AMERICAN STUDIES

Humanities Quadrangle, 203.432.1186
http://americanstudies.yale.edu
M.A., M.Phil., Ph.D.

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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 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 Program in Film and Media Studies, 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.

American Studies and Women’s, Gender, and Sexuality Studies

The American Studies Program also offers, in conjunction with the Program in Women’s, Gender, and Sexuality Studies, a combined Ph.D. in American Studies and Women’s, Gender, and Sexuality Studies. This combined degree is most appropriate for students who intend to concentrate in and write a dissertation on any aspect of gender and sexuality; transnational politics and security regimes; citizenship and statelessness; public law and sexual violence; public policy and political representation; kinship, reproduction, and reproductive technologies; policing, surveillance, and incarceration; social movements and protest; indigeneity, racialization, and racism; literature, language, and translation; Islam and neoliberalism; colonialism and postcolonialism. Applicants to the combined program must indicate on their application that they are
applying both to American Studies and to Women’s, Gender, and Sexuality Studies. All documentation within the application should include this information. For further details, see Women’s, Gender, and Sexuality 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 612a / AFAM 561a / ENGL 761a / FREN 561a, Caribbean Literary and Cultural Studies**  Marlene Daut

This course examines eighteenth- and nineteenth-century writing (in translation, where applicable) by writers from the Anglophone, Francophone, and Hispanophone islands that make up the Caribbean. Haitian independence in 1804 ushered in a vibrant and diverse print culture that included poetry, plays, newspapers, and historical writing. From the pages of *La Gazette Royale d’Hayti* (1811–1820), to the poems of Jean-Baptiste Romane (1807–1858), to the historical writings of Louis-Félix Boisrond-Tonnerre (1776–1806), to the operas of Juste Chanlatte (1766–1828), there arose a distinct nineteenth-century literary culture in Haiti. Beginning with national literary developments in Haiti, this course expands to consider writing from Barbados, Cuba, Trinidad, Jamaica, Antigua, and Bermuda. These writings, both fictional and non-fictional, help us to think about whether and/or how a coherent early Caribbean literary tradition developed across geographical, linguistic, national, and imperial lines.

**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.

**AMST 634a, Methods of Cultural Research: Migrants, Diaspora, Social Movements**  Alicia Schmidt Camacho

This graduate seminar serves as a foundational course in transnational and hemispheric American cultural studies. Through readings of cultural and scholarly texts, the course presents ways of conceptualizing the geographic and imaginative space of the Americas. We work collaboratively on developing critical and interpretive approaches to the social and cultural analysis of migration, diaspora, and social movements within a transnational field. Proficiency in Spanish preferred.

**AMST 638b, Migrants and Borders in the Americas**  Alicia Schmidt Camacho

This seminar takes a migrant-centered approach to our examination of human mobility in the current era. The course plan includes critical and thematic readings that examine Central America, Mexico, and the United States as integrated spaces of migration, governance, cultural, and social exchange, focusing on the period 1994 to the present. Through examination of different kinds of primary sources - documentary film, legislative acts, human rights reports, and testimonial narrative, the course discusses
methods and approaches for understanding the impacts of economic globalization, militarized security, and social inequality on transnational communities. The course gives special emphasis to social movements that have arisen in response to the violence of the drug wars, the criminalization of migration, the formation of transnational indigenous communities, and gender violence in the region. Proficiency in Spanish preferred.

**AMST 653a / FILM 653a, 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 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 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 692b / HSAR 730b / JDST 799b / RLST 788b, Religion and the Performance of Space**  Sally Promey and Margaret Olin
This interdisciplinary seminar explores categories, interpretations, and strategic articulations of space in a range of religious traditions. In conversation with the work of major theorists of space, this seminar examines spatial practices of religion in the United States during the modern era, including the conception, construction, and enactment of religious spaces. It is structured around theoretical issues, including historical deployments of secularity as a framing mechanism, ideas about space and place, geography and gender, and relations between property and spirituality. Examples of case studies treated in class include the enactment of rituals within museums, the marking of religious boundaries such as the Jewish “eruv,” and the assignment of “spiritual” ownership in Hawai’i Volcanoes National Park. Prerequisite: permission of the instructors; qualified undergraduates are welcome.

