AMERICAN STUDIES

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

Chair
Michael Denning (A25 Arnold Hall, 203.432.1186)

Director of Graduate Studies
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Professors

Associate Professors
Rene Almeling, Laura Barraclough, Crystal Feimster, Zareena Grewal, Daniel HoSang, Albert Laguna, Greta LaFleur, Joanna Radin, Elihu Rubin, Tisa Wenger

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 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.
PUBLIC HUMANITIES CERTIFICATE
The Certificate in Public Humanities is granted upon the completion of all requirements. For more details on these requirements, as well as information on courses, projects, and teaching opportunities, see Public Humanities under Non-Degree Granting Programs, Councils, and Research Institutes.

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.

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  Greta LaFleur
“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. The Working Group is open to doctoral students in their second-year and beyond. Graduate students interested in participating should contact michael.denning@yale.edu by Monday, August 10, to schedule a brief meeting by phone or Zoom.

AMST 626a / FILM 644a / WGSS 678a, Visuality, Embodiment, Performance: Seeing with Companions  Laura Wexler
This co-taught interuniversity seminar offers in-depth engagements with recent works by leading feminist theorists and artists committed to anti-racist, anti-imperialist, activist ways of seeing, knowing, thinking, and doing. Forging a participatory, collaborative, critical practice of “seeing with companions,” it responds to provocations posed by the course materials to go beyond critique, to reconceive feminist and queer epistemologies and pedagogies, and to imagine different ways of being in the world. Readings include recent works by Ariella Azoulay, Judith Butler, Saidiya Hartman, and Diana Taylor, as well as visual artworks, performances, and films by Regina José Galindo, Arthur Jafa, Simone Leigh, Doris Salcedo, and Kara Walker, among others. Permission of instructors required.

AMST 629b / WGSS 612b, Racial and Economic Justice in Transgender Health  Staff
What kind of access and exposure do transgender people have to health care services, policing, mental health, education, and public spaces, and what kind of access should trans people have? How do we work to close the gap between what is available, and what should be? This course considers the diverse range of health care and other basic needs of transgender and nonbinary people in a number of different institutional settings and medical contexts—prisons to K-12 public schools, gender-affirming surgeries to fertility support—with a twinned focus on how institutions render trans people and their bodies illegible or even illegal, on the one hand, and what kind of knowledge, best practices, and interventions might be implemented to remove obstacles for trans and nonbinary people seeking the care that they need, on the other. At the heart of the course is the role of racial and economic justice—in health care, and in the world more
broadly—in mitigating the health and health care disparities between transgender and non-transgender patients. Enrollment capped at twenty-five.

**AMST 653b / FILM 653b, Studies in Documentary Film**  Charles Musser
This course examines key works, crucial texts, and fundamental concepts in the critical study of nonfiction cinema, exploring the participant-observer dialectic, the performative, and changing ideas of truth in documentary forms.

**AMST 690a / SOCY 629a / WGSS 629a, Politics of Reproduction**  Rene Almeling
Reproduction as a process that is simultaneously biological and social, involving male and female bodies, family formation, and powerful social institutions such as medicine, law, and the marketplace. Sociological research on reproductive topics such as pregnancy, birth, abortion, contraception, infertility, reproductive technology, and aging. Core sociological concepts used to examine how the politics of reproduction are shaped by the intersecting inequalities of gender, race, class, and sexuality.

**AMST 705a / HIST 582a / RLST 705a, Readings in Religion in American Society, 1600–2018**  Harry Stout and Kenneth Minkema
This seminar explores intersections of religion and society in American history from the colonial period to the present as well as methodological problems important to their study. It is designed to give graduate students a working knowledge of the field, ranging from major recent studies to bibliographical tools. In short, the seminar is a broad readings course surveying religion in American history from colonization to the present. It is not a specialized research seminar, but it does require a basic understanding of historiography.

**AMST 707b / AFAM 777b / WGSS 741b, Race, Colorblindness, and the Academic Disciplines**  Daniel HoSang
Examines the ways that academic disciplines in the social sciences, humanities, and natural sciences have developed in relation to white supremacy and colonialism, and their imbrication in theories of racial hierarchy and conquest. Foregrounds the racial histories and colorblind defenses of race neutrality in fields as diverse as social psychology, the law, musicology, literary studies, sociology, and gender studies to reveal the contradictory role of the academy in constructing, naturalizing, and reproducing frameworks of racial domination. Considers the ways that insurgent scholars and formations have contested these traditions to discredit these traditions and deploy disciplinary methods and theorizations toward emancipatory ends. Engages work by Kimberlé Crenshaw, George Lipsitz, Toni Morrison, Roderick Ferguson, and others.

