

AMHERST COLLEGE



RESEARCH TUTORIALS IN THE HUMANITIES AND “HUMANISTIC” SOCIAL SCIENCES SPRING 2023

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

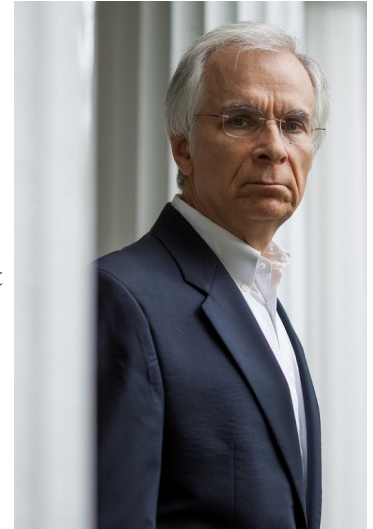
Professor Sarat

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.



***RESEARCH TUTORIALS in the HUMANITIES and
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The ABCs of Publishing

COLQ 352

Professor Stavans



A thorough, experiential course on the ins and outs of book publishing that includes a history of how books became our preferred channel for the dissemination of knowledge and entertainment and as a tool for political, economic, and cultural change. We will discuss the past, present, and future of the book, how it has mutated from Gutenberg to the digital age, and the challenges book publishing faces in the twenty-first century, not only in the United States but in the global scene. The objective is to study book-making and distribution from a critical eye and to come up with new solutions for book publishing in emerging or post-capitalist economies and for disadvantaged audiences. Strategies for acquiring, editing, publishing, and marketing books in the United States and in the global market will be discussed. Topics include budgeting; foreign and domestic rights; corporate, nonprofit, and academic companies; and collaborations with literary agents, translators, librarians, and booksellers. There will be an assortment of guest speakers. Students will participate in ongoing projects at Restless Books, an independent nonprofit publisher in

Brooklyn devoted to contemporary global literature for children and adults and the classics.

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Enrollment will be limited to 6 students.

Mobilization, the U.S. Firearms Industry, and Gun Rights in World War I

COLQ 226

Professor Obert

World War I posed the most significant challenge to American industrial mobilization since the Civil War. This course will delve deeply into the role of firearms makers (in particular, Winchester Repeating Arms) on the political, economic, and social mobilization of the US before, during, and after the Great War. It will offer students a chance to explore the ways in which gun makers reorganized their labor forces, production and sales techniques, and product lines to meet the needs of the US government and its allies. We will also examine how these efforts co-evolved with the growth of the National Rifle Administration (NRA) and other “patriotic” proto-gun rights organizations in the first decades of the twentieth century. Course research will involve a wide variety of techniques, including primary source analysis, case studies, dataset compilation, and potentially even social network analysis and Geographical Information Systems. It will also provide interested students with an opportunity to collaborate on a research article.

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***RESEARCH TUTORIALS in the HUMANITIES and
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***Researching the Dakota Iapi in History, Culture, and Literature
COLQ 260***

