# AMERICAN STUDIES
## FALL 2020 COURSES

Major requirements: [https://as.tufts.edu/americanStudies/majors/](https://as.tufts.edu/americanStudies/majors/)

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<td>RCD 0050-01</td>
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<th>AMERICAN STUDIES CORE AND AFFILIATED COURSE OPTIONS (FALL 2020):</th>
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**ADDITIONAL ELECTIVE COURSES:**

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Title</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>AMER 0031-01 (HIST-0031)</td>
<td>Rise of the Modern Woman</td>
<td>Virginia Drachman</td>
<td>Virtual</td>
<td>G+</td>
<td>MW</td>
<td>1:30-2:45pm</td>
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<tr>
<td>AMER 0039-01 (MUS 0022-01)</td>
<td>History of African American Music</td>
<td>Marcus R. Pyle</td>
<td>Virtual</td>
<td>J+</td>
<td>TR</td>
<td>3:00-4:15pm</td>
</tr>
<tr>
<td>AMER 0045-01</td>
<td>Antebellum and Civil War</td>
<td>Mycah Lynn Conner</td>
<td>Virtual</td>
<td>D+</td>
<td>TR</td>
<td>10:30-11:45am</td>
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<tr>
<td>AMER 0048-01 (PS 0011-01)</td>
<td>Introduction to American Politics</td>
<td>James Glaser</td>
<td>Hybrid</td>
<td>C</td>
<td>TWF</td>
<td>9:30-10:20am</td>
</tr>
<tr>
<td>AMER 0167-01 (ED 0167-01)</td>
<td>Critical Race Theory</td>
<td>Shameka N. Powell</td>
<td>Virtual</td>
<td>ARR</td>
<td>M</td>
<td>4:30-7:30pm</td>
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<tr>
<td>AMER 0194-01 (ANTH 185-05)</td>
<td>The End of Work in the United States</td>
<td>Alex Blanchette</td>
<td>Hybrid</td>
<td>12+</td>
<td>W</td>
<td>6:00-9:00pm</td>
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<tr>
<td>AMER 194-03 (CVS 0150-16)</td>
<td>Theorizing US Criminal Justice</td>
<td>Hilary Binda</td>
<td>In-Person</td>
<td>6</td>
<td>T</td>
<td>1:30-4:00pm</td>
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<tr>
<td>PHIL 0125-01</td>
<td>Racism &amp; Social Inequality</td>
<td>Lionel McPherson</td>
<td>Hybrid</td>
<td>G+</td>
<td>TR</td>
<td>1:30-2:45pm</td>
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<tr>
<td>PS 112-01</td>
<td>U.S. Elections: Rules, Strategies, and Outcomes</td>
<td>Eitan Hersh</td>
<td>In-Person</td>
<td>D+</td>
<td>TR</td>
<td>10:30-11:45am</td>
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<tr>
<td>PS 118-02</td>
<td>Topics in American Politics: Organizing for Social Change</td>
<td>Daniel LeBlanc &amp;</td>
<td>Virtual</td>
<td>8</td>
<td>R</td>
<td>1:30-4:00pm</td>
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<tr>
<td>SOC 0113-01</td>
<td>Urban Sociology</td>
<td>Anjuli Fahlberg</td>
<td>Hybrid</td>
<td>E+</td>
<td>MW</td>
<td>10:30-11:45am</td>
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<tr>
<td>TPS 0093-01</td>
<td>Race, Ethnicity, and Gender on the American Stage</td>
<td>Heather Nathans</td>
<td>Hybrid</td>
<td>E+</td>
<td>MW</td>
<td>10:30-11:45am</td>
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* American Studies majors may also take the course as an Integrative Seminar (RCD 0194-04).