**AMST 724b / PLSC 868b / WGSS 724b, Gender and Sexuality in American Politics and Policy**  Dana Strolovitch
This seminar familiarizes students with foundational work on and approaches to the study of gender and sexuality in American politics and public policy. It explores empirical work that addresses these topics, a range of theoretical and epistemological approaches to them, and the social scientific methods that have been used to examine them. It explores the history, findings, and controversies in research about gender and sexuality in American politics and political science, examining work within several subfields of American politics (e.g., political development; public law; political behavior; legislative studies; public policy; interest groups and social movements), important work from other disciplines, and research that does not fit neatly into traditional disciplinary categories, paying particular attention to the implications of this “messiness” for the study of gender, sexuality, and politics. We are attentive to the complicated histories of science and social science when it comes to the study of gender and sexuality and to the ways in which gender and sexuality intersect with other politically relevant categories, identities, and forms of marginalization, such as race, ethnicity, class, and ideological and partisan identification.

**AMST 731b / AFAM 763b / HIST 747b, Methods and Practices in U.S. Cultural History**  Matthew Jacobson
This sampling of U.S. cultural history from the early national period to the present is designed to unfold on two distinct planes. The first is a rendering of U.S. culture itself—a survey, however imperfect, of the major currents, themes, and textures of U.S. culture over time, including its contested ideologies of race and gender, its organization of productivity and pleasure, its media and culture industries, its modes of creating and disseminating “information” and “knowledge,” its resilient subcultures, and its reigning nationalist iconographies and narratives. The second is a sampling of scholarly methods and approaches, a meta-history of “the culture concept” as it has informed historical scholarship in the past few decades. The cultural turn in historiography since the 1980s has resulted in a dramatic reordering of “legitimate” scholarly topics, and hence a markedly different scholarly landscape, including some works that seek to narrate the history of the culture in its own right (Kasson’s history of the amusement park, for instance), and others that resort to cultural forms and artifacts to answer questions regarding politics, nationalism, and power relations (Melani McAlister’s *Epic Encounters*). In addition to providing a background in U.S. culture, then, this seminar seeks to trace these developments within the discipline, to understand their basis, to sample the means and methods of “the cultural turn,” and to assess the strengths and shortcomings of culture-based historiography as it is now constituted.

**AMST 738a, Advanced Topics in Critical Human Geography**  Laura Barraclough
This course supports students in their exploration of more specialized literatures and debates in the field of human geography. Enrollment limited. Prerequisites: at least one graduate course in human geography, such as AMST 667 or its equivalent, and permission of the instructor.

**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 594b / WGSS 633b, Affect and Materiality  Kathryn Dudley
Recent scholarship associated with the “affective turn” and “new materialisms” raises important questions about how we, as existents entangled in imperiled ecologies, know and collectively navigate our multispecies worlds. Refusing to accept classic oppositions between mind/body, self/other, and human/nonhuman, this course has inspired anthropologically inclined scholars to rethink the ways we analyze and write about the experiential regimes of settler colonialism, racialized capitalism, and heteronormativity. Rather than reifying divergent approaches to “affect” and “materiality” as discrete fields of knowledge, this course tracks these concepts across domains of inquiry in which they have long been urgently paramount: black, indigenous, and queer studies. Our goal is to recognize and navigate the alliances, interruptions, and aporias that emerge among fellow travelers committed to the project of feeling and producing anti-imperialist histories, geographies, and onographies.

AMST 752a / PLSC 812a, American Progressivism and Its Critics  Stephen Skowronek
The progressive reform tradition in American politics. The tradition’s conceptual underpinnings, social supports, practical manifestations in policy and in new governmental arrangements, and conservative critics. Emphasis on the origins of progressivism in the early decades of the twentieth century, with attention to latter-day manifestations and to changes in the progressive impulse over time.

AMST 768b / HIST 768b, Asian American History and Historiography  Mary Lui
This reading and discussion seminar examines Asian American history through a selection of recently published texts and established works that have significantly shaped the field. Major topics include the racial formation of Asian Americans in U.S. culture, politics, and law; U.S. imperialism; U.S. capitalist development and Asian labor migration; and transnational and local ethnic community formations. The class considers both the political and academic roots of the field as well as its evolving relationship to “mainstream” American history.

AMST 780a / HIST 734b, 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 800a / HIST 733a, The United States in the Twentieth Century  Beverly Gage
An introduction to the historiography of the United States in the twentieth century. Emphasis on methodology and major interpretive problems. Readings include “classics” as well as exemplary recent works.