Professor Vigil

Working with rare Dakota-language texts, like the newspaper “Iapi Oaye,” in the Kim-Wait/Eisenberg Native American Literature Collection as well as books by Dakota authors Charles Eastman and Ella Cara Deloria that were printed in English, this class enables students to do original research that uncovers the links between language (iapi), nation (oyate), and the strategies of survival Dakota people have used to resist colonial efforts to remove and erase them. By drawing on interdisciplinary tools from Native American and Indigenous studies students will also build connections between history, literature, linguistics, and ethnography to deepen their understandings of Dakota language and culture from the past to the present. We will read recent literary works, such as *Winter Counts* by David Heska Wanbli Weiden to consider links between Lakota/Dakota writers of the present and the past, and look for models in historical studies, such as, *Dakota in Exile* by Linda Clemmons and *Through Dakota Eyes: Narrative Accounts of the Minnesota Indian War of 1862*, and strongly interdisciplinary approaches, such as the award-winning *Translated Nation: Rewriting the Dakbota Oyate* by Chris Pexa, which brings together the literary works and oral histories of Dakota intellectuals. We will look for models in historical studies, such as, *Dakota in Exile* by Linda Clemmons and *Through Dakota Eyes: Narrative Accounts of the Minnesota Indian War of 1862*, and the award-winning *Translated Nation: Rewriting the Dakbota Oyate* by Chris Pexa, which brings together the literary works and oral histories of Dakota intellectuals. We will collaborate in producing our own translations of material from “Iapi Oaye” by looking at examples of Dakota-language translations like *The Dakota Prisoners of War Letters: Dakota Kaskapi Okicize Wowapi* by Clifford Canku and Michael Simon. Students will also work with texts by Deloria and Eastman to discover how these authors incorporated Dakota epistemologies in their writings for non-Native audiences. Deloria is well-known for her English translations of Dakota texts and her interpretations of Dakota and Lakota culture as a student of Franz Boas. Her work as an anthropologist became foundational in the study of Dakota dialects, myths, and ethnography. Eastman’s writings laid the foundation for Dakota intellectual traditions that followed. Eastman was a leading activist of the early twentieth century who advocated for the importance of Indigenous contributions within American society, which inspired cultural movements like the Boy Scouts of America, and he and his family lived in Amherst for a time, which enabled him to speak at the College. During the summer, students will have the opportunity to dive more deeply into various archived materials in the KWE Collection, written in both Dakota and English, and take an immersive (online and free) Dakota language course, so they can breathe life into the language themselves by speaking it. This summer work will also involve generating content that will be shared in a public website to make this history and these texts more widely accessible and available.



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Enrollment is limited to 6 students.

Priority given to sophomores and students majoring in American Studies or completing the Five College Native American and Indigenous Studies Certificate. No prerequisites.

**Continue for more
Tutorials**

***RESEARCH TUTORIALS in the HUMANITIES and
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Critical Sports Studies

COLQ 351

Professor Hayashi

Sports command a central role in American culture. The media intensively cover professional and amateur competitions and elevate star athletes to celebrity status. Municipalities offer generous financial incentives to attract professional sports franchises to their cities and families devote significant resources to make their children into better athletes. American colleges and universities offer scholarships to prospective students based on athletic prowess, a practice uniquely widespread in the United States. Athletics are commonly touted by these and other institutions as a pathway to molding character and even an American identity. Scholars and media have increasingly criticized this outsized role of sport in American society. In this course we will examine recent scholarship on the domestic and global influence of American sport, including in relation to issues such as educational equity, race relations, gender identity, and colonialism. We will speak with sports studies scholars about their research. We also will work collaboratively with library and other instructional staff during the semester.



This course is part of a model of tutorials designed to enable students to engage in substantive research with faculty in the humanities and humanistic social sciences.

Therefore, we will pay close attention to research methodologies especially when conducting interdisciplinary research. Students will explore their own research topic and develop a research plan for pursuing the topic in-depth.

Open to Sophomores and Juniors interested in research.

Enrollment will be limited to 6.

Listening Together: Identities, Mediation, and Politics

COLQ 346

Professor Engelhardt



What does it mean to approach music and sound from the position of people listening together? Conventionally, research has centered on makers, performers, producers, and thinkers—the bodies, voices, instruments, and minds that make sound and shape discourse. When research does attend to listening, it is usually as an individual act of consumption, appreciation, spiritual encounter, or social exchange. But what about congregations, fandoms, juries, and networks of listeners? This colloquium orients music and sound studies around audiences and crowds—the spaces and moments of people listening together as intimate communities or assemblies of strangers. Audiences and crowds invite us to expand our thinking about listening as embodied participation and virtual communities and assemblies. In our work, we will encounter essential theoretical, historical, and ethnographic writings focused on individual listening to ground our work in relevant conversations. We will read and converse broadly to

identify theoretical and methodological tools that can critically extend these conversations into case-study-based research on listening together. In a six-week summer research period, we will collaborate on writing a journal article. In addition to consulting with theorists and researchers over the course of the semester, we will workshop article drafts with experts in the fields of music and sound studies as we prepare to submit for publication.

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Open to Sophomores and Juniors interested in research.

