AMERICAN STUDIES

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The American Studies program encourages the interdisciplinary study of the cultures and politics of the United States, the changing representations of national identity, and the construction of borderland and diasporic cultures over time. Each student in the major combines courses in American Studies with courses from other relevant disciplines (literature, history, the arts, and the social sciences) to explore these broad topics from local, national, and global perspectives. Through the selection of an area of concentration, each student develops a focus for course work in the major. The program encourages scholarly work in nontraditional combinations of disciplines; at the same time, however, it assumes and requires a substantial foundation of knowledge in the history and culture of the United States. Students interested in the major are encouraged to consult with the director of undergraduate studies (DUS) as early as possible.

REQUIREMENTS OF THE MAJOR

All students majoring in American Studies must take fourteen term courses approved by the program’s faculty. Although a good deal of freedom in course selection is permitted, it is expected that all students will acquaint themselves with the materials, skills, and perspectives of cultural studies. Accordingly, the major requires completion—preferably by the end of the sophomore year, but no later than the end of the junior year—of at least four gateway courses (AMST 111–299), including two in cultural history/cultural studies, one broad survey course in American literature, and one course preparatory for work in the student’s area of concentration, to be selected in consultation with the DUS. One of these four courses must be listed as an "Early Americas" course on the American Studies website. Students may, with DUS permission, substitute a first-year seminar for a gateway course. An additional five concentration courses from diverse disciplines must be taken for a letter grade, one of which must incorporate a comparable topic from a non-U.S. perspective. Two electives chosen from the American Studies course offerings are also required.

Students must take two junior seminars (AMST 300–399) during their junior year. At least one of the seminars must fall within the student’s area of concentration, described below. In each of the seminars, students are expected to demonstrate proficiency in interdisciplinary research and analysis through the production of critical essays on primary source materials or a paper of fifteen to twenty pages. Sophomores contemplating a junior term abroad are urged to take one of the junior seminars in the spring term of their sophomore year.

Areas of concentration Each American Studies major selects an area of concentration, normally in the fall of the junior year, from six possible choices: (1) national formations, (2) the international United States, (3) material cultures and built environments, (4) politics and American communities, (5) visual, audio, literary, and performance cultures, and (6) public humanities. The concentration in national formations explores historic migrations, settlements, and encounters among peoples who have formed the American nation, with an emphasis on Native American history and the construction of America’s frontiers and borderlands. The international United States concentration focuses on historic and contemporary diasporas, the role of the United States outside its national borders, and the flows of American peoples, ideas, and goods throughout the globe. Students in the material cultures and built environments concentration examine the formation of the American landscape from the natural to the human-made, including the development of American architecture and the visual and decorative arts. The concentration in politics and American communities investigates the emergence of social groups and their political struggles at the local and national levels, emphasizing the themes of power, inequality, and social justice. Majors with a concentration in visual, audio, literary, and performance cultures study American consumer culture, popular culture, representations, and media in relation to U.S. literatures. Students in the public humanities concentration explore various forms of public intellectual engagement, including museum studies, documentary work, public history, digital humanities, and archival based work in the visual or performing arts; senior projects in this area may consist of works or productions beyond the traditional scholarly essay. Students may also petition the DUS to develop an independent concentration.

Roadmap See visual roadmap of the requirements.

SENIOR REQUIREMENT

During the senior year, each student in the major completes work in the area of concentration in one of three ways. First, the student may enroll in a senior seminar within the area of concentration (AMST 400–490). Students should apply interdisciplinary methods and undertake original research to produce a final paper of twenty to twenty-five pages. Students must complete all course requirements to fulfill the senior requirement. Students electing this option should submit the senior seminar registration form, signed by the seminar instructor, to the DUS.

Second, the student may complete a one-term senior project or essay (AMST 491). The product should be a thirty-page essay or its equivalent in another medium. To apply for admission to AMST 491, a student should submit a prospectus, signed by the faculty adviser, to the DUS.

Third, the student may enroll in the intensive major (AMST 493 and 494) and work independently for two terms. The intensive major offers an opportunity for significant original research leading to a substantial senior project. AMST 493, 494 carries two terms of credit; its final product should be a sixty-page essay or its equivalent in another medium. All students in the intensive major participate in a
yearlong proseminar on theory and methods. One term of the two-term project may count as a course in the area of concentration. To apply for admission to AMST 493 and 494, a student should submit a prospectus, signed by the faculty adviser, to the DUS.