AMST 801a / HIST 700a, U.S. Colonial Present  Lisa Lowe
Settler colonialism, slavery, racialized immigration, and military empire have been integral to the emergence of the U.S. nation, state, and economy, and their historical consequences continue today. In this interdisciplinary seminar, we study the relevance of these historical and ongoing formations to the founding and development of the United States, giving attention to the independence of each, as well as to their differences, convergences, and contestations. We consider the strengths and limits of given analytic frames for understanding our current historical crises of public health, economic austerity, and racial state violence. Despite the differentiated histories of settler colonialism, slavery, and empire, contemporary struggles and solidarities can identify links and convergences that colonial logics may disallow. The seminar includes readings in history, anthropology, political theory, and literature, as well as films and other media. Enrollment limited. Permission of the instructor required.

AMST 803a / HIST 703a, Research in Early National America  Joanne Freeman
A research seminar focused on the early national period of American history, broadly defined. Early weeks familiarize students with sources from the period and discuss research and writing strategies. Students produce a publishable article grounded in primary materials.

AMST 804a, Religion and U.S. Empire  Tisa Wenger and Zareena Grewal
This course interrogates the multiple intersections between religion and U.S. empire. It asks not only how Christianity and other religious traditions have facilitated and enabled empire, and how they have served as resources for resistance, but also how the categories of “religion” and the “secular” were assembled as imperial products alongside modern formations of race, class, gender, and sexuality. Students learn to see religion and the secular as historical formations alongside race, class, gender, and sexuality, and to critically interrogate their intersections with empire. In an online forum, seminar discussions, and two papers, students develop the analytical and writing skills that are the building blocks of all scholarship in the humanities.

AMST 814a / FILM 603a, Historical Methods in Film Study  Charles Musser
A range of historiographic issues in film studies, including the roles of technology, exhibition, and spectatorship. Topics include intermediality and intertextuality. Consideration of a range of methodological approaches through a focus on international early cinema and American race cinema of the silent period. Particular attention to the interaction between scholars and archives.

AMST 816a / HSAR 834a / RLST 859a, Pilgrimage and Religious Tourism  Sally Promey and Orgu Dalgic
This interdisciplinary seminar explores the subjects of pilgrimage and religious tourism. With few exceptions, case studies in class sessions focus on the United States and/or Christianities across time. Students are encouraged to select presentation topics across a broad range of religions, times, and spaces. Theoretical and methodological reading assignments reflect this larger content.

AMST 829b, Methods for Critical Spatial Analysis  Laura Barraclough
Survey of methodologies for the critical analysis of space, place, landscape, and region, with the goal of understanding how power relations are produced and contested spatially. Methods include visual culture analysis; mapping (including counter-mapping, mental/
cognitive mapping, and Geographic Information Systems (GIS); architectural design and building practices; policy and planning; and
ethnography, especially interviews, participant observation, and walking/mobile ethnography. Students read exemplary scholarship
employing these methods and engage in applied exercises to explore the utility of those methods for their own work.

**AMST 830b / AFAM 771b / HIST 729b, The American Carceral State** Elizabeth Hinton
This readings course examines the historical development of the U.S. carceral state, focusing on policing practices, crime control policies,
prison conditions, and the production of scientific knowledge. Key works are considered to understand the connections between race
and the development of legal and penal systems over time, as well as how scholars have explained the causes and consequences of mass
incarceration in America.

**AMST 831a / AFAM 803a / AFST 828a / MUSI 833a, Musical Afrofuturisms** Michael Veal
A survey of the Afrofuturist theme as it has been articulated in African American music of the post-World War II era, with additional
references to its concurrent manifestations in film, literature, and visual arts. The introductory meetings lay historical, political,
technological, and cultural foundations, before proceeding with a series of work-based (i.e., album-based) case studies for the remainder
of the term.

**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 835a / HIST 731a, Research in Recent U.S. History** Joanne Meyerowitz
Students conduct research in primary sources and write original essays on post-1945 U.S. history. Readings include scholarly articles that
might serve as models for students’ research projects.

**AMST 836b / HIST 570b, American Religion in the Archives** Tisa Wenger
An advanced seminar on archival research methods for historians of American religion. The class begins with readings that theorize the
archive, particularly for the study of American religion. What counts as an archive? How are archives constituted and by whom? What are
the limits and pitfalls of archives — and the construct of “the archive” — for research in this field? Over the course of the term, students are
guided through the process of writing an archivally grounded research paper using Yale Divinity School Library Special Collections and
the Beinecke Rare Book and Manuscript Library. Enrollment capped at fifteen; meets at YDS Library L104.

