AMERICAN STUDIES

Arnold Hall, 304 Elm Street, 203.432.1186
http://americanstudies.yale.edu
M.A., M.Phil., Ph.D.

Chair
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Director of Graduate Studies
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Associate Professors Rene Almeling, Laura Barraclough, Crystal Feimster, Zareena Grewal, Daniel HoSang, Greta LaFleur, Joanna Radin, Elihu Rubin, Tisa Wenger

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Senior Lecturer James Berger

FIELDS OF STUDY
Fields include American literature, history, the arts and material culture, philosophy, cultural theory, and the social sciences.

SPECIAL ADMISSIONS REQUIREMENT
A twenty-page writing sample is required with the application.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE

During the first two years of study students are required to take twelve term courses; at least half of these courses must be in American Studies. First-year students are also required to take AMST 600, American Scholars (graded Satisfactory/Unsatisfactory). The student's program will be decided in consultation with the adviser and the director of graduate studies (DGS). In each of the two years, the student should take at least one seminar devoted to research or requiring a substantial original paper, and must achieve two grades of Honors, with an average overall of High Pass.

Students are required to show proficiency in a language other than English; they may fulfill this requirement by (1) conducting substantial research in the chosen language as part of the course requirements for one of the twelve required seminars, (2) passing a translation test, offered each term by various language departments, or (3) receiving a grade of B or higher in a Yale College intermediate- or advanced-level language course or in a Yale language-for-reading course, such as French for Reading or German for Reading.

Upon completion of course work, students in their third year of study are required to participate in at least one term of a monthly prospectus workshop (AMST 902). Intended to complement the work of the prospectus committee, the workshop is designed as a professionalization experience that culminates in students' presentation of the dissertation prospectus at their prospectus colloquium.

Students should schedule the oral qualifying examinations in four fields, in the fifth term of study. Preparation, submission, and approval of the dissertation prospectus should be completed by the end of the sixth term, with a final deadline at the end of the seventh term with permission from the DGS. Students are admitted to candidacy for the Ph.D. upon completion of all predissertation requirements, including the prospectus. The faculty in American Studies considers training in teaching to be an important part of the program. Students in American Studies normally teach in years three and four.

COMBINED PH.D. PROGRAMS

American Studies and African American Studies

The American Studies Program also offers, in conjunction with the Department of African American Studies, a combined Ph.D. in American Studies and African American Studies. This combined degree is most appropriate for students who intend to concentrate in and write a dissertation on any aspect of African American history, literature, or culture in the United States and other parts of the Americas. Applicants to the combined program must indicate on their application that they are applying both to American Studies and to African American Studies. All documentation within the application should include this information. For further details, see African American Studies.
American Studies and Film and Media Studies

The American Studies Program also offers, in conjunction with the Film and Media Studies Program, a combined Ph.D. in American Studies and Film and Media Studies. Applicants to the combined program must indicate on their application that they are applying both to American Studies and to Film and Media Studies. All documentation within the application should include this information. For further details, see Film and Media Studies.

MASTER’S DEGREES

M.Phil. See Degree Requirements under Policies and Regulations.

M.A. (en route to the Ph.D.) The M.A. is granted upon the completion of seven term courses (two grades must be Honors and the other five grades must average High Pass), and the successful completion of the language requirement. It can be petitioned for in the term following completion of the requirements. Candidates in combined programs will be awarded the master’s degree only when the master’s requirements for both programs have been met.

Public Humanities Concentration The M.A. with a concentration in Public Humanities is granted upon the completion of all requirements for the en route M.A. Of the seven term courses required, students must take four Public Humanities courses, including AMST 903, AMST 904, AMST 905.

Terminal Master’s Degree Program The basic requirements for this terminal degree are seven term courses, including a special writing project, and the successful completion of the language requirement. The project involves the submission of substantial written work either in conjunction with one course or as a tutorial that substitutes for one course. Students must earn a grade of Honors in two of their courses and an average grade of High Pass in the others.

More information is available on the department’s website, http://americanstudies.yale.edu.