As a multidisciplinary program, American Studies draws on the resources of other departments and programs in the University. The list of American Studies courses is meant to be suggestive only: apart from those courses required for the major, it is neither restrictive nor exhaustive. Students are encouraged to examine the offerings of other departments in both the humanities and the social sciences, as well as residential college seminars, for additional relevant courses. The stated area of concentration of each student determines the relevance and acceptability of other courses.

ADVISING

Combined B.A./M.A. degree program Exceptionally able and well-prepared students may complete a course of study leading to the simultaneous award of the B.A. and M.A. degrees after eight terms of enrollment. See Academic Regulations, section K, Special Arrangements, “Simultaneous Award of the Bachelor’s and Master’s Degrees.” Interested students should consult the DUS prior to the sixth term of enrollment for specific requirements in American Studies.

REQUIREMENTS OF THE MAJOR

Prerequisites None

Number of courses 14 term courses (incl senior req)

Distribution of courses 4 gateway courses, as specified; 2 junior sems, 1 in area of concentration; 5 courses in area of concentration for letter grades, 1 on a related non-U.S. topic, (1 may be one term of two-term senior project); 2 electives

Substitution permitted 1 first-year sem for 1 gateway course; others with DUS permission

Senior requirement Senior sem (AMST 400–490) or one-term senior project (AMST 491) related to area of concentration

Intensive major Same, except a two-term senior project (AMST 493 and 494) replaces senior sem (AMST 400–490) or AMST 491

FACULTY ASSOCIATED WITH THE PROGRAM OF AMERICAN STUDIES

Professors Ned Blackhawk (History), David Blight (History, African American Studies), Daphne Brooks (African American Studies, Theater Studies), Alicia Schmidt Camacho (Ethnicity, Race, & Migration), Hazel Carby (African American Studies), Edward Cooke, Jr. (History of Art), Michael Denning (English, Ethnicity, Race, & Migration), Wai Chee Dimock (English), Kathryn Dudley (Anthropology), Joanne Freeman (History), Beverly Gage (History), Jacqueline Goldsby (English, African American Studies), Inderpal Grewal (Women’s, Gender, & Sexuality Studies, Anthropology), Matthew Jacobson (Chair), (African American Studies, History), Kathryn Lofton (Religious Studies), Lisa Lowe, Mary Lui (History, Head of Timothy Dwight College), Joanne Meyerowitz (History), Charles Musser (Film & Media Studies), Tavia Nyong’o (Theater Studies), Gary Okihiro (Theater Studies), Stephen Pitti (History, Ethnicity, Race, & Migration, Head of Ezra Stiles College), Sally Promey (Divinity School, Religious Studies), Joanna Radin, (History of Medicine, Anthropology, History), Ana Ramos-Zayas (Ethnicity, Race, & Migration, Women’s, Gender & Sexuality Studies), Marc Robinson (Theater Studies, English), Paul Sabin (History, Environmental Studies), Caleb Smith (English), Robert Stepto (English, African American Studies), Harry Stout (Religious Studies, History), Michael Veal (Music, African American Studies), John Warner (History of Medicine, History), Michael Warner (English), Laura Wexler (Women’s, Gender, & Sexuality Studies), Bryan Wolf

Associate Professors Rene Almeling (Sociology), Laura Barraclough (Ethnicity, Race, & Migrations), Crystal Feimster (African American Studies), Zareena Grewal (Ethnicity, Race, & Migration, Religious Studies), Daniel HoSang (Ethnicity, Race, & Migration), Greta LaFleur (Women’s, Gender, & Sexuality Studies), Elinhu Rubin (Architecture), Tisa Wenger (Divinity School, Religion)

Assistant Professor Albert Laguna (Ethnicity, Race, & Migration)

Senior Lecturer James Berger (English)

Lecturers Ryan Brasseaux (Head of Davenport College), Karin Roffman (Humanities, English), Quan Tran (Ethnicity, Race, & Migration)

First-Year Seminars

* AMST 007a / HSAR 002a, Furniture and American Life Edward Cooke
In-depth study and interpretation of American furniture from the past four centuries. Hands-on experience with furniture in the collection of the Yale University Art Gallery to explore such topics as materials, techniques, styles, use, and meaning. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. WR, HU RP

