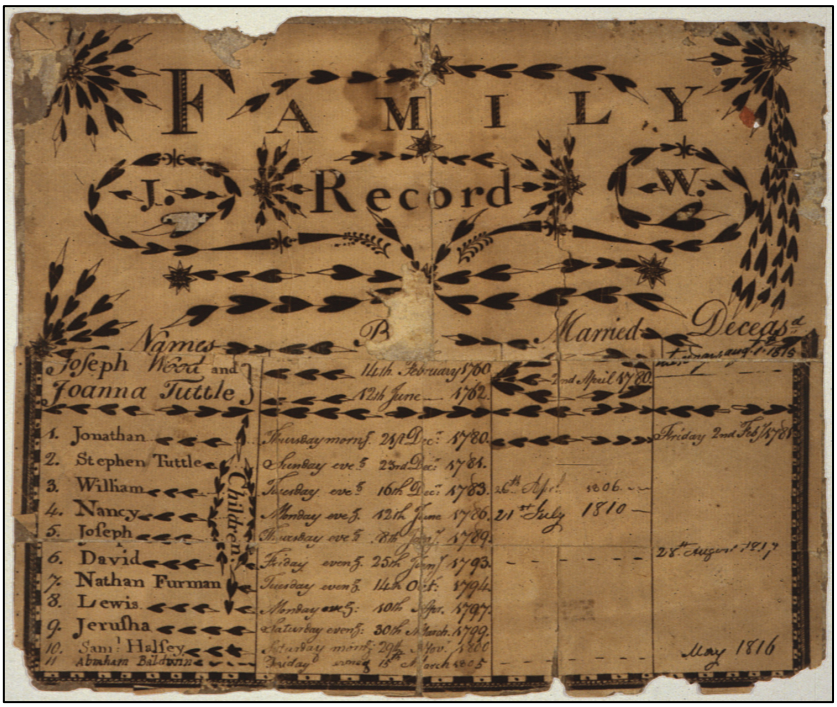
University of Wisconsin-Madison
History 221
3-credit course
Spring Semester 2021
January 25 – April 30
T/Th 1:00-2:15 pm CT
Class meetings held remotely and synchronously.
Canvas course URL:
https://canvas.wisc.edu/courses/240958

Instructor: Dr. Megan Stanton
Lecturer in History
Email: mastanton2@wisc.edu
Student Hours: M 1:00 – 3:00 pm CT
& by appointment

History and Genealogy in the United States



North American interest in genealogy predates the creation of the United States. The nineteenth-century descendants of Joseph Wood and Joanna Tuttle used the pictured fraktur (Family Record) to prove their eligibility for Joseph Wood's revolutionary war pension benefits. (Revolutionary War Pension and Bounty-Land-Warrant Application File R11789, for Joseph Wood, New Jersey, 1800 – 1900, National Archives 300036.)

Genealogy--the study of family lineage--is a popular American pursuit. But genealogy is more than a hobby! Within the United States, from the colonial era to the present, Americans have used genealogy to make specific arguments about *power*. Ancestral claims have helped Americans demand social, economic, or political access to resources. Families consolidated these resources when they engaged in nepotism, to give an obvious example. Yet Americans also used made genealogical claims to facilitate their inheritance of property, to support or challenge the logic of race in the United States, and to challenge their enslavement in lawsuits for freedom. Kinship patterns enabled and subverted colonization. Indigenous peoples used genealogy, or blood quantum, to set boundaries for tribal membership. Some genealogists used their ancestry to demand a higher status for themselves, claiming that they held social importance as the descendants of Mayflower colonists, revolutionary war veterans, or old *hispano* families in New Mexico. Kinship matters in American history.

This course marries two interrelated but separate forms of study: history and genealogy. Over the course of this semester, we accomplish several goals. First, we learn more about the history of genealogy in the United States. Everything has a history! American interest in family, lineage and kinship changed over time. Reading assignments, lecture content, and class discussion help us to notice the contexts in which Americans have used genealogy.

Second, we engage in genealogical research on specific families. (Early in the semester, you'll choose several research subjects in consultation with your instructor.) The process of engaging in genealogical research facilitates your ability to ask and answer questions, identify primary sources, and develop assessments of evidence. To support your research, we spend portions of many class meetings working through a shared body of primary sources together. These experiences help you to better understand some of the kinds of sources that you find in your own research.