COURSES

AMST 600a, American Scholars Laura Barraclough

“What would we really know the meaning of? The meal in the firkin; the milk in the pan; the ballad in the street; the news of the boat; the glance of the eye; the form and the gait of the body. The literature of the poor, the feelings of the child, the philosophy of the street, the meaning of household life, are the topics of the time.” — Ralph Waldo Emerson, The American Scholar. 1837.

A half-century ago American studies was a movement; now it is an institution. But it remains an anomaly in the academy, with neither method nor discipline: a modest program, not a department, that immodestly claims the space between disciplines, beyond disciplines, and perhaps encompassing disciplines. In the early days, American studies was imagined as a home for Emerson’s American scholar; these days Emerson’s scholar is apt to be eyed more skeptically. Nevertheless the philosophy of the street and the meaning of household life continue to be the topics of the time, and American studies remains an oddly Emersonian place for nurturing intellectuals. To explore the various kinds of American scholars and American studies, the American Scholars colloquium meets weekly. Each week, we ask a member of the American Studies faculty: What are the key works that shape your intellectual project? What works pose the crucial issues? What works engage what you would really know the meaning of? Each speaks briefly and leads a discussion of the works chosen. There is no writing assignment, and students receive a credit for participating. This course is mandatory for first-year American Studies graduate students.

AMST 622a and AMST 623b / CPLT 622a, Working Group on Globalization and Culture Michael Denning

A continuing yearlong collective research project, a cultural studies “laboratory.” The group, drawing on several disciplines, meets regularly to discuss common readings, develop collective and individual research projects, and present that research publicly. The general theme for the working group is globalization and culture, with three principal aspects: (1) the globalization of cultural industries and goods, and its consequences for patterns of everyday life as well as for forms of fiction, film, broadcasting, and music; (2) the trajectories of social movements and their relation to patterns of migration, the rise of global cities, the transformation of labor processes, and forms of ethnic, class, and gender conflict; (3) the emergence of and debates within transnational social and cultural theory. The specific focus, projects, and directions of the working group are determined by the interests, expertise, and ambitions of the members of the group, and change as its members change. There are a small number of openings for second-year graduate students. Students interested in participating should contact michael.denning@yale.edu.

AMST 623b / ENGL 885b, The Transpacific Mid-Century Sunny Xiang

This course explores Asian American and Orientalist cultural production during the Cold War through four kinds of middleness: we study a mid-level war waged at mid-century through middlebrow culture both by and about “middles” minorities. Despite the specificity of this description, we find “the middle” to be baggy, mundane, overwhelming, and often inexorable, as both an object and a method of analysis. Our mid-century historical period has loose and tapering beginnings and ends. Our middlebrow archive consists of non-monumental materials, including out-of-print memoirs, pulp fiction, tourist guidebooks, and advertisements. The mid-level war that we are periodizing often blurs the distinction between wartime and peacetime. The subject produced by Cold War middlebrow culture (the Oriental) seems peripheral to the period’s more iconic figures (the Communist, the Negro, and the Homosexual). In reflecting on the course’s archive, period, and subject of investigation, we have occasion to contemplate our own research methodologies alongside thinkers such as Rey Chow, Saidiya Hartman, Diana Taylor, and Michel Foucault. Our readings also cover topics such as tourism, refugee migration, Chinatown, and the “model minority.” In addition to cultural ephemera, we engage more
recognizable Cold War personalities, including Jade Snow Wong, James Michener, William Holden, Epeli Hau'ofa, and Suzie Wong. The course concludes with the publication of Maxine Hong Kingston's *The Woman Warrior* in 1976.

**AMST 628b, Movement, Memory, and U.S. Settler Colonialism**  Laura Barraclough
This research seminar examines and theorizes the significance of movement and mobility in the production and contestation of settler colonial nation-states. It brings together the fields of settler colonial studies, critical indigenous studies, ethnic studies, public history, and mobility studies. After acquainting ourselves with the foundations and some of the key debates within each of these fields, we examine four case studies: the Freedom Trail and the Black Heritage Trail in Boston; the Lewis and Clark expedition and its recuperation as a site of healing and education for tribal nations in the Upper Midwest and Northwest; the Trail of Tears and the contest over southern memory; and the relationships between settlement, labor migration, and regional racial formation in California. Students then conduct their own research projects, integrating primary source research on a particular organized movement (of people, nonhuman animals, ideas, practices) with two or more expressions of memory about that movement (in the form of public history installations, popular culture, literature, music, digital memes, etc.).