* AMST 012b / HIST 012b, Politics and Society in the United States after World War II Jennifer Klein
Introduction to American political and social issues from the 1940s to the present, including political economy, civil rights, class politics, and gender roles. Legacies of the New Deal as they played out after World War II; the origins, agenda, and ramifications of the Cold War; postwar suburbanization and its racial dimensions; migration and immigration; cultural changes; social movements of the Right and Left; Reaganism and its legacies; the United States and the global economy. Enrollment limited to first-year students. Preregistration required; see under First-Year Seminar Program. HU
Gateway Courses

AMST 116a / RLST 115a, How to Build an American Religion  Kathryn Lofton
How communities can be organized through code, charisma, ritual, and cosmology. Topics include strategies for concretizing utopia and establishing communal principles, expanding audiences, and specifying creed. This course serves as an introduction to religion through theoretical readings and specific examples drawn from the transnational American scene, past and present. Discussion of particular leaders, sects, practices, and media will offer insights into how ideas organize societies and individuals establish themselves as icons. Students adapt strategies taught in the course in order to practice their own capacity to foster social movements, develop and critique brands, and consider the relationship between religion, politics, and economy.  HU

AMST 141a / HIST 141a, The American West  Travis Ross
The history of the American West as both frontier and region, real and imagined, from the first contacts between Indians and Europeans in the fifteenth century to the multicultural encounters of the contemporary Sunbelt. Students work with historical texts and images from Yale’s Western Americana Collection.  HU

AMST 160a / AFAM 160a / AFST 184a / HIST 184a, The Rise and Fall of Atlantic Slavery  Edward Rugemer
The history of peoples of African descent throughout the Americas, from the first African American societies of the sixteenth century through the century-long process of emancipation.  HU

AMST 162b / AFAM 162b / HIST 187b, African American History from Emancipation to the Present  Staff
An examination of the African American experience since 1861. Meanings of freedom and citizenship are distilled through appraisal of race and class formations, the processes and effects of cultural consumption, and the grand narrative of the civil rights movement.  WR, HU

AMST 188a / HIST 115a, The Colonial Period of American History  Staff
This course explores the history of North America from the period of European colonization through the era of the Seven Years’ War, from roughly 1492 to 1763. Emphasis is placed on the migration of people from Europe and Africa to North America; their contact and interaction with Native Americans; the formation of new societies and economies; and the corresponding development of new political and social ideas in America, with special attention paid to the evolving relationship between slavery and freedom. Although the course addresses the major themes and issues of early American history, the lectures and readings frequently focus on the lives of individuals, both prominent and obscure, who shaped and were shaped by larger forces and developments.  HU

AMST 197b / ARCH 280b / HSAR 219b / URBN 280, American Architecture and Urbanism  Elihu Rubin
Introduction to the study of buildings, architects, architectural styles, and urban landscapes, viewed in their economic, political, social, and cultural contexts, from precolonial times to the present. Topics include: public and private investment in the built environment; the history of housing in America; the organization of architectural practice; race, gender, ethnicity and the right to the city; the social and political nature of city building; and the transnational nature of American architecture.  HU

* AMST 206b / ER&M 221b / WGSS 222b, Introduction to Critical Refugee Studies  Quan Tran
Reconfiguring refugees as fluid subjects and sites of social, political, and cultural critiques. Departing from dominant understandings of refugees as victims, consideration instead of refugees as complex historical actors, made visible through processes of colonization, imperialism, war, displacement, state violence, and globalization, as well as ethical, social, legal, and political transformations. Focus on second-half of the twentieth century.  SO

AMST 209a / ER&M 223a / PLSC 262a, Race, Politics, and the Law  Daniel HoSang
Examination of how race—as a mode of domination and resistance—has developed and transformed in the United States since the early-twentieth-century. How political actors and social movements engage the law to shape visions of freedom, democracy, and political life. Consideration of critical race theory, political discourse analysis, intersectionality and women of color feminism, and American political development.  SO