Third, we situate your selected families in relevant historical contexts. The study of history is not simply a list of facts and dates, or the collection of numerous primary sources. Historians use primary sources to generate understanding about the past. Our formal written assignments this semester invite you to engage in this historical thinking. You'll ponder how your selected families fit within larger events and trends in the United States.

Assessment of Assignments

Assignments are due at the start of our class meeting (at 1:00 pm CT) unless otherwise noted. Submit your assignments online through our Canvas course page.

Formal Written Assignments.
Near the start of the semester, you will select several families that you wish to learn more about. In-class research workshops, held in February and March, allow you to identify opportunities for learning more about your selected families.

As you conduct this research, you'll make connections between the genealogies you uncover and the historical contexts in which your selected families lived. Reading assignments and discussions from our class support your growing understanding of United States history, as well as the specific historical contexts in which you might wish to situate your subjects.

Over the course of the semester, you write four 3-4 page papers that allow you to explore aspects of your selected families' experiences. These papers provide you with opportunities to illustrate your developing genealogical and historical skills. We will discuss specific instructions and rubrics for each paper over the course of the semester.

- **Structure (due February 25)**
  The basic structures of families—family composition and household organization—are historically contingent. In other words, who counted as kin depends on many factors, and has changed depending on families' chronological and cultural contexts. Also, who resided within a specific household can range from solitary life in an apartment to large slaving plantations incorporating extended kin, servants, apprentices, and enslaved

people. For much of U.S. history, not all family or household members enjoyed equal political or economic power over their lives. What's more, family composition and household organization typically change within people's lifetimes. The Structure Paper invites you to consider the structure of your selected families in relation to broader U.S. trends.

- **Belonging (due March 23)**
  People living within the U.S. have long grappled with questions about belonging. For example, American families have faced changes in religious practice, evolving constructs about the meaning of "race," U.S. citizenship status, and immigration policies (or non-policies). Most families took part in broader American debates concerning who merits belonging, either by asserting their own belonging or considering the eligibility of other people. The Belonging Paper asks you to situate your selected families in debates over some form of political or social belonging.
- **Assets (due April 15)**
  In the U.S., the family functions as a key means for distributing and consolidating both material and social resources. Historically, many families pooled the resources generated by household members to support family economies. These families relied on lineal inheritance patterns to pass property to descendants in methods that became democratized only by the nineteenth and twentieth centuries. And although women's work predates the creation of the United States, some families restricted women's or children's access to wage labor in specific historical time periods. Further, governments (federal and state) and private industries unevenly offered resources to families on the basis of race, citizenship status, tribal status, ethnicity, religion, and sex. In the Assets Paper, you'll assess some of the ways that your selected families accessed or distributed resources.
- **Identity (due *Wednesday*, May 5 at 4:45 pm CT)**
  Most Americans enjoy genealogy because it allows them to derive some level of identification from learning about their own or others' families. As we'll discuss at the end of this semester, new forms of technology such as the internet and DNA testing have enabled new kinds of genealogical research as well as new challenges to our understanding of specific families and the value of kinship more generally. These technologies allow some Americans to locate family members who otherwise might have been inaccessible to them. These technologies also have changed many Americans' identification with their ancestors, prompting a resurgence in ethnic identities as well as genealogical tourism. The Identity Paper offers opportunity to reflect on how attention to ancestry could affect your selected families' identities.

<u>Discussion Boards</u>
Beginning in Week 2, we'll hold bi-weekly discussion boards (due February 4, February 18, March 4, March 18, April 8, and April 22). These discussion boards are an excellent opportunity to work out your ideas about reading assignments, seminar content, and genealogical research.

This course rewards conversation. To that end, posts that *build* conversation receive as much credit as posts that initiate conversation. To get the ball rolling, your instructor begins each discussion board with some questions. Each student responding to a discussion board will make *three constructive, detailed posts, with each post totaling 50 words or more*. We'll talk in class on January 28 about models that can make this process easier.

You only need to participate in 4 of the semester's 6 discussion boards in order to be eligible to receive full points for the semester. You thus may choose to engage with discussion boards during the weeks that best fit your schedule or interests.

Participation (and Attendance) Policy

The URLs to access our course meetings are available at https://canvas.wisc.edu/courses/240958.

Please attend our meetings! Regular engagement in our meetings helps you to build an intellectual community with your classmates, improve your written and oral communication skills, and develop strong assignments for this course.