**AMST 630a / HSAR 529a, Religion and Museums**  Sally PromeY
This interdisciplinary seminar focuses on the tangled relations of religion and museums, historically and in the present. What does it mean to "exhibit religion" in the institutional context of the museum? What practices of display might one encounter for this subject? What kinds of museums most frequently invite religious display? How is religion suited (or not) for museum exhibition and museum education? Permission of the instructor required; qualified undergraduates are welcome.

**AMST 667b, Critical Human Geography**  Laura Barraclough
This readings courses immerses students in the critical/radical tradition of human geography, which investigates how power relations and structural inequalities are spatially produced, contested, and transformed. Topics include the relationship between geography's development as a discipline and histories of imperialism; indigenous geographies and spatial persistence; spatial theories of capitalism and uneven development; feminist and queer geographies; geographies of blackness, white supremacy, and settler colonialism; gentrification and urban change; critical geographic information science and counter-mapping; and new approaches to landscape and region.

**AMST 669b, Religion, Art, and Resistance to Empire**  Tisa Wenger and Joyce Mercer
This course explores religious and artistic modes of resistance to U.S. imperialism, using the Philippines as the primary case study. We attend to the collaborations forged between religious and political actors in the interests of colonial expansion, and to the practices of resistance that emerged in response. As an interdisciplinary study in religion and theology, history, and the arts, the course focuses particular attention on practices of indigenous music, art, and liturgy as *performances of resistance* to imperialism. It includes a two-week trip during spring break to sites of historical, artistic, and religious significance in Filipino colonial history. During the trip we also meet with artists, theologians, and musicians to explore their ongoing engagements of artistic and ritual practice as challenges to empire. A final paper is due at the end of the term. Works read include Blanco, *Frontier Constitutions*; Fernandez, *Toward a Theology of Struggle*; Ileto, "Outlines of a Nonlinear Eploement of Philippine History"; Ileto, "A Tagalog Awit of the 'Holy War' against the United States, 1899-1902"; Peterson, *Places for Happiness*; Reyes y Florentino, *The Religion of the Katipunan*; See, *The Decolonized Eye*; and Stoler, *Duress*.

**AMST 675b / AFAM 670b / HIST 718b, Research in African American History since 1865**  Crystal Feimster
Project chosen from the post-Civil War period, with an emphasis on twentieth-century African American social and political history, broadly defined. Research seminar. Prerequisite: AFAM 505/AMST 643.

**AMST 687a / HIST 723a / WGSS 697a, Colonial Domesticity and Reproductive Relations**  Lisa Lowe
This interdisciplinary seminar, in collaboration with the Center for Race, Indigeneity, and Transnational Migration (RITM), is open to graduate students and pre- and postdoctoral fellows. In it, we examine the central importance of family, kinship, and domestic and reproductive labor to the cultural and social reproduction of racial colonialisms. Settler colonialism, colonial slavery, overseas empire, and globalization depend not only on the brute force of war, captivity, and occupation; they are also sustained and contested through culture, language, forms of family and household, education, and the social reproduction of race, gender, intimacy, and filiation. We trace a genealogy that considers the long history of colonial impositions of domesticity and family separations: from the violation and separation of enslaved women from their children, to compulsory boarding schools for Native Americans, racialized gendered divisions of care labor and reproductive surrogacy, transnational adoption, and migrant detention. This genealogy simultaneously includes less acknowledged yet longstanding alternative forms of kinship and relation, amalgams of domestic sociality, and nonbiological generation and affiliation. Readings include historical and anthropological studies of household and reproduction under various colonialisms (Ann Laura Stoler, Alyssa Weinbaum, Jennifer Morgan, Dorothy Roberts, Brenda Child, Kendra Field, Cathleen Cahill, Lisa Brooks, Amy Kaplan, Arissa Oh, Kalindi Vora, Rachel Buff), debates on social reproduction (Tithi Bhattacharya, Silvia Federici, Maria Mies, Ruha Benjamin, Laura Briggs, Alysia Goldstein, Chandan Reddy, Evelyn Nakano Glenn, Mary Romero), materials on alternative kinship and social relations (Saidiya Hartman, Kyla Schuller, Elizabeth Freeman, Fred Moten), and literary works (Mary Prince, Toni Morrison, Louise Erdrich, Patricia Powell, Patricia Park, Octavia Butler).