Note: Check SIS for updates.
Course Descriptions

FOUNDATION COURSE:

RCD 0050-01 Introduction to Studies in Race, Colonialism and Diaspora ~ Kerri Greenidge and Sarah Fong
5 | M | 1:30-4:00pm (HYBRID)
What is meant by the terms “race,” “colonialism,” and “diaspora”? How are these terms shaped by historical and cultural context? How do scholars across American, Africana, Asian American, Latinx, Colonialism, and Native American and Indigenous Studies use these terms as the basis for intellectual inquiry? Introduction to Race, Colonialism, and Diaspora is designed to familiarize students with interdisciplinary scholarship across the new Department of Studies in Race, Colonialism, and Diaspora. The course is designed to expose students to a broad range of relevant scholarship in preparation for future engagement in one of the six tracks in the department of Race, Colonialism, and Diaspora. Each class meeting will pair a work of literature and cultural production - novels, short stories, and film - with the historical moment or site under study. The final project allows students to apply the methods, scholarship, and skills that they have acquired to specific topics and modes of inquiry relevant to their particular research interests.

AMERICAN STUDIES CORE AND AFFILIATED COURSES:

RCD 0050-01 Introduction to Studies in Race, Colonialism and Diaspora ~ Kerri Greenidge and Sarah Fong
5 | M | 1:30-4:00pm (HYBRID)
What is meant by the terms “race,” “colonialism,” and “diaspora”? How are these terms shaped by historical and cultural context? How do scholars across American, Africana, Asian American, Latinx, Colonialism, and Native American and Indigenous Studies use these terms as the basis for intellectual inquiry? Introduction to Race, Colonialism, and Diaspora is designed to familiarize students with interdisciplinary scholarship across the new Department of Studies in Race, Colonialism, and Diaspora. The course is designed to expose students to a broad range of relevant scholarship in preparation for future engagement in one of the six tracks in the department of Race, Colonialism, and Diaspora. Each class meeting will pair a work of literature and cultural production - novels, short stories, and film - with the historical moment or site under study. The final project allows students to apply the methods, scholarship, and skills that they have acquired to specific topics and modes of inquiry relevant to their particular research interests.

RCD 0094-05 / RCD 0194-01 Introduction to Native Studies ~ Joan Naviyuk Kane
3 | R | 9:00-11:30am (VIRTUAL)
This interdisciplinary course will introduce students to the broad field of Native studies, engaging an array of sources, inclusive of literature, case law, histories, visual culture, and critical theory. Grounded in a survey of Indigenous history and ideologies in the Americas, we will begin with basic terms, methods and inquiries that shape contemporary Native studies. By studying contemporary Native cultural theory through the lens of dynamic culture and expanding histories, we will 1) center an evolving set of questions and theoretical landmarks around which critical Indigenous studies is growing; (2) highlight the politically and epistemically interventional force of Indigenous life and thought; and (3) open space for students to cultivate links/conversations between Native Studies and other fields,
particularly with American, Africana, Asian American, and Colonialism Studies. This course may be taken at the mid (0094) or upper (0194) level. American Studies majors may take the course as an Integrative Seminar (0194).

**AAST 0094-01 (SOC 0094-02) Sociology of Asian Americans ~ Adrian Cruz**
R+ | MW | 9:00 to 10:15am (VIRTUAL)
This course places Asian Americans at the center of sociological analysis of race, ethnicity, racism, immigration, and collective struggle. Sociological investigations of race, ethnicity and inequality have frequently overlooked Asian Americans and thus implicitly posed them as a group of people unscathed by discrimination. To correct this error, we will employ structural and micro level approaches that unpack how Asian Americans, historically and today, have negotiated a diverse set of intra-group identities and contested the mistreatment to which they have been subjected.

**AMER 0094-02 / AMER 0194-02 (FAH 0095-01/FAH 0194-05) Boston Architecture and Urbanism: A Spatial Study of Race, Colonialism, and Diaspora ~ Diana Martinez**
7 | W | 1:30-4:00pm (VIRTUAL)
A history of the Boston area's architecture from the seventeenth through the twenty-first centuries, as seen through the region's urban history. Major buildings, architects, and urban planning schemes examined in terms of economic, political, social, and institutional histories. Course work includes 3-4 required Friday morning field trips; class presentations; and design, research, and photography projects.