Our course relies on a set of norms and working agreements that ground our community in the spirit of rigorous but welcoming discussion. The success of our meetings depends on engagement from your instructor, your classmates, and you. For example, you'll have opportunities to discuss reading assignments, lecture content, and genealogical research during most class meetings. These discussions will occur in both large- and small-group conversations, with and without your instructor's involvement. For example, sometimes we'll discuss lecture content in larger (approximately 25-person) groups, and sometimes you'll speak with only 3-5 classmates in breakout rooms. In addition, you are welcome to use our web conferencing software's Chat feature to contribute to class discussions. Thus, your active participation in this course is a component of your final course grade. During our second meeting, we'll review (and possibly revise) a rubric that helps us to create shared grading expectations for class participation.

We will hold 26 remote class meetings over 14 weeks. **You may miss 5 of these meetings without penalty to your grade.** Should you find yourself facing emergency situations that would result in more than 5 absences, please contact Dr. Stanton as soon as possible to determine what options are available to support you.

Grading

Participation and Attendance	20%
Discussion Boards	
Participate in 4 discussion boards.	
Each board is worth up to 5%	20%
Formal Written Assignments	
Structure Paper	15%
Belonging Paper	15%
Assets Paper	15%
Identity Paper	15%
Total	100%

This course does not curve final grades. History 201 uses the following grading scale:

A	93-100
AB	88-92

B	83-87
BC	78-82
C	70-77
D	60-69
F	0-59

Late Assignment Policy

Unless otherwise specified, all assignments are due at the beginning of our class meetings. An assignment due on Thursday, February 25, for example, is due at 1:00 pm CT, at the start of our class meeting that day.

You must turn in the semester's final paper—the Identity Paper—on time (by Wednesday, May 5, at 4:45 pm) in order to comply with UW-Madison exam policies. However, you may turn in two other assignments (such as a discussion board or a paper) late without penalty to your grade. You can have an additional 4 days (96 hours) to complete these two late assignments without penalty.

Any late assignments that do not comply with the Late Assignment Policy are penalized one letter grade per day. Please contact Dr. Stanton if you encounter an emergency situation that prevents you from completing your work on time.

COVID-19 Statement of Flexibility

We are living through many uncertainties during the Spring 2021 semester. As we all discovered last year, large events affecting our communities can alter the plans we've made for ourselves.

This syllabus describes our initial plan for completing History 221. If changing circumstances alter our collective ability to accomplish this syllabus, we will revise our plans. Any alterations made to the syllabus will be designed to enhance our ability to reach learning outcomes, rather than to make our experience of the course more difficult. Rest assured that you will receive notification (by email and during meetings) of any changes made to the syllabus.

Additional Course Policies

Student well-being, inclusion, and accommodation.
You matter. We meet online together in order to study U.S. history and genealogy, but we bring our full selves and life circumstances with us. Our university has resources that can help you to address a variety of challenges that might affect your well-being or success in this course. For example, UW-Madison offers support for concerns related to your physical and mental health, as well as economic obstacles such as food insecurity. Dr. Stanton is available to help you identify these resources if you need support. Please ask for help when you need it.

Our course is intended to include and welcome all students. If you have a concern, circumstance, or disability that results in barriers to your inclusion or that requires accommodation, please contact Dr. Stanton. If applicable, provide documentation of any condition to the McBurney

Disability Resource Center at https://mcburney.wisc.edu/ to receive official university accommodations.

This course endorses the following statement from the McBurney Disability Resource Center: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [Dr. Stanton] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [including Dr. Stanton], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under the Family Educational Rights and Privacy Act.

This course endorses the following statement from UW-Madison: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Statement of respect

Our course fosters the exchange of serious ideas. All of us possess strong feelings and opinions, and you may find that you disagree at times with your instructor or your classmates about course content. You do not need to pretend to share the views of anyone from our class in order to succeed in this course. You do, however, need to express your views with fairness and, whenever possible, with evidence.

In our online class meetings, we will speak and read about topics including race, , nationality, religion, gender, sexuality, family division, family loss, and some forms of oppression. Some of the greatest benefits of a liberal arts education come from engaging with difficult topics and learning to assess a variety of perspectives, including the ideas of historical actors with whom we do not agree. Our discussion of such difficult topics increases our understanding of how and why specific ideas succeeded in shaping human experience.

Academic integrity.