**AMST 701a / AFAM 687a / HIST 751a, “Race” and “Races” in American Studies**  Matthew Jacobson
This reading-intensive seminar examines influential scholarship across disciplines on “the race concept” and racialized relations in American culture and society. Major topics include the cultural construction of race; race as both an instrument of oppressions and an idiom of resistance in American politics; the centrality of race in literary, anthropological, and legal discourse; the racialization of U.S. foreign policy; “race mixing” and “passing,” vicissitudes of “whiteness” in American politics; the centrality of race in American political
culture; and “race” in the realm of popular cultural representation. Writings under investigation include classic formulations by scholars like Lawrence Levine and Ronald Takaki, as well as more recent work by Saidiya Hartman, Robin Kelley, and Ann Fabian. Seminar papers give students an opportunity to explore in depth the themes, periods, and methods that most interest them.

**AMST 716a / ANTH 760a / ARCG 760a / HSAR 716a, Landscapes of Meaning: Museums and Their Objects**  
Anne Underhill  
This seminar explores how museums convey various meanings about ethnographic, art, and archaeological objects through the processes of collecting, preparing exhibitions, and conducting research. Participants also discuss broader theoretical and methodological issues such as the roles of museums in society, relationships with source communities, management of cultural heritage, and various specializations valuable for careers in art, natural history, anthropology, history, and other museums.

**AMST 722b / AFAM 757b / HIST 722b, Research Seminar in Nineteenth-Century U.S. History**  
David Blight  
Some class sessions focus on matters of craft: research techniques, styles of writing narrative and analysis; judging scholarly work; and philosophical dimensions of doing history in the early twenty-first century. The primary focus of the course is for each student to complete their own major research paper. Students in any field of American history are welcome.

**AMST 726b / HIST 714b, Relational and Intersectional Formations of Race**  
Staff  
A research-intensive seminar organized around relational and comparative scholarship on racial formation and racialization. The first half surveys recent work in American studies, history, ethnic studies, and the humanistic social sciences, examining dynamics of black/brown racialization at the urban scale, indigeneity and racialization, and comparative diasporic and transnational racial formation. Seminar meetings in the second half of the course are organized around workshops of student writing and research.

**AMST 746a / ANTH 503a, Ethnographic Writing**  
Kathryn Dudley  
This course explores the practice of ethnographic analysis, writing, and representation. Through our reading of contemporary ethnographies and theoretical work on ethnographic fieldwork in anthropological and interdisciplinary research, we explore key approaches to intersubjective encounters, including phenomenological anthropology, relational psychoanalysis, affect studies, and the new materialisms. Our inquiries coalesce around the poetics and politics of what it means to sense and sensationalize co-present subjectivities, temporalities, and ontologies in multispecies worlds and global economies. This is a core Anthropology graduate program course; others admitted only by permission of the instructor.

**AMST 747b / ANTH 549b / WGSS 633b, Affect and Materiality**  
Kathryn Dudley  
Recent scholarship in the fields of affect studies and the new materialisms raises important questions about the ethnographic encounter and the kind of knowledge it produces. Refusing to grant ontological status to classic oppositions between nature/culture, self/other, subject/object, and human/nonhuman, this work encourages anthropologically inclined ethnographers to rethink longstanding assumptions about the composition of the “social” and the “political” in an anthropocentric world that ignores the vulnerabilities and agential capacities of global ecosystems at its peril. Reading across ossifying disciplinary divides, this seminar examines the intellectual projects of writers such as Jane Bennett, Bruno Latour, Lauren Berlant, and Kathleen Stewart, among others. Our objective is to theorize the intersection between public and private feelings and human and nonhuman materiality in ways that bring the political and aesthetic implications of ethnographic research and writing to the fore.