**AMST 838a / HIST 749a / HSHM 733a, Research in Environmental History** Paul Sabin
Students conduct advanced research in primary sources and write original essays over the course of the term. Readings and library
activities inform students’ research projects. Interested graduate students should contact the instructor with proposed research topics.

**AMST 848b / ENGL 853b, Inventing the Environment in the Anthropocene** Michael Warner
Although the concept of the Anthropocene can be dated in various ways, two of the most important benchmarks seem to be the beginning
of industrial production in the late eighteenth century and the uptick in carbon dioxide emissions from the mid-nineteenth century
(petroleum came into use during the Civil War). The period between these two moments is also that in which the modern language of
the environment took shape, from Cuvier’s discovery of extinction and Humboldt’s holistic earth science to the transformative work of
Thoreau and George P. Marsh. This course shuttles between the contemporary debate about the significance and consequences of the
Anthropocene and a reexamination of that environmental legacy. We look at the complexity of “nature,” beginning with the Bartrams,
Jefferson, Cuvier, and the transatlantic literatures of natural history; georgics and other genres of nature writing; natural theology;
ambiguities of pastoral in American romantic writing (Bryant, mainly); the impact of Humboldt (Emerson, Thoreau, Whitman);
westward expansion and Native American writing about land; Hudson School painting and landscape architecture. We also think about
the country/city polarity and the development of “grid” consciousness in places like New York City. One aim is to assess the formation
and legacy of key ideas in environmentalism, some of which may now be a hindrance as much as a foundation. Secondary readings from
Leo Marx, Henry Nash Smith, and William Cronon, as well as more recent attempts to reconceive environmental history (Joachim
Radkau), ecocriticism (Lawrence Buell), and related fields, as well as science journalism (Elizabeth Kolbert). Students are invited to
explore a wide range of research projects; and one assignment is to devise a teaching unit for an undergraduate class on the same topic.

**AMST 866b / HIST 775b / WGSS 712b, Readings in the History of Sexuality** Joanne Meyerowitz
Selected topics in the history of sexuality. Emphasis on key theoretical works and recent historical literature.

**AMST 877a / HIST 926a / HSHM 709a, 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 888b / ENGL 832b, Food in Literature, Culture, and Science** Wai Chee Dimock
From the global histories of sugar and salt to the latest research on chicken and antibiotics, this course explores some key texts—by
Gabriel García Márquez, Sinclair Lewis, Ruth Ozeki, Monique Truong, Jonathan Safran Foer, Octavia Butler, and Margaret Atwood
— both as works of luminous imagination and as entry points to deeper scientific knowledge, encouraging cross-pollination among disciplines.

**AMST 900a or b, Independent Research**  
Staff

**AMST 901a or b, Directed Reading**  
Staff

**AMST 902a or b, Prospectus Workshop**  
Lisa Lowe

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 903b / HIST 746b / PHUM 903b, Introduction to Public Humanities**  
Karin Roffman

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.

**AMST 904a or b / PHUM 904a or b, Practicum**  
Staff

Public Humanities students are required to complete a one-term internship with one of our partnered affiliates (to be approved by the Public Humanities DGS or assistant DGS) for practical experience in the field. Potential internships include in-house opportunities at the Beinecke Library, Sterling Memorial Library, or one of Yale’s museums, or work at a regional or national institution such as a media outlet, museum, or historical society. In lieu of the internship, students may choose to complete a “micro-credential.” Micro-credentials are structured as workshop series (3–5 daylong meetings over the course of a year) rather than as term courses, and include revolving offerings in topics such as oral history, collections and curation, writing for exhibits, podcast production, website design, scriptwriting from the archive, or grant writing for public intellectual work.

**AMST 905a / PHUM 905a, Public Humanities Capstone Project**  
Staff

The course work and practicum/micro-credential lead to a significant project to be approved by the DGS or assistant DGS (an exhibition, documentary, research paper, etc.) and to be presented in a public forum on its completion.

**AMST 910a / AFAM 716a / HIST 764a, Working Group on Latina/o Studies I**  
Stephen Pitti and Alicia Schmidt Camacho

A continuous workshop for graduate students in American Studies, History, African American Studies, and related fields. This group devotes the fall term to intensive reading and discussion of important interdisciplinary texts in Latina/o studies. Students interested in participating should contact stephen.pitti@yale.edu.

**AMST 917a, American Studies Professionalization Workshop**  
Greta LaFleur

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.