The assignments in this course are invitations for you to receive an assessment of your developing knowledge and communication skills. Your coursework thus should distinguish between your words and ideas and those of others. Claiming credit for someone else's words or ideas is an example of plagiarism. This is true even if you make slight revisions to these words and ideas, and even if you find the words and ideas in our reading assignments. Dr. Stanton takes

academic integrity seriously and respond to it as outlined in university policies when necessary. We dedicate some time to discussion of best practices for academic conduct and attribution. To protect your intellectual property and privacy, we will not use third-party services such as Turnitin or Honorlock in this course. For more information, please talk to Dr. Stanton or consult the Office of Student Conduct and Community Standards at https://conduct.students.wisc.edu/academic-integrity/.

Technology in the remote classroom.
For this course, we use electronic devices to meet together remotely and access materials. Fortunately, our electronic devices have provided us with a wealth of ways to congregate in Spring 2021. Unfortunately, our electronic devices can also distract us from the work we wish to accomplish. Everyone, including your instructor, faces the challenge of distracting devices. Consider reviewing options that limit the distractions you face while using electronic devices. You may find that some recommendations allow you to achieve a balance of attention to academic, social, work, familial, and personal interests that makes sense for your specific circumstances.

Your instructor's contact information.
Please call me Dr. Stanton. Outside of our online class meetings, the best way to reach me is by email at mastanton2@wisc.edu. You will receive emails from me related to this course throughout the semester, typically only once per week. These emails include important information related to our course. You are responsible for reviewing these emails for updates on course content, meetings, and assignments. I promise to respond to your emails within one business day, and typically sooner.

Student hours and availability.
I hold student hours on Mondays from 1:00 to 3:00 pm CT and by appointment. You can access my remote student hours through our Canvas course page. Student hours are a time I reserve exclusively for meeting with you. You can visit me online to request help with our reading and writing assignments, go over material from class, talk about connections between class material and other topics, practice "zooming" in a low-stakes conversation, discuss any other questions you might have, and so on.

If these student hours do not work with your schedule, I can be available "by appointment." In other words, we would find a different time to meet that works for both of our schedules.

University Policies

Course content is intellectual property.
This course endorses the following statement from UW-Madison: Lecture materials and recordings for History 221 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record any lectures without the instructor's permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials

and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Credit hours, course designations, and attributes.
This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each class meeting counts as 1.5 hours). The 45-hour-per-credit standard conforms to the standard Carnegie unit of the federal definition that sets a credit hour as a course that meets weekly for a 50-minute period over a 15-week semester, and expects two hours of student work outside of the classroom for every in-class hour. Credit hours include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities. https://kb.wisc.edu/vesta/page.php?id=24558.

UW-Madison's official course description for History 221.
Topics vary reflecting the interests, expertise, and innovating intention of the instructor. Enroll Info: Sophomore standing. May receive credit only once for each topic taken.

History 221 course requisites and designations.

Requisites:	None
Course Designation:	Breadth - Humanities
	Level - Intermediate
	L&S Credit - Counts as Liberal Arts and Science credit in L&S

History 221 learning outcomes for undergraduate students.

- Demonstrate mastery of the history of genealogy in the United States
- Articulate some of the major historical debates concerning the history of families in the United States
- Conduct genealogical research by locating and assessing primary sources
- Contextualize the genealogies of specific families within United States history
- Build communication skills by sharing research and historical assessments through formal written work
- Collaborate with classmates during class meetings and on discussion boards

Regular and Substantive Student-Instructor Interaction
This course warmly encourages student-student and student-instructor interactions. Although we meet remotely, we do so synchronously. We congregate together through web conferencing software in live, real-time meetings in order to hold conversations about history, genealogy, and writing. Your instructor promotes active learning, regularly asking students to respond to aspects of her synchronous content. Further, the course offers weekly opportunities for large-group seminar discussion in our class of up to 25 students. The course also offers occasional (every 2 or 3 meetings) opportunities for small-group discussion with 3 to 5 classmates.

Digital Course Evaluation.
UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an email through AEFIS two weeks prior to the end of the semester inviting you to complete the course evaluation anonymously. I will request additional feedback through Canvas. Your feedback helps me to improve my teaching and aids future Badgers in receiving the best educational experience possible.

Readings

Except where otherwise noted, our readings are available electronically on our Canvas course webpage at https://canvas.wisc.edu/courses/240958.

To meet course expectations, complete all of the reading assignments *even if you're unsure that the reading assignment is relevant for your selected families*. By completing all of the reading assignments, you'll learn more about how historians do their work, make additional connections between other families' genealogies and history, and build a greater library of historical contexts that can help you with your own work.