**AMST 756b / ANTH 549b / WGSS 764b, Personhood in the Americas**  
Ana Ramos-Zayas  
Who and what counts as a person? How do we know? When and how is personhood attributed? To what extent does place, and the hemispheric formation that is the Americas, shape personhood? Can personhood be “lost”? Is personhood only for the living, or is it a question for the dead too? What forms of self-fashioning does personhood require, and how have these changed across space and time? How do individuals construct selves and public personas according to socially accepted standards? This course is designed to offer a broad and historically grounded understanding of key interdisciplinary debates and themes associated with understandings of personhood, its social implications, and the relationship between the embodied self and collective identities. Topics include the role of the nation state, the law, and science in defining persons; rites of passage in the life cycle of persons, particularly at the beginning and end of life; the legibility and performance of personhood and self through language, cultivation, and person-person or person-nonperson relationships; “degrees” of personhood in relation to gender, race, class, and illness; incarceration and confinement and their relation to a “loss” of personhood; and transnational, institutional, and psychoanalytic productions of the person. Approaching the Americas from a hemispheric perspective, the course also aims to help students identify the methodological, ethical, and theoretical questions that come with using concepts such as person, individual, self, and subject and to assess the methodological and analytical advantages and/or disadvantages of one term over the other for specific research projects in specific fieldwork sites. Whom we consider a person, whom we label less than fully endowed, and the roles history, culture, and context play in the process are questions that inform some of the most urgent legal and political issues of our time. We look at texts in philosophy, anthropology, history, psychology, law, and popular culture.

**AMST 767b / HIST 724b, Research Seminar in U.S. Urban History**  
Mary Lui  
Students conduct archival research to write an original, article-length essay on any aspect of U.S. urban history in any century. The first half of the seminar consists of weekly readings and discussions while the latter half consists of article workshop meetings focused on student writing.

**AMST 771a / AFAM 775a / ENGL 981a, Affect Theory**  
Tavia Nyong’o  
This seminar traces the emergence of affect, sense, feeling, and mood as critical keywords in American studies. Particular attention is paid to the manner in which queer theorists such as Eve Kosofsky Sedgwick, Lauren Berlant, Ann Cvetkovich, Heather Love, Jennifer Doyle, Jonathan Flitney, and José Esteban Muñoz developed the concept in what has been called “the affective turn” in queer and feminist aesthetics. The philosophical basis of affect theory in the writings of Spinoza, Heidegger, and Deleuze form the core of the seminar. We
also look to an alternate genealogy for affect politics in the writings of Bergson and Deleuze on fabulation. We consider the psychoanalytic take on affect, in particular the object relations school of Klein and Winnicott, and we read critics who contrast affect theory with trauma theory. Marxist contributions to affect theory include readings from Virno (on humor), Hardt and Negri (on affective labor), and Rancière (on the distribution of the sensible). The writings of Jasbir Puar and Brian Massumi on the affective politics of contemporary war, empire, and societies of control are also considered, as are writings by Fred Moten, Saidiya Hartman, and Frank Wilderson on optimism and pessimism as moods/modalities of black studies.

**AMST 780b / HIST 744b, Class and Capitalism in the Twentieth-Century United States** Jennifer Klein

Reading course on class formation, labor, and political economy in the twentieth-century United States; how regionalism, race, and class power shaped development of American capitalism. The course reconsiders the relationships between economic structure and American politics and political ideologies, and between global and domestic political economy. Readings include primary texts and secondary literature (social, intellectual, and political history; geography).