* AMST 227a / AFAM 227a / ER&M 349a / HIST 137Ja, From the Voting Rights Act to #blacklivesmatter  Staff
This course explores the period beginning from 1964 through the emergence of the #blacklivesmatter movement in 2013. Key concepts covered in this course include the Black Panther Party and rise of the Black Power movement; political campaigns of Shirley Chisholm, Jesse Jackson, and Barack Obama. The seminar concludes with an examination of the #blacklivesmatter movement and broader efforts addressing mass incarceration, poverty, and opportunity gaps in education.  HU

AMST 236a / EVST 318a / HIST 199a / HSHM 207a, American Energy History  Paul Sabin
The history of energy in the United States from early hydropower and coal to present-day hydraulic fracturing, deepwater oil, wind, and solar. Topics include energy transitions and technological change; energy and democracy; environmental justice and public health; corporate power and monopoly control; electricity and popular culture; labor struggles; the global quest for oil; changing national energy policies; the climate crisis.  HU

AMST 238a / AFAM 192a / AFST 238a / ER&M 238a, Third World Studies  Gary Okihiro
Introduction to the historical and contemporary theories and articulations of Third World studies (comparative ethnic studies) as an academic field and practice. Consideration of subject matters; methodologies and theories; literatures; and practitioners and institutional arrangements.  SO
* AMST 257a / ENGL 325a, Modern Apocalyptic Narratives  James Berger
The persistent impulse in Western culture to imagine the end of the world and what might follow. Social and psychological factors that motivate apocalyptic representations. Differences and constant features in apocalyptic representations from the Hebrew Bible to contemporary science fiction. Attitudes toward history, politics, sexuality, social class, and the process of representation in apocalyptic texts.  HU

* AMST 258a / EVST 258a, Wilderness in the North American Imagination  Carlos Nugent
The idea and practice of wilderness in American history, art, literature, society, and politics. Authors include Salomon Northup, Henry David Thoreau, John Muir, Jack London, Aldo Leopold, and Rachel Carson. A class dinner and field trip are held during the term.  HU

Junior Seminars

* AMST 309a / AFAM 259a / EDST 255a, Education and Empire  Talya Zemach-Bersin
This course offers an introduction to the transnational history of education in relation to the historical development of the U.S. empire both at home and abroad. By bringing together topics often approached separately—immigration, education, race, colonialism, and the history of U.S. empire—we interrogate the ways that education has been mobilized to deploy power: controlling knowledge, categorizing and policing differences, administering unequal paths to citizenship/belonging, forcing assimilation, promoting socio-economic divides, and asserting discipline and control. EDST 110 recommended.  HU

* AMST 310b / AFAM 410b / WGSS 410b, Interdisciplinary Approaches to African American Studies  Crystal Feimster
An interdisciplinary, thematic approach to the study of race, nation, and ethnicity in the African diaspora. Topics include class, gender, color, and sexuality; the dynamics of reform, Pan-Africanism, neocolonialism, and contemporary black nationalism. Use of a broad range of methodologies.  WR, HU, SO

* AMST 330b / ENGL 236b, Dystopic and Utopian Fictions  James Berger
Attempts since the late nineteenth century to imagine, in literature, cinema, and social theory, a world different from the existing world. The merging of political critique with desire and anxiety; the nature and effects of social power; forms of authority, submission, and resistance.  HU

* AMST 332a / HSAR 410a, Humbugs and Visionaries: American Artists and Writers Before the Civil War  Bryan Wolf
This course examines American literature and visual culture of the seventeenth, eighteenth, and nineteenth centuries. We look in particular at outliers, prophets, and self-promoters, from the radical Puritan writer Anne Bradstreet to popular entertainers like P. T. Barnum. Topics include: visuality and the public sphere; landscape and politics; genre painting and hegemony; race and identity; managerial culture and disembodied vision. Class trips to the Yale University Art Gallery and the Metropolitan Museum (New York).  HU

* AMST 334b / HUMS 267b, Antisemitism in American History  Staff
This course analyzes antisemitism in the United States between the colonial period and the present. Examining anti-Jewish practices and discourses, students learn to identify representations of Jews as “others,” determine the sources of anti-Jewish sentiments and policies, and analyze the extent to which, if at all, anti-Jewish bigotry resembled antisemitism in other national contexts and/or its similarities with racism and xenophobia.  WR, HU, SO

