



HANDBOOK FOR PhD STUDENTS IN AMERICAN STUDIES

2018-2019

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The Program

Welcome to the doctoral program in American Studies (AMSTD) at Penn State Harrisburg. American Studies as an academic field is vibrant and global in scope, with over 300 degree-granting institutions, around 30 of which offer the doctorate. Our program is distinct among these institutions given our long experience in American Studies education. The first doctoral cohort in American Studies at Penn State Harrisburg began in fall 2009, and the M.A. program traces its beginning to 1972. We are the only doctoral program in American Studies in Pennsylvania.

We cover America broadly, with concentrations on (1) heritage and museum studies; (2) interdisciplinary history and politics; (3) folk and popular culture; (4) society and ethnography; and (5) environmental, urban, and regional studies. We view American Studies as a discipline with its own theories, methods, and applications and a goal of interpreting the American cultural experience. Toward that end, we claim specialty areas in material and visual culture (art, architecture, craft, landscape, food, clothing, medicine); race, gender, religion, and ethnicity (particularly Pennsylvania-German, African-American, Asian-American, East-European and Jewish-American); and regional and local studies (especially Pennsylvania and the Middle Atlantic region).

Most of our courses are managed directly by the program, which is housed in the School of Humanities. The courses will have the “AM ST” prefix, as you will see when you examine the Schedule of Classes. This organizational arrangement means that our faculty members are committed to American Studies and not any other “home” department. The program is flexible, allowing you to take courses related to American Studies in other programs, and to design a plan of study addressing your research areas leading to the culminating dissertation. Its organization is along historical, topical, applied, and integrative lines. You will find, for example, a **historical** sequence of courses on American Civilization in the 18th, 19th, 20th, and 21st centuries; a **topical** sequence of Art, Folklore, Popular Culture, Local and Regional Studies, Ethnography, and Literature; an **applied** component of heritage and museum internship work; and an **integrative** sequence of seminars and colloquia in American Studies.

The Program builds community among students, faculty, staff, and the public in various ways besides courses. We have an active public outreach program, including lectures, conferences, workshops, site visits, exhibitions, festivals, publications, and social gatherings. We have a comprehensive program website at harrisburg.psu.edu/humanities/american-studies. Other forms of communication include a Canvas page that keeps you informed of program announcements, job opportunities, and regional activities in addition to hosting discussions on American Studies issues. We also have interactive Facebook pages labeled “American Studies at Penn State,” “Folklore and Folklife Studies at Penn State,” “Public Heritage @ PSU Harrisburg,” “Encyclopedia of American Studies,” and “Eastern American Studies Association” that you can access.

Scholarly and Professional Goals of the Graduate School

The goals for all graduate degree students enrolled in the Graduate School at Penn State are to:

1. Demonstrate appropriate breadth and depth of disciplinary knowledge, and comprehension of the major issues of their discipline;
2. Use disciplinary methods and techniques to apply knowledge, and – if appropriate to the degree – create new knowledge or achieve advanced creative accomplishment.
3. Communicate the major issues of their discipline effectively;
4. Demonstrate analytical and critical thinking within their discipline, and, where appropriate, across disciplines; and
5. Know and conduct themselves in accordance with the highest ethical standards, values, and, where these are defined, the best practices of their discipline.

Objectives of the Program

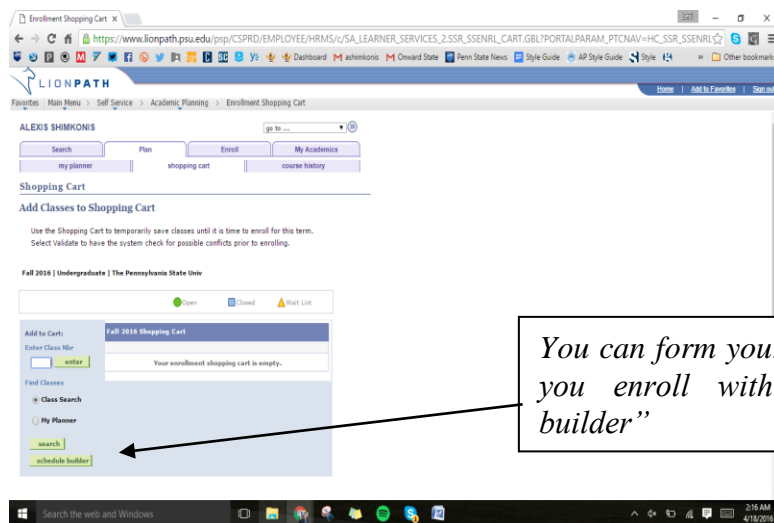
The objectives of the doctoral program at Penn State Harrisburg are:

- A. To comprehend and advance the documentation and interpretation of the American experience through research that is disseminated in a variety of formats, including publication, exhibition, and media. Students in the program can expect to be accomplished in research methods of ethnography and performance analysis; rhetorical and symbolic analysis; interdisciplinary historical and political interpretation, including concepts of American transnationalism and globalism; intersectionality of race, gender, and class; structural analysis; and content analysis. Documentation and interpretation includes work with literary, visual, and material evidence.
- B. To comprehend and advance the intellectual legacy of American Studies as a movement and discipline with its own theories, methods, and applications. Students in the program can expect to be versed in the historiography of American Studies as it has developed nationally and internationally.
- C. To prepare students for careers in American Studies by developing knowledge, skills, attitudes, and ethics associated with American Studies. Students can expect to become familiar with holistic and comparative approaches to national experience that are applied to institutions including schools, archives, museums, galleries, media organizations, and governmental and cultural agencies.
- D. To develop students' appreciation, creativity, and skill for the application of American Studies research in education, public programming, and public policy. Students can expect to become familiar with scholarly enterprises including community development, preservation programs, historical editing projects, and academic management, including local projects conducted by research centers at Penn State Harrisburg, such as the Center for Pennsylvania Culture Studies and Institute for State and Regional Affairs.

The Ph.D. in American Studies complements two other existing doctoral programs at Penn State Harrisburg—Public Administration and Adult Education—but does not duplicate programs offered by those units. It strengthens those existing programs by adding to the doctoral student cohort and providing content that makes connections to American Studies in areas such as education and public affairs. The Program also manages graduate certificate programs in Folklore and Ethnography – harrisburg.psu.edu/programs/graduate-certificate-folklore-and-ethnography—and Heritage and Museum Practice – harrisburg.psu.edu/programs/graduate-certificate-heritage-and-museum-practice. Doctoral students are eligible for these certificate programs.

LionPath

Beginning in Fall 2016, students will be required to use LionPath (lionpath.psu.edu) for course registration, viewing textbooks, academic advising, financial aid, degree planning, and student records. Tutorials are available at lionpathsupport.psu.edu/help/undergraduateparent/. Before you can use it, you need to sign the consent to do business electronically (tutorials.lionpath.psu.edu/public/Docs/Consent.pdf), sign the financial responsibility agreement (tutorials.lionpath.psu.edu/public/Docs/FRA.pdf) as part of the Pre-Registration Activity Guide, fill out the Fall 2016 Pre-Registration Activity Guide, and update your contact and directory information. Then you can view the Schedule of Classes and access the Schedule Builder to search for classes and compare possible scheduling combinations. It is more extensive than the previous system. But don't worry! You'll get the hang of it, and there is a lot of support available.



Screen shot of LionPath page for registration. Note that you create a “shopping cart” of classes. There is a search function for the Schedule of Classes.

To add or drop courses after the pre-registration period is over, enrolling with permission in closed courses, or for enrolling in “controlled” courses (independent studies, internships), you might need to fill out a drop-add form and submit it to the Enrollment Services office. The staff or the Chair can assist you with these enrollment actions. Please contact Hannah Murray or Dr. Haddad for help.

The Students

All doctoral students share an involvement in the American Studies movement and a devotion to the study of American life and culture. However, there is not a single profile for the students we accept. Our students have ranged in age from 25 to 60, although most fall between 30 and 35, and they commonly have had backgrounds in American Studies in addition to history, politics, art, communications, education, folklore, sociology, anthropology, English, or literature. An expectation of doctoral students is that they engage in advanced, original research and plan on pursuing careers in American Studies. These careers include education, public heritage, government, communications, and cultural resource management. We provide selected students experience in teaching and are especially concerned with applications of American Studies in the public sector. As a program in a “capital region,” we encourage students to be engaged in community affairs and involved in public outreach as well as scholarly research. Local centers for this activity include our own Pennsylvania Center for Folklore and the Center for Holocaust and Jewish Studies which contain research collections as well as public programming involving our students. We also facilitate involvement in American Studies organizations, including the Eastern American Studies Association (EASA).

Please see <https://harrisburg.psu.edu/humanities/american-studies/phd-student-profiles> for profiles of students in this year’s cohort and in previous years.