**AMER 0099-01 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 0172-01 Integrative Seminar: American Highways, Routes & Roots ~ Ronna Johnson**
L+ | TR | 04:30PM-05:45PM (HYBRID)
"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 these 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 0099 American Studies Internship ~ 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 0193-01 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. **Note: Permission is needed to enroll.**

**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 4, 2020. 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 10, 2020. You must submit an electronic copy of your SSP to the American
Studies Office no later than Wednesday, December 16, 2020, 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:** Department consent required in advance.

**AMER 0199-01 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 2021, the completed thesis manuscript should be submitted to readers by Thursday, April 22, 2021. 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 6, 2021. **Note:** Department consent required in advance.

**RCD 0094-01 (SOC 0011) Sociology of Race and Ethnicity ~ Adrian Cruz**
H+ | TR | 1:30-2:45 pm (VIRTUAL)
This course provides an introduction to sociological perspectives on race, ethnicity, and racism. It will help you think critically about issues related to race and ethnicity in American society and globally. The course begins with theories of race and racism. Topics include the social construction of racial and ethnic categories; prejudice, discrimination, and racial domination; and racial ideologies. The course then examines racial inequalities in several institutional contexts, including neighborhoods, schools, the labor market, and the criminal justice system. Finally, the course explores racial progress, with particular attention to the role of social movements in constructing the meaning of race and fighting for racial justice.

**RCD 0094-02 (WGSS 73-01) Intro to Queer Studies ~ Kareem Khubchandani**
E+ | MW | 10:30-11:45am (VIRTUAL)
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.

**RCD 0094-03 (HIST 0010-01) Colonialism in Global Perspective ~ Kris Manjapra**
D+ | TR | 10:30-11:45am (HYBRID)
Introduction to basic themes, contexts and sites in the study of colonialism across the Americas, Africa and Asia from 1490 to the present. Topics include militarization, indigenous dispossession, slavery, settler colonialism, cultural domination, labor regimes and migration, environmental extractivism, and geopolitical strategy.
ELECTIVE COURSES:

**AMER 0031-01 (HIST 0031) Rise of the Modern Woman ~ Virginia Drachman**
G+ | 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 0039-01 (MUS 0022-01) History of African American Music ~ Marcus R. Pyle**
J+ | TR | 3:00-4:15pm
A survey engaging with the wide variety of music made by African Americans across three centuries. This course is based on the supposition that musical styles articulate social, cultural, and political circumstances as they emerge at specific moments in history. Explore how social and cultural histories illuminate contested and shifting expressions of musical blackness, as well as the ways that black musical expressions illuminate social and cultural histories in return. Students will become familiar with historical and stylistic changes in African-American musics and their connection to the social fabric of America and debates concerning African-American communities. Students need neither formal musical background nor familiarity with African-American music.

**AMER 0045 (HIST 0025-01) Antebellum and Civil War America, 1815-1877 ~ Mycah Lynn Conner**
D+ | TR | 10:30-11:45am (IN-PERSON)
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.

**AMER 0048-01 (PS 0011-01) Introduction to American Politics ~ James Glaser**
C | TWF | 9:30-10:20am
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. See SIS for recitation schedule.

**AMER 0186-01 (ED 0167-01) Critical Race Theory ~ Shameka N. Powell**
M | 4:30-7:30pm
Examines foundational writings of Critical Race Theory 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 standing or consent of instructor.