Schedule

Our course meets twice each week, on Tuesdays and Thursdays. Typically, reading assignments, papers, and discussion boards for each week are due by the start of our Thursday class meetings, with the exceptions of Week 9 and our Exam Period.

Week 1

Tuesday, January 26
Meeting Topics:
- Course Introduction
- History, Genealogy, and Memory

Thursday, January 28
Meeting Topics:
- Historical Thinking
- The Limitations and Promise of Genealogy

Week 2

Tuesday, February 2
Meeting Topics:
- Kinship in Native North America
- Genealogical Research Resources, Part I

Thursday, February 4
Assignment due:
- **Week 2 Discussion Board**. Complete four of this semester's six discussion boards.

Readings:
- Karin Wulf, "Bible, King, and Common Law: Genealogical Literacies and Family History Practices in British America," *Early American Studies: An Interdisciplinary Journal* 10, no. 3 (Fall 2012): 467-502.

Meeting Topics:
- Households in Colonial British and Colonial Spanish America

Week 3

Tuesday, February 9
Meeting Topics:
- Genealogical Research Resources, Part II
- Writing Workshop

Thursday, February 11
Readings:
- Blank U.S. census forms, 1790-1940.
- CHOOSE ONE:
  - Lisa Wilson, "Remarriage," in *A History of Stepfamilies in Early America* (Chapel Hill: University of North Carolina Press, 2014), 9-25.
  - Liz Covart, "Lisa Wilson, A History of Stepfamilies in Early America," *Ben Franklin's World: A Podcast About Early American History*, episode 27, http://www.benfranklinsworld.com/027/ (43 minutes).

Meeting Topics:
- Chattel Slavery and Liberty in the Early United States

Week 4

Tuesday, February 16
Meeting Topics:
- The "Democratization" of America and Genealogy

Thursday, February 18
Assignment due:
- **Week 4 Discussion Board**. Complete four of this semester's six discussion boards.

Readings:
- François Weil, "The Rise of American Genealogy," *Family Trees: A History of Genealogy in America* (Cambridge, MA: Harvard University Press, 2013), 42-77.

Meeting Topics:
- The Cult of Domesticity

Week 5

Tuesday, February 23
Meeting Topics:
- Tensions between Lineage and Democracy, Part I

Thursday, February 25
Assignment due:
- **Structure Paper**

Readings:
- READ ONE:
  - Francesca Morgan, "Lineage as Capital: Genealogy in Antebellum New England," *The New England Quarterly* 83, no. 2 (June 2010): 250-282.
  - Michael Witgen, "A Nation of Settlers: The Early American Republic and the Colonization of the Northwest Territory," *The William and Mary Quarterly* 76, no. 3 (July 2019): 391-398.

Meeting Topics:
- Tensions between Lineage and Democracy, Part II

Week 6

Tuesday, March 2
Meeting Topics:
- Mormonism, Part I: Theology

Thursday, March 4
Assignment due:
- Week 6 Discussion Board. Complete four of this semester's six discussion boards.

Readings:
- TBA.

Meeting Topics:
- Mormonism, Part II: Infrastructure

Week 7

Tuesday, March 9
Meeting Topics:
- Federal Indian Policy

Thursday, March 11
Readings:
- READ TWO:
  - Kendra Taira Field, "'Intruder of Color': Freedom, Sovereignty, and Kinship in Indian Territory," *Growing Up with the Country: Family, Race, and Nation after*

the Civil War (New Haven: Yale University Press, 2018), 23-57. We'll use a 25-page excerpt from this chapter.
  - Hidetaka Hirota, "The Danger of Vilifying Poor Immigrants: Your Ancestors Weren't as Legal—Or as Wealthy—As You Think," *Washington Post* 13 August 2019.
  - Anne F. Hyde, "Fort Vancouver's Families: The Custom of the Country," *Empires, Nations, and Families: A New History of the North American West* (New York: HarperCollins, 2011), 89-145. We'll read a 25-page excerpt from this chapter.

Meeting Topics:
- U.S. Immigration Policy

Week 8

Tuesday, March 16
Meeting Topics:
- Changing National Borders and Citizenship
- Fictive Kin in Immigration, Part I

Thursday, March 18
Assignment due:
- **Week 8 Discussion Board**. Complete four of this semester's six discussion boards.