The Faculty

The CORE Faculty

Our professors are scholar-teachers dedicated to advancing American Studies through classroom instruction and professional participation; research, publication, exhibition and other forms of disseminating scholarship; community involvement; and international outreach. They pride themselves on giving students individual attention, and you should find them readily accessible. Full-time faculty members carry titles in American Studies and a related field (Communications, History, Ethnic Studies, Heritage Studies, Social Science, Folklore, Popular Culture). As CORE faculty members, they teach most or all of their courses in American Studies. **YOU NEED TO HAVE A CORE FACULTY MEMBER AS YOUR ACADEMIC ADVISER AND AS YOUR DOCTORAL COMMITTEE CHAIR.** Here, in alphabetical order, is the current list of core faculty members.

[Anthony Bak Buccitelli](#), Assistant Professor of American Studies and Communications, received his Ph.D. in American and New England Studies from Boston University in 2012. He holds an M.A. in Folklore from the University of California, Berkeley. He joined the American Studies faculty at Penn State Harrisburg in 2012. He is editor of the online journals, *New Errands* and *The Americanist* and is on the editorial boards of *Alternative Spirituality and Religions Review* and *New Directions in Folklore*. In Fall 2017, he began editing *Western Folklore*, the journal of the Western States Folklore Society. He has also served on the Council of the New England American Studies Association and the Executive Committee of the Western States Folklore Society. He was the recipient of an Angela J. and James J. Rallis Memorial Award and

the Alice M. Brennan Humanities Award in 2010, given by the Humanities Foundation at Boston University, and the Oberlin College Fellowship for Alumni in 2009. He is the author of *Remembering Our Town: Social Memory, Folklore, and (Trans) Locality in Ethnic Neighborhoods* published by the University of Wisconsin Press (2016). It examines the interrelationship of ethnicity and place identity in the vernacular memory practices of urban ethnic neighborhoods. His other publications include "Performance 2.0: Observations Toward a Theory of the Digital Performance of Folklore" in *Folk Culture in the Digital Age* (Utah State University Press, 2012), journal articles on digital hyperlocality, and reference entries for *Multicultural America: A Multicultural Encyclopedia* and *Celebrating Latino Folklore: An Encyclopedia of Cultural Traditions*. His research and teaching areas include digital culture, consumer culture, history of technology and mass media, folk narrative, festive culture, space and place, ethnic and urban history and culture, and vernacular religion.

Charity Fox, Assistant Professor of American Studies and Gender Studies, received her Ph.D. in American Studies from The George Washington University, M.L.A. in History and Literature from the University of Pennsylvania, and B.A. in History and Political Science from the University of Pennsylvania. Her research and teaching focus on intersections of gender, class, race, and everyday cultures in 20th and 21st century American popular culture, particularly on the construction of ideal and aspirational gender performances and cultural understandings of the self and others through television, film, popular literature, and journalism. Her work is informed by American Studies frameworks of gender, race, class, identity, and nationalism as well as by theories of cultural ritual, narratology, and ideology in mass-media products. Fox's current book project, *Before Blackwater: Mercenaries and Masculinities in the Popular Culture of the Cold War*, examines how cultural products from the Cold War categorize and glorify mercenary and warrior masculinities. She teaches graduate seminars on gender and culture and problems in American Studies, along with undergraduate courses in women's studies.

John Haddad, is Program Chair and Professor of American Studies and Popular Culture. He received his Ph.D. in American Studies from the University of Texas at Austin in 2002. He received an M.A. in English from Yale in 1996 and an A.B. from Harvard University. While teaching in China and Japan, Dr. Haddad developed an interest in Asia that is reflected in his scholarly interests. His research has investigated ways Americans learned about China in the nineteenth century: museum exhibits, trade objects, travel writing, missionary literature, international expositions, magic lantern shows, and moving pictures. His first book, *The Romance of China: Excursions to China in U.S. Culture, 1776-1876*, was published by Columbia University Press in 2006. In 2010-2011, he held a Fulbright grant for research and teaching at the University of Hong Kong. His second book, *America's First Adventure in China: Trade, Treaties, Opium, and Salvation* (2014) looks at contact between Americans and the Chinese in Hong Kong during the nineteenth century. Dr. Haddad is also working on a project that explores the creation of Hershey Park in the 1970s. In the area of popular culture, he has also written on Buffalo Bill's Wild West Show, ceramics and material culture, and ethnicity. He serves as newsletter editor for the Eastern American Studies Association and has served as the national chair of the American Studies Association's committee on regional chapters. His teaching and research interests include popular culture, literature, material and visual culture, Gilded Age, and ethnic and Asian studies.