* AMST 335a / ER&M 320a, Indigenous Geographies  Laura Barraclough
This seminar examines the spatiality of indigenous communities, both on their own terms and in relationship to ongoing processes of settler colonialism. Focusing primarily on indigenous geographies and place-making practices in the settler United States, it explores the survivance and creativity of Native peoples in the face of persistent spatial violence. While rooted in the intellectual traditions of critical indigenous studies, we also engage scholarship from history, geography, architecture and planning, anthropology, sociology, and education. Topics include: land-based ways of knowing, relations of care, and identity/community formation; treaties, relocation, and reservation-making; ideologies and practices of property; urbanization, urban indigenous communities, and urban activism; cartography and Geographic Information Systems (GIS); movement and mobility; environmental justice hazards and activism; public memory, monuments, and place-names; the significance of borders (both national and local), especially in relationship to violence; and place-based efforts toward co-existence and solidarity in a more-than-human world. No formal prerequisites; prior coursework in Native American history or studies is helpful, but not required.  WR, HU

* AMST 341a / AFAM 399a / ER&M 407a, Race and Capitalism  Aaron Carico
This interdisciplinary seminar explores, both theoretically and historically, how racial formations are bound to the formations of capitalism. Focus on the American scene, with sustained inquiry on slavery, its commodity logics, and their residues. Consideration of the effects of immigration and globalization.  SO

* AMST 345a / ER&M 409a / WGSS 408a, 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.  SO
This course on 20th and 21st century poetry studies the non-symbolic use of familiar objects in poems. We meet alternating weeks in the Beinecke library archives and the Yale Art Gallery objects study classroom to discover literary, material, and biographical histories of poems and objects. Additionally, there are scheduled readings and discussions with contemporary poets. Assignments include both analytical essays and the creation of online exhibitions.  

* AMST 346b / ENGL 235b / HUMS 252b, Poetry and Objects  Karin Roffman

An interdisciplinary survey of creative and critical methods for researching human movement. Based in the motion capture studio at the Center for Collaborative Arts and Media, the course draws movement exercises and motion capture experiments together with literature from dance and performance studies, art, anthropology, sociology, philosophy, cognitive science, and the history of science to investigate the ways that artists and scholars conceive of human movement as a way of knowing the world. Students will develop their own projects over the course of the semester. No prior experience in dance required.

* AMST 349a or b / THST 427a or b, Technologies of Movement Research  Emily Coates

Introduction to the various media, topics, debates, and issues framing public humanities. The relationship between knowledge produced in the university and the circulation of ideas among a broader public, including modes of inquiry, interpretation, and presentation. Public history, museum studies, oral and community history, public art, documentary film and photography, public writing and educational outreach, and the socially conscious performing arts.

* AMST 403a, Introduction to Public Humanities  Ryan Brasseaux

A study of autobiographical writings from Mary Rowlandson's Indian captivity narrative (1682) to the present. Classic forms such as immigrant, education, and cause narratives; prevailing autobiographical strategies involving place, work, and photographs. Authors include Franklin, Douglass, Jacobs, Antin, Kingston, Uchida, Balakian, Rodriguez, and Bechdel.

* AMST 405b / AFAM 406b, Autobiography in America  Robert Stepto

Sociocultural dimensions of social inequality in the contemporary United States. Ways in which the socioeconomic processes that produce inequality are inextricably embedded in worlds of cultural meaning; how those meanings are constructed and embodied in everyday practice. Perspectives from anthropology, sociology, economics, history, and popular media.

* AMST 406a / ENGL 326a, The Spectacle of Disability  James Berger

Readings, discussions, and research on imperialism and "green gold" and their consequences for the imperial powers and their colonies and neo-colonies. Spatially conceived as a world-system that enmeshes the planet and as earth’s latitudes that divide the temperate from the tropical zones, imperialism as discourse and material relations is this seminar’s focus together with its implantations—an empire of plants. Vast plantations of sugar, cotton, tea, coffee, bananas, and pineapples occupy land cultivated by native and migrant workers, and their fruits move from the tropical to the temperate zones, impoverishing the periphery while profiting the core. Fruits of Empire, thus, implicates power and the social formation of race, gender, sexuality, class, and nation.