Readings:
- CHOOSE ONE:
  - Estelle Lau, "Entry Despite Exclusion," in *Paper Families: Identity, Immigration Administration, and Chinese Exclusion* (Durham: Duke University Press, 2006), 33-66.
  - Pablo Mitchell, "Strange Bedfellows: Anglos and Hispanos in the Reproduction of Whiteness," *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920* (Chicago: University of Chicago Press, 2008), 101-121.
  - Richard White, *Remembering Ahanagran: A History of Stories* (Seattle: University of Washington Press, 1998), 153-158, 177-194.

Meeting Topics:
- Ellis Island
- Fictive Kin in Immigration, Part II

Week 9

Tuesday, March 23
Assignment due:
- **Belonging Paper**

Meeting Topics:
- Eugenics in the U.S.

Thursday, March 25
Readings:
- CHOOSE ONE:
  - Paige Glotzer, "Exclusion in Arcadia: How Suburban Developers Circulated Ideas about Discrimination, 1890-1950," *The Journal of Urban History* 41, no. 3 (2015): 449-479.
  - Monica Perales, "She Was Very American," *Smeltertown: Making and Remembering a Southwest Border Community* (Chapel Hill: University of North Carolina Press, 2010), 185-222.

Meeting Topics:
- Segregated Resources

Week 10

Tuesday, March 30
Research and writing day: No class meeting!

Thursday, April 1
Research and writing day: No class meeting!

Week 11

Tuesday, April 6
Meeting Topics:
- Our Shared Memory of *Leave It to Beaver*

Thursday, April 8
Assignment due:
- **Week 11 Discussion Board**. Complete four of this semester's six discussion boards.

Readings:
- CHOOSE TWO:
  - Stephanie Coontz, "'Leave It to Beaver' and 'Ozzie and Harriet': American Families in the 1950s," in *The Way We Never Were: American Families and the Nostalgia Trap* (1992; New York: Basic Books, 2000), 23-41.
  - Jonathan Scott Holloway, "The Silences in a Civil Rights Narrative," *Jim Crow Wisdom: Memory and Identity in Black America since 1940* (Chapel Hill: University of North Carolina Press, 2013), 135-173. We'll read a 15-page excerpt of this chapter.
  - Margaret D. Jacobs, "Losing Children," *A Generation Removed: The Fostering and Adoption of Indigenous Children in the Postwar World* (Lincoln: University of Nebraska Press, 2014), 69-96. We'll read a 15-page excerpt of this chapter.

Meeting Topics:
- The Origins of the Indian Child Welfare Act

Week 12

Tuesday, April 13
Meeting Topics:
- *Roots* and Other Popular Depictions of Genealogy

Thursday, April 15
Assignment due:
- **Assets Paper**

Readings:
- Alex Haley, *Roots: The Saga of an American Family*, 866-888. We'll read a 10-page excerpt of this chapter.
- Matthew Frye Jacobson, "Hyphen Nation," *Roots Too: White Ethnic Revival in Post-Civil Rights America* (Cambridge, MA: Harvard University Press, 2006), 11-71. We'll read a 25-page excerpt of this chapter.

Meeting Topics:
- Identity Construction through Genealogy

Week 13

Tuesday, April 20
Meeting Topics:
- Technological Revolutions in Genealogy

Thursday, April 22
Assignment due:
- **Week 13 Discussion Board**. Complete four of this semester's six discussion boards.

Readings:
- Laura Spinney, "Your DNA Is a Valuable Asset, So Why Give It to Ancestry Websites for Free?" *The Guardian* 16 February 2020.
- Kim TallBear, "The Emergence, Politics, and Marketplace of Native American DNA," *The Routledge Handbook of Science, Technology, and Society,* edited by Daniel Lee Kleinman and Kelly Moore (London: Routledge, 2014): 21-37.
- Sarah Zhang, "When a DNA Test Shatters Your Identity," *The Atlantic* 17 July 2018.

Meeting Topics:
- Technological Limitations of Genealogy

Week 14

Tuesday, April 27
Meeting Topics:
- Modern Family

Thursday, April 29
Readings:

- Rachel B. Gross, "How to Pick the Fictional Bubbe and Zayde Who Are Right for You," *In Geveb: A Journal of Yiddish Studies* (1 December f2020).
- TBA

Meeting Topics:

- The Purpose of Genealogy in the Twenty-first-Century United States

Exam Period

Wednesday, May 5, at 4:45 pm
Assignment due:

- **Identity Paper**