**AMST 694a / HSHM 759a / WGSS 690a, Theories of Care and Cure: Illness Narratives and Medical Justice**  Kalindi Vora
Bringing together scholarship in medical anthropology; disability studies; queer-, trans- and crip-of-color studies; critical race and ethnic studies; and feminist science and technology studies with patient narratives and art practice, this course centers patient narratives as a site for new understandings of health/disease and ability/
debility. To theorize care and cure, we draw upon analysis and refiguration of medicine, diagnosis, and treatment by theorists and patients in the works of Jennifer Terry, Lochlann Jain, Eli Clare, Dean Spade, June Jordan, Audre Lorde, Leah Lakshmi Piepzna-Samarasinha, Mia Mingus, Abigail Dumas, Alexis Pauline Gumbs, and Emily Martin. Art practitioners we study include the collective "What would an HIV Doula Do," Simone Leigh, Alok Menon, and Joanna Hedva.

**AMST 705a / HIST 582a / RLST 705a, Readings in Religion in American Society, 1600–2022  Tisa Wenger**

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 715b / AFAM 764b / HIST 715b, Readings in Nineteenth-Century America  David Blight**

The course explores recent trends and historiography on several problems through the middle of the nineteenth century: sectionalism, expansion; slavery and the Old South; northern society and reform movements; Civil War causation; the meaning of the Confederacy; why the North won the Civil War; the political, constitutional, and social meanings of emancipation and Reconstruction; violence in Reconstruction society; the relationships between social/cultural and military/political history; problems in historical memory; the tension between narrative and analytical history writing; and the ways in which race and gender have reshaped research and interpretive agendas.

**AMST 719b, Interrogating the Crisis of Islam  Zareena Grewal**

In official and unofficial discourses in the United States, diagnoses of Islam's various "crises" are ubiquitous, and Muslim "hearts and minds" are viewed as the "other" front in the War on Terror. Since 9/11, the U.S. State Department has made the reform of Islam an explicit national interest, pouring billions of dollars into USAID projects in Muslim-majority countries, initiating curriculum development programs for madrasas in South Asia, and establishing the Arabic Radio Sawa and the satellite TV station Al-Hurra to propagate the U.S. administration's political views as well as what it terms a “liberal” strain of Islam. Muslim Americans are also consumed by debates about the “crisis” of Islam, a crisis of religious authority in which the nature and rapidity of change in the measures of authority are felt to be too difficult to assimilate. This course maps out the various and deeply politically charged contemporary debates about the “crisis of Islam” and the question of Islamic reform through an examination of official U.S. policy, transnational pulp Islamic literature, fatwas and essays authored by internationally renowned Muslim jurists and scholars, and historical and ethnographic works that take up the category of crisis as an interpretive device.

**AMST 731a / AFAM 763a / HIST 747a, 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 741a / HIST 752a, Indians and Empires  Ned Blackhawk and Stuart Schwartz
This course explores recent scholarship on Indian-imperial relations throughout North American colonial spheres from roughly 1500 to 1900. It examines indigenous responses to Spanish, Dutch, French, English, and lastly American and Canadian colonialism and interrogates commonplace periodization and geographic and conceptual approaches to American historiography. It concludes with an examination of American Indian political history, contextualizing it within larger assessments of Indian-imperial and Indian-state relations.

AMST 754a / ANTH 757a, The Ethnographic Imaginary  Kathryn Dudley
At its best, ethnographic meaning-making is a way of knowing that illuminates social worlds both seen and unseen, said and unsaid, texted and extra-textual. Yet try as we might to convey the truth of our lives lived in concert with others, something more, and something else always exceeds our efforts. When the anthropocentric logics of cultural representation fail us, the imaginary offers a hold, however fleeting and tenuous, on our own and others’ experiential realities. This seminar focuses on the use of images, imagery, and the imaginary in ethnography that explores the hazy uncertainties that surround and underpin what can be both known and unknown by us as well as our interlocutors. Thinking critically about anthropology’s colonial gaze and how its afterlives haunt our ethnographic encounters today, we engage a range of interdisciplinary scholarship that embraces, and troubles, the sensorial imagination as a source of knowledge about cultural histories and immediacies. Final projects are ethnographic in spirit and explore representational/anti-representational practices that may include photography, video documentary, and creative writing, among other artforms. In-class workshops will offer opportunities to share work-in-progress.

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 775a / ANTH 612a / WGSS 613a, Latinx Ethnography**  Ana Ramos-Zayas
Consideration of ethnography within the genealogy and intellectual traditions of Latinx studies. Topics include questions of knowledge production and epistemological traditions in Latin America and U.S. Latino communities; conceptions of migration, transnationalism, and space; perspectives on “(il)legality” and criminalization; labor, wealth, and class identities; contextual understandings of gender and sexuality; theorizations of affect and intimate lives; and the politics of race and inequality under white liberalism and conservatism in the United States.

