Research Tutorials, which are listed in the college catalog as colloquia, offer faculty and students the opportunity to collaborate on shared research projects. The enrollment for each tutorial is limited to six students. Offered for sophomores and juniors, the courses present ongoing research on a series of related questions in the faculty member’s area of expertise. By exploring how different scholars approach a topic, students learn to frame a research question, develop research strategies, and identify and use sources. Students pursue a research topic that dovetails closely with the professor’s scholarly interests.

Students enrolled in these courses are guaranteed funding for six weeks of work during the summer following the academic year in which they take the course.

Continue on to read more about courses being offered this Spring…………..
RESEARCH TUTORIALS in the HUMANITIES and “HUMANISTIC” SOCIAL SCIENCES

America’s Death Penalty  COLQ 234  Professor Sarat

The United States, almost alone among constitutional democracies, retains death as a criminal punishment. It does so in the face of growing international pressure for abolition and of evidence that the system for deciding who lives and who dies is fraught with error. This seminar is designed to expose students to America’s death penalty as a searchable subject. It will be organized to help students understand how research is framed in this area, analyze theories and approaches of death penalty researchers, and identify open questions and most promising lines of future research. It will focus on the following dimensions of America’s death penalty: its history, current status, public support/opposition, the processing of capital cases in the criminal justice system, race and capital punishment, and its impact and efficacy. During the seminar, each student will develop a prospectus for a research project on America’s death penalty. This course is part of a tutorial series that engages Amherst students in substantive research with faculty in the humanities and humanistic social sciences.

Open to Sophomores and Juniors interested in research. Enrollment will be limited to 6.
RESEARCH TUTORIALS in the HUMANITIES and “HUMANISTIC” SOCIAL SCIENCES

Radio Storytelling  COLQ 235  Professor Stavans

Radio is an essential tool for democracy. Aside from entertainment, it fosters critical thinking and civil engagement. It might also be the most patient, intellectually-minded of all media forms in that it uses storytelling as a means to appreciate our common humanity. This course has two symmetrical components: through a variety of readings and listenings, it gives the social, political, and historical context to understand the influence of radio in modern times in industrialized and developing nations; and it offers studio experience and practical tools for those enrolled to produce their own radio stories. Students will also be involved in various production aspects of the NEPR podcast “In Contrast.”

This course is part of a tutorial series that engages Amherst students in substantive research with faculty in the humanities and humanistic social sciences.

Open to Sophomores and Juniors interested in research. Enrollment will be limited to 6 students.

Propaganda During Wars  COLQ 238  Professor Mattiacci

Civil wars are conflict that develop between a country’s government and an armed group rebelling against it. These conflicts can often be lengthy, gruesome, and quite resource intensive. Yet, oftentimes, actors fighting these wars decide to divert time, money, and resources away from the battlefield to engage in propaganda campaigns in foreign countries, touting themselves as the legitimate representative of that country. When are these campaigns more likely to happen? And why? This research colloquium will explore these questions, both theoretically and empirically. Students will learn several research skills: how to gather evidence, how to understand multiple sources of evidence, and how to build and test arguments.

This course is part of a model of tutorials at Amherst designed to enable students to engage in substantive research with faculty.

Class will meet once a week for two hours and one half, with additional independent work of at least 10-12 hours per week expected.

Open to Sophomores and Juniors interested in research. Enrollment will be limited to 6.
This class takes Los Angeles and New York as case studies for tracing different histories related to Native Americans, urbanism, and entertainment. So students can engage a range of interdisciplinary strategies for studying Native American migration in the twentieth century we will draw on materials from the Kim-Wait/Pablo Eisenberg Native American Literature Collection to practice developing researchable questions. Students will also assist in conducting primary research and data gathering related to Native American actors and entertainers to shed light on the lives they led off-screen and off-stage while they worked in Los Angeles and New York City. To ground our discussions and approach to research students will read secondary sources about the history of Native performance in the United States, especially in relation to cinema. There may be some ethnographic work as well and an introduction to methods from oral history. The main aim of this research tutorial is to have students focus on the ways in which Native people have participated in the film industry as laborers and shapers of culture, and since there are no “official” archives left to us by Native entertainers much of what students will learn is how to conduct research based on clues from a diverse array of sources. For example, by examining articles from Variety, catalogs from the American Film Institute, and papers from social reform institutions, like the L.A. Indian Center and the American Indian Community House (AICH) in New York City, students will begin to piece together a meaningful understanding of Native people as actors and activists during the twentieth century. Students who can be in residence for part of the summer following the tutorial will visit archives in New York related to the AICH—a non-profit organization that has served the health, social service, and cultural needs of Native Americans in the city since 1969. Additional work over the summer will involve visualization tools from the Digital Humanities, like Gephi, so students can demonstrate what they have learned about the many Native entertainment and activist networks that existed in L.A. and NYC.