* AMST 410a / HIST 166Ja / WGSS 409a, Asian American Women and Gender, 1830 to the Present  Gary Okihiro

Introductions to the various media, topics, debates, and issues framing public humanities. The relationship between knowledge produced in the university and the circulation of ideas among a broader public, including modes of inquiry, interpretation, and presentation. Public history, museum studies, oral and community history, public art, documentary film and photography, public writing and educational outreach, and the socially conscious performing arts.

* AMST 422b / ER&M 435b / HIST 151Jb, Writing Tribal Histories  Ned Blackhawk
* AMST 441a / ER&M 370a / HIST 130Ja, Indians and the Spanish Borderlands  Ned Blackhawk
The experiences of Native Americans during centuries of relations with North America’s first imperial power, Spain. The history and long-term legacies of Spanish colonialism from Florida to California. WR, HU

* AMST 451a / HIST 174Ja / RLST 260a, Religion, War, and the Meaning of America  Harry Stout
The relationship between religion and war in American history from colonial beginnings through Vietnam. The religious meanings of Americans at war; the mutually reinforcing influences of nationalism and religion; war as the norm of American national life; the concept of civil religion; biblical and messianic contexts of key U.S. conflicts. HU

* AMST 462a / ER&M 462a / WGSS 463a, The Study of 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. SO

* AMST 463a and AMST 464b / EVST 453a and EVST 454b / FILM 455a and FILM 456b, Documentary Film Workshop  Charles Musser
A yearlong workshop designed primarily for majors in Film and Media Studies or American Studies who are making documentaries as senior projects. Seniors in other majors admitted as space permits. RP

* AMST 466b / ENGL 444b, Contemporary Historical Novels  James Berger
Attempts of contemporary American authors to put the complexities of history into written form. Narrative as the privileged mode of historical representation; differences between what is regarded as academic history, popular history, and historical fiction; the influence of power and of the writer’s own historical position on historical narrative; effects of ethnicity, gender, and race on the creation and reception of history; writers’ use of historical fiction to change the ways readers think about the present and the future. HU

* AMST 472b, Individual Reading and Research for Juniors and Seniors  Staff
Special projects intended to enable the student to cover material not otherwise offered by the program. The course may be used for research or for directed reading, but in either case a term paper or its equivalent is required as evidence of work done. It is expected that the student will meet regularly with the faculty adviser. To apply for admission, a student should submit a prospectus signed by the faculty adviser to the director of undergraduate studies.

* AMST 486a / ER&M 425a, Asian American Studies of Race, Colonialism, and Empire  Lisa Lowe
This interdisciplinary course examines three periods of Asian American history that are paradigmatic within Asian American Studies of race, colonialism, and empire: 19th century Chinese immigrant labor, the internment of Japanese and Japanese Americans during World War II, and Korean Americans in 1992 Los Angeles. Studying these three examples in their national and global contexts, we consider Chinese immigrant railroad workers in relation to both conditions for emigration from China, and to Native American responses to U.S. settlement and expansion into the western frontier; the dispossession and incarceration of Japanese Americans in relation to wartime racialization of Mexican Americans, Blacks, and the longer history of U.S. war in Asia; and finally, we seek to understand the positioning of Korean Americans as "middlemen" in post-Civil Rights multiracial Los Angeles in relation to Korean War, and U.S. development and investment in the industrialization of South Korea. We explore how Asian American histories of racialized labor and citizenship in the U.S. are better understood in comparative relation to the histories of other groups, and with consideration of the longer histories of U.S. interventions in Asian countries of origin. HU

Special Projects and Senior Project

* AMST 471a and AMST 472b, Individual Reading and Research for Juniors and Seniors  Staff
Special projects intended to enable the student to cover material not otherwise offered by the program. The course may be used for research or for directed reading, but in either case a term paper or its equivalent is required as evidence of work done. It is expected that the student will meet regularly with the faculty adviser. To apply for admission, a student should submit a prospectus signed by the faculty adviser to the director of undergraduate studies.

* AMST 491a or b, Senior Project  Staff
Independent research and proseminar on a one-term senior project. For requirements see under "Senior requirement" in the American Studies program description.

* AMST 493a and AMST 494b, Senior Project for the Intensive Major  Staff
Independent research and proseminar on a two-term senior project. For requirements see under "Senior requirement" in the American Studies program description.

* AMST 494b, Senior Project for the Intensive Major  Staff
Independent research and proseminar on a two-term senior project. For requirements see under "Senior requirement" in the American Studies program description.