**AMST 778b / ANTH 666b / WGSS 666b, Privilege in the Americas**  Ana Ramos-Zayas
Examination of inequality, not only through experiences of the poor and marginal, but also through institutions, beliefs, social norms, and everyday practices of the privileged. Topics include critical examination of key concepts like “studying up,” “elite,” and “privilege,” as well as variations in forms of capital; institutional sites of privilege (elite prep schools, Wall Street); living spaces and social networks (gated communities, private clubs); privilege in intersectional contexts (privilege and race, class, and gender); and everyday practices of intimacy and affect that characterize, solidify, and promote privilege.

**AMST 798b / WGSS 800b, Methods in Gender and Sexuality Studies**  Eda Pepi
This seminar is designed for graduate students developing research projects that center feminist, queer, decolonial/postcolonial, and critical race methodologies. Taking an epistemological approach that centers “encounter” in its multiple scales and fronts, the course is designed to bridge the disciplinary divides across the humanities and social sciences. As such, it begins with the interdisciplinary insight that any research method can be used in a feminist, queer, decolonial/postcolonial, and critical race manner—and maybe can even be used to counter-disciplinary ends. While the course engages a wide variety of methods—from ethnographic, historiographic/archival, and geographic, to literary, media, textual analysis, and cultural studies, and to political theory—this does not unfold as part of a practicum. Students do not experiment with a ready-made “toolkit.” For the most part, we critically engage book-length projects that exemplify counter-disciplinary methodologies. Ultimately, students reflect hermeneutically on how method and theory relate in these texts. Foucault has theorized these kinds of reflections as a practice of “the archaeology of knowledge,” and the seminar channels it for its potential to lay bare the discursive formations that have rendered only certain Eurocentric, supremacist, and patriarchal preoccupations as legitimate objects of inquiry as well as for its potential to explore the relationship of power to knowledge, the ethics of representation, questions of accountability, and the relationship between disciplinarity and interdisciplinarity. Although the course is open to all graduate students at Yale, it is designed to train graduate students in the WGSS combined Ph.D. and certificate programs in particular.

**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 805a / HSAR 720a / RLST 699a / WGSS 779a, Sensational Materialities: Sensory Cultures in History, Theory, and Method  Sally Promey
This interdisciplinary seminar explores the sensory and material histories of (often religious) images, objects, buildings, and performances as well as the potential for the senses to spark contention in material practice. With a focus on American things and religions, the course also considers broader geographical and categorical parameters so as to invite intellectual engagement with the most challenging and decisive developments in relevant fields, including recent literatures on material agencies. The goal is to investigate possibilities for scholarly examination of a robust human sensorium of sound, taste, touch, scent, and sight—and even “sixth senses”—the points where the senses meet material things (and vice versa) in life and practice. Topics include the cultural construction of the senses and sensory hierarchies; investigation of the sensory capacities of things; and specific episodes of sensory contention in and among various religious traditions. In addition, the course invites thinking beyond the “Western” five senses to other locations and historical possibilities for identifying the dynamics of sensing human bodies in religious practices, experience, and ideas. The Sensory Cultures of Religion Research Group meets approximately once per month at 7 p.m. on Tuesdays; class participants are strongly encouraged, but not required, to attend. Enrollment is by permission of the instructor; qualified undergraduates are not only welcome but encouraged to join us. There are no set prerequisites, but, assuming available seats, permission will be granted on the basis of response to three questions: Why do you wish to take this course? What relevant educational or professional background/experience do you bring to the course? How does the course help you to meet your own intellectual, artistic, or career aspirations?

AMST 832a / FILM 735a, 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 866b / HIST 775b / WGSS 712b, Readings in the History of Sexuality  Joanne Meyerowitz and Regina Kunzel
Selected topics in the history of sexuality. Emphasis on key theoretical works and recent historical literature.

AMST 877a / HIST 926a / HSHM 703a, 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 or b, Independent Research  Staff

AMST 901a or b, 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 903b / HIST 746b / PHUM 903b, Introduction to Public Humanities  Karin Roffman, Ryan Brasseaux, and Matthew Jacobson

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 or b / PHUM 905a or b, 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 917a, American Studies Professionalization Workshop  Albert Laguna

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.