**AMST 790b / ENGL 964b, American Performance in the 1970s** Marc Robinson

An exploration of formally innovative and thematically transgressive art from an uncertain decade. The 1970s are distinguished by their intermediacy, positioned between the forceful dissension of the 1960s and the cool detachment of the 1980s and beyond. In the latter half of the decade, this transitional identity is especially pronounced, as the culture reformed itself in the aftermath of the Vietnam War, the Watergate scandal, and the economic crisis in New York and elsewhere. We consider how these shifting energies affected performance, with consideration of drama (Maria Irene Fornés, Adrienne Kennedy, Sam Shepard, Ntozake Shange, David Mamet), theater (Robert Wilson, Elizabeth LeCompte, Lee Breuer, Richard Foreman, Meredith Monk), dance (Lucinda Childs, Grand Union, Merce Cunningham), and performance art and other forms (Laurie Anderson, Joan Jonas, Chris Burden, Vito Acconci). Also DRAM 666.

**AMST 796b / AFAM 796b, Slave Systems in World History** Edward rugemer

In the English language there is only one word—“slave,” or its verbal form, “to enslave”—to describe the remarkable variety of conditions that range from the sale of prisoners of war compelled domestic or agricultural service in ancient Greece and Rome; elite soldiers in early modern Africa, or in the Ottoman Empire; skilled sugar workers in the early modern Caribbean; the serfs of eighteenth-century Russia; plantation slaves of the U.S. South, or Brazil; as well as the range of forced labor that persists today as human trafficking. Slavery has been a protean institution in world history, with ancient origins and nearly countless manifestations. This readings course explores the history of slavery over the longue durée, moving through time from the ancient world to today with weekly readings on the major slave systems in world history. Student writing includes a historiographical essay on one of the major slave systems discussed in the course.

**AMST 802a / HIST 702a, Readings in Early National America** Joanne Freeman

An introduction to the early national period and its scholarship, exploring major themes such as nationalism, national identity, the influence of the frontier, the structure of society, questions of race and gender, and the evolution of political cultures.

**AMST 832a and AMST 833b / FILM 735a and FILM 736b, Documentary Film Workshop** Charles Musser

This workshop in audiovisual scholarship explores ways to present research through the moving image. Students work within a Public Humanities framework to make a documentary that draws on their disciplinary fields of study. Designed to fulfill requirements for the M.A. with a concentration in Public Humanities.

**AMST 839b / HIST 743b / HSHM 744b, Readings in Environmental History** Paul Sabin

Readings and discussion of key works in environmental history. The course explores major forces shaping human-environment relationships, such as markets, politics, and ecological dynamics, and compares different approaches to writing about social and environmental change.

**AMST 844a / AFAM 849a / ENGL 946a, Mid-Century African American Literature: New Approaches** Jacqueline Goldsby

After WWII but before the Civil Rights and Black Arts movements of the later 1960s, an extraordinary group of African American writers came of literary age together. Russell Atkins and Bob Kaufman helped cast the shape of concrete poetry. Ralph Ellison and Adrienne Kennedy infused prose fiction and drama with surrealist aesthetics. Gwendolyn Brooks and Margaret Walker reimagined the sonnet, while Robert Hayden and Melvin Tolson reclaimed the epic poem. Chester Himes, Willard Motley, and Ann Petry unabashedly embraced naturalism's pulp potential. James Baldwin, Marita Bonner, Lorraine Hansberry, and Richard Wright pushed literary language to its limits to render the existential precarity—and possibilities—faced by African Americans in the postwar/atomic age/decolonizing world. Nonetheless, the achievements of this group—which remain considerable and were unprecedented at that time—are understudied in African American and American literary history precisely because these writers are rarely regarded as a cohort (à la the Black Mountain Poets or the Beats). These authors, their aesthetic innovations, and the cultural shifts that made their ascendance possible—the Communist Party's drive to consolidate its Popular Front; the energies unleashed by middlebrow culture; the rise of decolonization and comparable literary movements in Africa and the Caribbean; the emergence of a more thoroughly capitalized black press and literate black readerships; the rights-depriving politics endemic to Jim Crow segregation and the Cold War's Red Scare; the ascendancy of jazz as America's "classical" music—are focal points of this course. We consider how this generation's writing evolved the terms and stakes by which African American (and, indeed, American) literature might be understood as "modern" or, in the parlance of post-WWII America, "cool." Historically in these ways, we debate (by way of Bourdieu, Jackson, Moten, Edwards, and Sharpe) approaches to naming and periodizing this generation's place in African American and U.S. literary history.