[Charles Kupfer](#), Associate Professor of American Studies and History, received his Ph.D. in American Studies from the University of Texas at Austin in 1998. He has taught at Michigan State University and the University of Texas and has experience as a professional journalist. He has teaching and research specialties in twentieth-century American history and culture, sports history, political history, and mass media. He has published the books *We Felt the Flames: Hitler's Blitzkrieg, America's Story* and *Indomitable Will: Turning Defeat into Victory from Pearl Harbor to Midway*. He also has book chapters in *Cold War American West, 1945-1989* and *Media in the Classroom*. His academic articles have appeared in such journals as *Prospects: An Annual of American Cultural Studies*, *The International Journal of the History of Sports*, and *Pennsylvania History*. He is completing a book project examining the media coverage of the Pacific campaign during WWII. He is on the editorial board of the journal *Iron Game History: The Journal of Physical Culture* and a contributor to the *Encyclopedia of American Folklife*. Kupfer is past president of the Eastern American Studies Association. He is active in various Commonwealth Public Heritage initiatives, serving on the Pennsylvania Historical Marker Commission, the Friends of Fort Hunter Board of Directors, and as Penn State Harrisburg American Studies Program liaison to the Pennsylvania Historical and Museum Commission. He teaches courses on twentieth century America, twenty-first century America, the history of sports, and problems in American Studies.

[Jeffrey A. Tolbert](#), Assistant Professor of American Studies and Folklore, received the PhD in Folklore from Indiana University in 2016. He joined the American Studies Program at Penn State Harrisburg in Fall 2018. His work focuses on vernacular belief, new media and digital ethnography, and the convergence of traditional and popular cultures. He is co-editor, with Michael Dylan Foster, of the *Folkloresque: Reframing Folklore in a Popular Culture World*, published by Utah State University Press (2016), a collection of essays exploring the creative (re)creation and redeployment of folklore in contemporary media. Other work includes studies of the Internet monster Slender Man. His research and teaching focuses on digital ethnography, vernacular belief, space and place, and the supernatural.

[Anne Verplanck](#), Associate Professor of American Studies and Heritage Studies, received her Ph.D. in American Studies from the College of William and Mary in 1996 and joined the American Studies faculty at Penn State Harrisburg in 2010. She has previously taught in the Winterthur Program in American Material Culture, George Washington University, and George Mason University. She has museum and public heritage experience as Curator of Prints and Paintings at the Winterthur Museum, Marion and Dorothy Brewington Curator of Maritime Collections at the Maryland Historical Society, Guest Curator at the National Portrait Gallery, and Assistant Curator at Independence National Historical Park. She is the co-editor of the book *Quaker Aesthetics: Reflections on a Quaker Ethic in American Design and Consumption* published by the University of Pennsylvania Press and contributor to *American Material Culture: The Shape of the Field* (edited by Ann Smart Martin and J. Ritchie Garrison) and *Winterthur Portfolio*. Her research and teaching areas include museum and public heritage studies, early America, material and visual culture, and urban studies.

[David Witwer](#), Professor of American Studies and History, received the Ph.D. from Brown University in History. He previously taught at Lycoming College. He is the author of *Corruption*

and Reform in the Teamsters Union, *Corruption and Reform in the Teamsters Union*, and *Shadow of the Racketeer: Scandal in Organized Labor*, all published by the University of Illinois Press. Witwer serves on the editorial board of the journal *Labor History* and in addition to his three books, he has published articles in the *Journal of American History*, *Journal of Social History*, *Journal of Women's History*, *Social Science History*, *Journalism History*, *Trends in Organized Crime*, *Criminal Justice Review*, and *International Labor and Working Class History*. In fall 2011 he held a resident fellowship from the Institute for Arts and Humanistic Studies at Penn State. In 2012 he served as program chair for the Pennsylvania Historical Association meeting in Harrisburg. He teaches courses on American labor and crime for the American Studies Program.