This course is part of a model of tutorials at Amherst designed to enable students to engage in substantive research with faculty.

Open to Sophomores and Juniors interested in research. Admission with consent of the instructor.

Enrollment will be limited to 6.
RESEARCH TUTORIALS in the HUMANITIES and “HUMANISTIC” SOCIAL SCIENCES

Transgender Histories  COLQ 335  Professor Manion

A revolution in transgender rights in the United States is underway. Once marginalized and denigrated by mainstream society, the medical establishment, the legal system, and even the lesbian and gay rights movement, transgender people are increasingly gaining rights and recognition. This seminar will introduce students to transgender representations and experiences in the past as a searchable subject. Students will be introduced to the three dimensions of historic research: theory, method, and archives. The course will focus on the key theories of gender that have informed historic research for the past forty years, the methodological issues involved in conducting research of sexual and gender minority communities, and effective strategies for defining the parameters of a usable archive. Some questions to be engaged include: What is gender? What is transgender? What constitutes a transgender past? How does the historian determine correct terminology for writing? What role does history play in the present or future? Students will write their own prospectus for a research project in transgender history.

This course is part of a tutorial series that engages Amherst students in substantive research with faculty in the humanities and humanistic social sciences.

The class will meet for three hours, once a week. In the case of over-enrollment, interested students will be asked to write a brief essay to gain admission.

Open to Sophomores and Juniors interested in research. Enrollment will be limited to 6.

War in Translation  COLQ 348  Professor Brenneis

The “War in Translation” Research Tutorial aims to allow students the opportunity to identify, analyze and translate a work or body of work of literary and historical significance that has not been previously available in English. Focusing on the personal experiences of a war or conflict during the 20th century, students will begin by identifying untranslated primary source material in a foreign language in which they are highly proficient. This will entail working with the professor and library staff to identify databases and digitized texts that have not been previously translated. Students will be encouraged to focus on materials such as letters, essays, newspaper articles, speeches and short works of fiction relevant to a single 20th century conflict of particular interest to each student, such as the Spanish Civil War, World War II/the Holocaust, the Guatemalan Civil War, or the Argentine “Dirty War”, among many others. Students will work closely with the professor and their classmates to produce a prospectus and sample annotated translation of their selected material, providing relevant literary and historical context. The ultimate goal is to produce a publishable work (online or in print) that will ultimately make this primary source not only available in English but also accessible to scholars and lay readers who may not be familiar with the historical period under scrutiny. Interested students will be asked to demonstrate proficiency in any foreign language.

This course is part of a tutorial series that engages Amherst students in substantive research with faculty in the humanities and humanistic social sciences.

Open to Sophomores and Juniors interested in research. Enrollment will be limited to 6.
Asian Americans and Affirmative Action  
**COLQ 349**  
*Professor Odo*

This research colloquium will explore the lawsuit alleging anti-Asian American admissions discrimination as a result of affirmative action policies currently pursued by Harvard College. Students will do background readings on the history of affirmative action and explore several of the major lawsuits that attempted to dismantle the policy. The focus of the semester will be on the current lawsuit: its background, principals, allegations, and directions. We will examine legal, political, intra- and inter-racial contexts, contexts, and potential outcomes in the near and long term futures as well as their broader societal implications.

This course is part of a tutorial series that engages Amherst students in substantive research with faculty in the humanities and humanistic social sciences.

Open to Sophomores and Juniors interested in research.

Enrollment will be limited to 6.

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**Watch for these courses to appear in the on-line catalogue. Pre-Registration is strongly recommended.**