, we will consider knowledge relationally across decolonial and anticolonial thought, indigenous ways of knowing, and artistic imagination. In doing so, we will aim to build heterogenous methodologies that consider the shared histories of racialization and colonization as they emerge within theory and practice. We will build an archive of methods in which colonial unknowing merges through refusal, illegibility and opacity in an effort to subvert colonial extraction. Open to graduate students across disciplines.

**AMER 0194-03 (ENG 0176-01) Earth Matters ~ Elizabeth Ammons**  
TR | 12:00-1:15PM  
Environmental questions are 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, Latinx, and Asian American perspectives, and texts include novels, poetry, prose, and film. Authors range from Bill McKibben to Alice Walker, 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 0194-04 (ENG 0182-01) American Gothic ~ Nathan Wolff**  
TR | 10:30-11:45AM  
Examines the gothic genre in 19th-century American literature. Associated in England with spooky castles, gothic fiction in America dramatized the dark side of U.S. history against backdrops ranging from the frontier wilderness to colonial settlements to urban slums. Challenging an idealized vision of democracy, these texts probe the racial violence, class antagonism, and gender exclusions that haunted the nation from its founding. And countering an Enlightenment faith in reason, they depict characters in the grip of uncontrollable desires and pervasive anxiety. The reading list includes authors both well known (Poe, Hawthorne, Melville) and less so (Lippard, Southworth, Hopkins). This course fulfills the pre-1860 requirement for majors.
AMER 0194-05 (SOC 0188-13) Seminar: Du Bois’s Sociological Dream ~ Freeden Blume Oeur
R | 9:00-11:30AM
This seminar invites students to join in the extraordinary revival of research on W.E.B. Du Bois in sociology. Drawing primarily on his own writing, as well as select commentary on his life and work, we will engage insights that remain relevant today for both society and the practice of sociology: on structural, psychological, and materialist explanations for the persistence of racism; on the role of intellectuals and organized religion in Black communities; on the purpose of art as propaganda; on whether schools should embrace racial separatism or integrationism; and on paths forward amid the failures of democracy and socialism. We will examine how Du Bois’s ideas and politics transformed as he slipped in and out of many roles: as an architect of modern sociology in the United States; as a propagandist who helped found the NAACP; as a philosopher who embraced pragmatism and idealism; as a novelist whose fiction reflected on the nature of gender and desire; and as a diasporic thinker who linked the cause of African Americans to struggles around the globe. Above all, we will engage Du Bois as a dreamer: as someone who saw human nature as both rational and irrational, and guided by the conscious and the unconscious; and as someone who remained hopeful of racial liberation even as the “sorrow songs” of the past continue to haunt the present. Prerequisites: Junior standing, at least 2 previous courses in Sociology, OR permission of instructor.

AMER 0194-06 (SOC 0188-12) Seminar: Comparative Social Inequality ~ Felipe Diaz
T | 9:00-11:30AM
This course focuses on the causes and consequences of social inequality in cross-national perspective. A comparative and cross-national lens to the study of inequality provides the analytical tools to better understand how the political, institutional, and economic processes in different societies ultimately help create and perpetuate different forms of social inequality. The course will focus on the ways in which different social institutions, such as schools, labor markets, and governments play in generating social inequalities. We also examine the ways in which social inequality is expressed on the basis of race/ethnicity, gender, and class status. After assessing the institutional and social mechanisms associated with the reproduction of social inequality, we consider possible policy solutions and interventions in reducing inequality. Prerequisites: Junior standing, at least 2 previous courses in Sociology, OR permission of instructor.

AMER 0194-07 (SOC 0113) Urban Sociology ~ Anjuli Fahlberg
TR | 10:30-11:45AM
Did you know that over 80% of the US population lives in cities? These numbers are even higher for Latin America, while the percent of urban populations is growing steadily in Europe, Asia, and Africa. But what, after all, accounts for such dramatic global urbanization patterns? How does the concentration of diverse groups of people affect group relations, access to resources, and inhabitants’ overall quality of life? How do historic forms of inequality get (re)configured in urban areas? And, importantly, how can inequality and injustice be addressed in this context? This course aims to tackle these questions as we consider contemporary dynamics of inequality and social change in cities in the US and across the globe. We will examine how economic, political, social, and symbolic forms of inequality and exclusion have helped to shape the lived realities of diverse urban populations and how governments and civic actors have attempted to address these. The course will draw heavily from ethnographic perspectives of the city, using the stories of individuals and communities to understand how broader social issues affect the urban experience. Students will also be asked to conduct their own small ethnographic research project in an organization in Boston or Somerville and use these observations to reflect on course readings and discussions. Prerequisite: SOC 001 OR SOC 010 OR permission of instructor.
AMER 0194-08 (HIST 0173-90) Advanced Special Topics, North America: Our Road to DACA and The Wall ~ Reed Ueda  
W | 8:30-11:30AM  
This seminar style course examines major themes in the histories of North America's indigenous people from the first human habitation to the present. Drawn from multiple disciplines, the readings strike a balance between those focusing on specific Native American communities and individuals (often from indigenous perspectives) and those taking a big-picture approach that emphasizes the connections between indigenous people throughout the continent. The course also has a theoretical dimension, as it explores rival ideas about historical causation and considers the nature and structure of traditional academic disciplines. The emphasis throughout is on reading, discussion, and developing a term paper elaborating on one of the course themes.

AMER 0194-09 (PS 118-02) Topics in American Politics: Organizing for Social Change ~ Daniel LeBlanc & Kenneth Galdston  
R | 1:30-4:00PM  
This course will trace community organizing to some of its early roots in the United States, as well as drawing connections between community organizing and other movements, including the labor, civil rights, and environmental movements. Presentations and discussions with other Boston area community organizers will be included as will be opportunities to visit with and observe local community-based organizations.

AMER 0194-10 (HIST 0193) Research Seminar, North America: Family Histories and American Culture ~ Kendra Field  
M | 1:30– 4:00PM  
Explores diverse experiences of family and kinship in U.S. history, especially in the context of racial slavery, Indian removal, and transnational migration. Contextualizes the recent groundswell in scholarly approaches to family history, as well as the popularization of DNA testing and genealogical research in American culture. Allows students to develop skills and perspective necessary for the production of scholarly research based on family histories, including their own. Readings will include family histories, micro-histories, and memoir.

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 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, December 5, 2019. 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, December 12, 2019. You must submit an electronic copy of your SSP to the American Studies Office no later than Wednesday, December 18, 2019, 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.
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 2020, the completed thesis manuscript should be submitted to readers by Thursday, April 23, 2020. The oral defense should be arranged by the student and his or her committee to be completed no later than Thursday, April 30, 2020, 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 Thursday, May 7, 2020.