Enrollment will be limited to 6.

***RESEARCH TUTORIALS in the HUMANITIES and
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***Blackness in Asia: Race and Relation between Afropessimism and
Settler Colonialism*** ***COLQ 349***

Professor Bolton



This research tutorial will explore a diverse archive of historical and contemporary texts that treat the ways that the idea of Blackness has been treated in Asia with a particular emphasis on the Philippines as a point of departure. The course’s framework will also significantly explore the theoretical intersections of Indigenous thought, Asian American studies, Black studies, and Latinx/American studies. The class will begin with a reading of famed Filipino American journalist Alex Tizon’s confessional essay “My Family’s Slave” published in *The Atlantic* in 2017 in which he admits to his role in the labor exploitation of a family servant. His family had a live-in servant that resided with them for decades without the ability to return home. Critique of this essay surfaced local histories of debt bondage in the Philippines as well as the histories of the transatlantic slave trade pointing to slippages and overlaps between Asian American and Black American experiences of race, labor, and family. Class meetings will be dedicated to discussion of assigned theoretical readings and primary source materials in Philippine history, Asian

American studies, Afropessimist philosophy, and Indigenous studies grounding our analysis and, it is my hope, mutual commitment to shared discovery of historical models that could aid us in thinking about deep connection across deep difference in global race relations. The goal for course discussions will be to advance global, expansive thinking and collegial collaboration. Students will be encouraged to chart their own unique pathways of intellectual discovery through course materials (in consultation with the professor) and will be supported in the construction of their own individualized or group-based research projects depending on preference.

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This course is open to all students with a preference for sophomores and juniors that are interested in academic research; students that have already completed a research methods course in a social science or humanities discipline; students with a knowledge of other languages especially Spanish, German, or Tagalog. A reading knowledge of Spanish is highly recommended. Students will be asked to fill out a brief application elaborating research interests and skills. The professor may request to interview students prior to enrollment approval. Enrollment by instructor consent only. Course discussions will likely be held in English with the possibility of their being held in Spanish depending on language skills.

Enrollment will be limited to 6 sophomores and juniors.

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

***RESEARCH TUTORIALS in the HUMANITIES and
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Migrant Lives

COLQ 345

Professor Boucher



In the decades following World War II, immigration into the U.K. from the decolonizing world transformed what had been a predominantly white nation into a multi-ethnic society. British immigration law initially welcomed these migrants of color as “Commonwealth Citizens.” As subjects of the British empire, they held full rights to live, work, vote, and receive welfare provision in the U.K. In spite of this formal political equality, Commonwealth Citizens experienced various forms of official and unofficial racism upon arrival in Britain. They were frequently – if erroneously – represented as “foreigners” who took jobs, housing, and benefits from white Britons. Changes in immigration law throughout the 1960s cemented this tendency to define Commonwealth Citizens as outsiders. By 1971, migrants to the U.K. needed to prove “patriality” (having a parent or grandparent born in the U.K.) to receive British citizenship, a shift that, in practice, severely restricted the entry of migrants of color into the country. This course explores the postwar experience of Commonwealth Citizens in Britain through the theme of risk. The act of migration itself entailed risks of various kinds, as Commonwealth Citizens left countries rendered politically and economically

unstable by the forces of empire and decolonization to seek more secure lives in the U.K. Racism in housing, employment, policing, education, the media, and other realms amplified migrants’ experience of precarity. How did Commonwealth Citizens negotiate these risks? What individual, familial, or community-based strategies did they develop to limit risk and increase security? How did these strategies change migrant lives and communities, as well as British society more generally?

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Working together, the six students in this course will conceive, research, write, and pursue publication of an original academic article on a topic related to the course theme. Two of the six weeks of summer work will be dedicated to archival research in the U.K. (Funding for the trip will be provided by Amherst.) Students seeking admission to the course must complete a short application and meet with the professor before receiving permission to enroll.

Enrollment will be limited to 6 sophomores and juniors.

Students enrolled in these courses are guaranteed funding for six weeks of work including housing and meals during the summer following the semester in which they take the course.