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 *researchable 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.

### Indigenous Studies: Materials and Methods  
**COLQ 256**  
**Professor Brooks**

In 2013, Amherst College acquired one of the most comprehensive collections of Native American writing in the world – nearly 1,500 books ranging from contemporary fiction and poetry to sermons, political tracts and tribal histories from the eighteenth and nineteenth centuries. This is a living collection; it has since grown to over 3,000 volumes. This seminar offers the opportunity to actively engage the literature of this dynamic collection and contribute original research for a Digital Atlas of Native American Intellectual Traditions, an interface that will enable users to visualize books in the KWE Collection within a network of Native authors and communities, mapped across time and space. This course also offers immersion in Indigenous studies methodologies, for those new to the field and for those who already have significant experience or coursework. Participants will build and develop research skills in collaboration, working closely with scholars and librarians as they engage in archival and digital research, print history, land-based learning, and community-based learning, including faculty-led field trips to local tribal nations. In working on collaborative projects, we will also consider ethical questions regarding the distribution of knowledge, the curation of materials, access to the collections, and community-engaged research.

Open to Sophomores and Juniors interested in research.  
Preference given to students who are interested in pursuing the 5 College Certificate in Native American and Indigenous Studies.  
Enrollment will be limited to 6 students.
This course is a research tutorial, listed in the catalog as colloquia for juniors and seniors. By exploring how different scholars approach a topic, students learn to frame a research question, develop research strategies, and identify and use sources. Students enrolled in these courses are guaranteed funding for at least six weeks of work during the summer following the academic year in which they take the course.

This particular research tutorial will build on the many anti-racism initiatives being developed at Amherst College, and consider how certain specific film practices help normalize racist vs. anti-racist structures of feeling.

We will begin the course with excerpts from several key texts in the long-term construction of racist and anti-racist structures of feeling in Latin America and in U.S. Latinx cultures. Texts may include the diary of Christopher Columbus (1490s); colonial casta paintings (1700s); essays by José Martí (1891), José Vasconcelos (1925), Gloria Anzaldúa (1987) and Aníbal Quijano (1997); and poems by Nicolás Guillén (1934) and Nancy Morejón (1982).

Next, we will conduct an overview of major cinematic trends and genres, illustrating these with Latinx and Latin American fiction and non-fiction films where racism and anti-racism are at the center of the filmic text, narratively and/or audiovisually. The selection of films will be made in collaboration with the students, in order to balance overall course objectives with individual student interests.

By the end of the semester we will have established a common language and a common framework for the critical study of racism and anti-racism in Latinx and Latin American cinema, which we will share in the form of a two-hour colloquium open to the Amherst College community. The feedback we receive during the open colloquium will in turn inform the subsequent development, during the summer, of one or more of the following end-products: an academic essay; a scholarly review essay; a teaching-resource contribution to Cinegogía, a curated digital platform of pedagogical resources in Spanish and English related to Latin American film studies that I help coordinate; and media activism. As with the selection of films, the selection of the end-product(s) will be made collaboratively with the students. This will require students to identify and develop their own criteria on how to best apply their newly developed research skills and their newfound knowledge of Latinx and Latin American cinema, as tools to combat racism. The course will be conducted in Spanish.

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.

Admission with consent of the instructor.

Enrollment will be limited to 6.

Watch for these courses to appear in the on-line catalogue.

Pre-Registration is strongly recommended.
Social norms, the unwritten rules that shape our behavior, influence virtually all aspects of our lives, from the clothes we wear to the car we drive to whether and how we vote. Although people follow these norms to fit in with their social group, they can also make crucial errors in their perception, which can lead to substantial consequences. This seminar is designed to help students examine the power of social norms, the factors that lead people to misperceive norms, and the consequences of such misperceptions. We’ll then turn to examining real-world interventions designed to shift social norms to change various types of behavior, from reducing bullying or binge drinking to increasing energy conservation and voting. Students will also assist with conducting an empirical examination of Project ABLE (Active Bystandership for Law Enforcement), a program designed to create a police culture in which officers routinely intervene to prevent their colleagues from causing harm and making costly mistakes.

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

Admission with consent of the instructor.

Open to Sophomores and Juniors interested in research.

Enrollment will be limited to 6.