In addition to the core faculty, American Studies is fortunate to have one faculty member earn *emeritus* status in his retirement:

[Simon J. Bronner](#), Distinguished Professor of American Studies and Folklore, received his Ph.D. in Folklore and American Studies from Indiana University in 1981. He has been editor of the journals *Material Culture* and *Folklore Historian* and the book series *Material Worlds* for the University Press of Kentucky, *Pennsylvania German History and Culture* for Penn State Press, and *Jewish Cultural Studies* for Littman. He is the author of many books, including *Folklore: The Basics*; *Campus Traditions: Folklore from the Old-Time College to the Modern Mega-University*; *Explaining Traditions: Folk Behavior in Modern Culture*; *Killing Tradition: Inside Hunting and Animal Rights Controversies*; *Folk Nation: Folklore in the Creation of American Tradition*; *Following Tradition: Folklore in the Discourse of American Culture*; *Grasping Things: Folk Material Culture and Mass Society*; *Chain Carvers: Old Men Crafting Meaning*; *American Folklore Studies: An Intellectual History*; *American Children's Folklore* (winner of the Opie Prize for best book on children's folklore); *Old-Time Music Makers of New York State* (winner of the John Ben Snow Prize for best book on upstate New York), and *Popularizing Pennsylvania: Henry W. Shoemaker and the Progressive Uses of Folklore and History*. He has edited numerous books, including a four-volume encyclopedia of American folklife, two-volume encyclopedia of American youth cultures, encyclopedia of Pennsylvania German history and culture, a cultural history of consumer society, folklife studies from the Gilded Age, the writing of Lafcadio Hearn, the essays of Alan Dundes, and volumes on American folklore and nationalism, creativity and tradition, and folk art and material culture. He has been invited all over the world to speak on his research, and won Penn State Harrisburg's awards for research, teaching, and service. In addition, he has received the Jordan Award for teaching from Penn State (1985), the Kenneth Goldstein Lifetime Achievement Award for Academic Leadership from the American Folklore Society (2015), and the Mary Turpie Prize from the American Studies Association for teaching, advising, and program development (1999). Dr. Bronner served as visiting distinguished professor of American Studies at the University of California at Davis in 1991, Fulbright Professor of American Studies at Osaka University in Japan during the 1996-1997 academic year, and Walt Whitman Distinguished Chair at Leiden University in the Netherlands in 2006. In 1997-1998 he served as Visiting Professor of Folklore and American Civilization at Harvard University. His teaching and research interests are in folk and popular culture; material and visual culture; gender, sports, and masculinity studies; ethnic and religious studies; and American Studies theory and method.

The Adviser

When you are first accepted to the program, you are assigned an adviser. In the initial assignment of an adviser, we try to match up your interests with a faculty member's areas of expertise to help guide you through the program. The adviser's primary role is to consult on registration and university policies. If your direction in the program changes or you feel more comfortable with a different adviser, you can easily alter your assignment by making a request to the program chair. To answer a frequently asked question here, your adviser DOES NOT HAVE TO BE the chair of your dissertation or doctoral committee after you pass the Qualifying Exam, but the roles can overlap. The adviser in consultation with the program director will guide you through the Qualifying stage of the doctoral program. The following form will record your plan of study leading up to candidacy:

PRE-CANDIDACY PLAN OF STUDY: AMERICAN STUDIES DOCTORAL PROGRAM

Student Name and ID:

Student Contact Information:

Student M.A. institution and major:

Adviser Name:

Date Advised:

General Requirements (Indicate semester and year to be taken):

AM ST 500

AM ST 502

AM ST 502

AM ST 591

Transfer Courses, if any:

Adviser Comments (Explain student's areas of research, and any course substitutions, deficiencies, transfers, or additions):

Expected Semester and Year for Candidacy Examination:

Approvals:

Adviser's Signature and Date:

Student's Signature and Date:

Program Director's Signature and Date:

PLEASE NOTE THAT THE AMERICAN STUDIES STAFF ASSISTANT NEEDS TO REGISTER YOU FOR CONTROLLED COURSES, INCLUDING INDEPENDENT STUDIES, READINGS COURSES, PROJECT COURSES, AND CONTINUING REGISTRATION COURSES (610, 611).

The Staff

The School of Humanities provides administrative staff support for faculty and students. The main contact person for managing files, scheduling, and forms related to the American Studies graduate programs is **Hannah Murray** (717-948-6201, hbm5103@psu.edu). Her desk is in W356 to the right as you walk in the suite. To the left is the desk of Cindy Leach (717-948-6189, ckl4@psu.edu), who is primarily responsible for undergraduate students. Taneile Fasnacht (taf14@psu.edu) in W351 is the staff person to whom assistants hand their time sheets. Also in that office is Rachel Dean, the administrative assistant for the School Director; she handles appointments and budget matters related to the School Director. Remember that the staff members do not provide advising. They will help you cut through the red tape of a bureaucracy and navigate through the program, but seek out your adviser for academic questions.