**AMST 854b, Colonial and National: American Literature to 1830** Michael Warner

An introduction to both the primary texts and the current scholarship in the field, including transatlantic and hemispheric perspectives; the public sphere; evangelicalism and the secular; the rise of African American public intellectuals; varieties of pastoral in contexts of
settler colonialism; cultural geographies of literary capitals and the backcountry; nationalism; polite letters and popular genres; Native American literacies; the early American novel; and the modern social imaginary. Writers and preachers studied include Cotton Mather, Jonathan Edwards, Benjamin Franklin, Samson Occom, Ukawsaw Gronniosaw, Phillis Wheatley, John Marrant, Thomas Jefferson, Thomas Paine, Judith Sargent Murray, Timothy Dwight, and Charles Brown. The course ends with the generation of Washington Irving, William Cullen Bryant, James Fenimore Cooper, and Catharine Sedgwick.

**AMST 878a / HIST 930a / HSHM 701a, Problems in the History of Medicine and Public Health**  
John Warner

An examination of the variety of approaches to the social, cultural, and intellectual history of medicine, focusing on the United States. Reading and discussion of the recent scholarly literature on medical cultures, public health, and illness experiences from the early national period through the present. Topics include the role of gender, class, ethnicity, race, religion, and region in the experience of health care and sickness and in the construction of medical knowledge; the interplay between vernacular and professional understandings of the body; the role of the marketplace in shaping professional identities and patient expectations; health activism and social justice; citizenship, nationalism, and imperialism; and the visual cultures of medicine.

**AMST 900a, Independent Research**  
Staff

**AMST 901b, Directed Reading**  
Staff

**AMST 902a or b, Prospectus Workshop**  
Staff

Upon completion of course work, students are required to participate in at least one term of the prospectus workshop, ideally the term before the prospectus colloquium is held. Open to all students in the program and joint departments, the workshop serves as a forum for discussing the selection of a dissertation topic, refining a project’s scope, organizing research materials, and evaluating work in progress. The workshop meets once a month.

**AMST 903a or b, Introduction to Public Humanities**  
Staff

What is the relationship between knowledge produced in the university and the circulation of ideas among a broader public, between academic expertise on the one hand and nonprofessionalized ways of knowing and thinking on the other? What is possible? This seminar provides an introduction to various institutional relations and to the modes of inquiry, interpretation, and presentation by which practitioners in the humanities seek to invigorate the flow of information and ideas among a public more broadly conceived than the academy, its classrooms, and its exclusive readership of specialists. Topics include public history, museum studies, oral and community history, public art, documentary film and photography, public writing and educational outreach, the socially conscious performing arts, and fundraising. In addition to core readings and discussions, the seminar includes presentations by several practitioners who are currently engaged in different aspects of the Public Humanities. With the help of Yale faculty and affiliated institutions, participants collaborate in developing and executing a Public Humanities project of their own definition and design. Possibilities might include, but are not limited to, an exhibit or installation, a documentary, a set of walking tours, a website, a documents collection for use in public schools. Required for the M.A. with a concentration in Public Humanities.

**AMST 904b, Practicum in Public Humanities**  
Staff

**AMST 917a, American Studies Professionalization Workshop**  
Matthew Jacobson

This seminar is designed for advanced Ph.D. candidates who are going on the job market. Students draft and revise three full rounds of the five standard genres of job market materials: job letter, CV, dissertation abstract, teaching portfolio, and diversity statement. Students also participate in mock interviewing skills, developing a job talk, and preparing applications for postdoctoral fellowships. Graded Satisfactory/Unsatisfactory.

**AMST 920b / HIST 701b, Writing Workshop in U.S. History**  
Joanne Meyerowitz

For advanced graduate students in History, American Studies, and related fields. Students share and comment on draft dissertation chapters, article manuscripts, and conference papers.