**AMER 0194-01 (ANTH 185-05) The End of Work in the United States ~ Alex Blanchette**
12+ | W | 6:00-9:00pm
Students previously enrolled in ANTH 149-02 (Fall 2018) may not register for this course. The United States is a place where most people not only work to live, but also one where many seem quite willing to live for work. That is, work has been culturally naturalized as a largely apolitical, inevitable, and
unquestioned good. This remains true even at a moment when neoliberal policies have decimated dignified working class employment, environmental protections and safety nets are being stripped in a seemingly desperate bid to create fleeting jobs, and automation technologies may make capitalism less dependent on human bodies. In rejoinder, this course looks at how anthropologists of the U.S. have imagined getting a life beyond work. It examines other ways of organizing society — from play, to sex, to faith — that do not revolve around unending growth and labor productivity. In so doing, we trace a host of issues seldom featured within the same conversation: capitalism and the labor theory of value; “disruptive” technologies; de-growth movements; programs for universal basic income; housework; video games; youth subcultures; aging and retirement; and various American utopian communities. At root, this course suggests work consumes too much collective imagination. To this end, we will also try to experiment with practicing forms of learning that are not overdetermined by inherited work ethics, images, and values. This course counts toward the Anthropology upper-level seminar and critical geographies requirement, the Cultural and Social Justice Anthropology minors (methods intensive), and the Social Sciences distribution requirement.

**AMER 194-03 (CVS 0150-16) Theorizing US Criminal Justice ~ Hilary Binda**

*6 | R | 1:30-4:00pm (IN-PERSON)*

This course examines the practices and ideas structuring the US criminal justice system. By examining American mass incarceration specifically through a variety of interdisciplinary lenses, this course aims to understand the philosophical as well as the political factors organizing this now-defining national institution. Beginning with eighteenth-century theories of justice and punishment, this course interprets the relatively recent rise of prisons in the US in light of its central relationship to American slavery and white supremacy. This course simultaneously theorizes the role of gender and sexuality in relation to the system of incarceration and systemic racism, exploring ways that each carceral logic reinforces the other. Examining current prison conditions through the eyes of both police/correctional staff and the incarcerated, this course considers the context of mass incarceration, including the school-to-prison nexus, the bail system, the civic, legal, and economic barriers faced by people impacted by the system, and the role of colleges and universities in this context. Finally, we end with a reconsideration of justice and abolitionism, as theory and practice, asking how rethinking the current criminal justice system can influence not only our political and professional acts but also our personal relationships. *Permission required.*

**PHIL 0125-01 Racism & Social Inequality ~ Lionel McPherson**

*H+ | TR | 1:30-2:45pm (HYBRID)*

Contrary to hope, the U.S. does not appear to be approaching a "post-racial" society. Of course, this perspective raises the question as to what would count as such a society. A place where so-called "racial" differences are hardly noticed? A place where these differences might be noticed but make little difference to the quality of our lives and life prospects? Less ideally, at least a place where social policy and criminal justice are racially impartial?

**PS 112-01 U.S. Elections: Rules, Strategies, and Outcomes ~ Eitan Hersh**

*TR | 10:30-11:45am*

This is a survey course of U.S. elections that connects the dots from laws (the Constitution, case law, state and federal statutes) to strategies (by political parties, candidates, interest groups, and donors), and from strategies to outcomes (voting, public opinion, activism). No pre-requisites. All are welcome.
PS 118-02 Topics in American Politics: Organizing for Social Change ~ Daniel LeBlanc & Kenneth Galdston (VIRTUAL)
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.

E+ | SOC 0113-01 Urban Sociology ~ Anjuli Fahlberg
M | 1:30-4:00pm (HYBRID)
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.

TPS 0093-01 Race, Gender, and Ethnicity on the American Stage ~ Heather Nathans and Mia Levenson
E+ | MW | 10:30-11:45am (HYBRID)
The 2015 smash musical Hamilton fundamentally reconfigured the way many audiences "picture" U.S. history. But in the centuries before Hamilton’s debut, how did artists represent race, gender, and ethnicity on U.S. stages and in other types of performance? Whose identities were included and whose were marginalized? This class questions how artists embraced the many challenges of representing “nation” in performance, exploring both their triumphs and their failures. We will explore works by those who challenged gender norms or fought racial and ethnic biases to share their stories.