*Staff Assistant **Hannah Murray** who provides support for American Studies students and faculty. She is located In W356 Olmsted Building, 717-948-6201, hbm5103@psu.edu.*

Requirements

Residency

Required Enrollment Full-Time in Two Consecutive Semesters

Over a twelve-month period between admission to the Ph.D. program and completion of the Ph.D. program, the candidate must spend at least two semesters (summer sessions are not included) as a registered full-time student (9 credits per semester) engaged in academic work at Penn State Harrisburg. This is a Penn State requirement, not an American Studies requirement. The Graduate School labels this full-time attendance “residency,” but that does not mean you have to reside on campus (bulletins.psu.edu/graduate/degree/requirements/degreeReq2). *To answer a frequently asked question, the two consecutive semesters can be a fall semester following a spring semester as well as a spring following a fall semester.* Students should note that AM ST 601 (Ph.D. Dissertation Full-Time) cannot be used to meet the full-time residence requirement. This requirement reflects the view that doctoral work, unlike the M.A., necessitates a concentrated period of study.

English Competence

A candidate for the degree of Doctor of Philosophy is required to demonstrate high-level competence in the use of the English language, including reading, writing, and speaking, as part of the language and communication requirements for the Ph.D. The examination committee formally assesses English language competence in the candidacy examination along with scholarship and can deny the student entrance into candidacy if the competence is judged to be below standards for effective scholarly communication. (International students should note that passage of the minimal TOEFL or IELTS requirement does not demonstrate the level of competence expected of a Ph.D. student at Penn State.)

Technical Competence

A candidate for the degree of Doctor of Philosophy is required to demonstrate high-level competence in the use of the computer for effective scholarly communication. Such competence includes word-processing, spreadsheet, and presentational software (familiarity with Microsoft Office Suite is essential). Additionally, students are required to be adept at work (composition as well as browsing) on the Internet (Penn State recommends Explorer and Firefox) and course management software (currently Canvas at Penn State).

Scholarship and Research Integrity (SARI) Requirement

All students are required to successfully complete online training offered through the Collaborative Institutional Training Initiative (CITI) as part of the Graduate School's comprehensive program to guide students in scholarship and research integrity, including issues of human subjects research and research ethics. This online training will be conducted as part of the requirements for AM ST 500 Theory and Method and will be supplemented by discussion in class on human subjects research (including guidelines for Institutional Review Board [IRB] approval of projects) and research ethics in American Studies. In this program, students gain certification in Human Subject Research and Humanities ethical issues. Students who have successfully completed a CITI course (with a grade of 80% or higher) will receive a certificate at the end of the course. To meet this requirement, you need to present a copy of the certificate to the program chair to be reported to the Graduate School. For more information, see <https://www.research.psu.edu/training/sari> (The Scholarship and Research Integrity Resource Portal).

The Curriculum

Students progress through the several phases, which are described below. **Please note: The Graduate School does not require a set number of credits for completion. Once the student is admitted into candidacy, the student's doctoral committee will design a course of study for the student.**

Candidacy

In this initial phase, the student must (1) make up any deficiencies in graduate courses in American Studies noted in the letter of acceptance, and (2) complete with a grade of B or better the following courses – AM ST 500 (Theory and Method), two sections of AM ST 502 (Problems in American Studies) on different topics, and AM ST 591 (Seminar), and (3) pass the Qualifying or Candidacy examination. Admitted students who have met all course prerequisites begin the core courses with AM ST 500 (Theory and Method). Students who have already taken AM ST 500 within three years of admission may begin their program of study with AM ST 502 (Problems in American Studies). The Qualifying (Candidacy) examination is administered by a special committee appointed by the director of

the doctoral program. After the exam is passed, a student is advanced to doctoral candidacy.

Doctoral Candidate

After passing the candidacy exam and before completing the comprehensive exam, a doctoral candidate completes coursework towards two subfields in preparation for the comprehensive exam (see below for more information on subfields and exam). The doctoral candidate's coursework is guided by a doctoral committee. This committee consists of four or more active members of the Graduate Faculty; the chair must be a member of the American Studies core faculty. The doctoral committee is responsible for approving the broad outline of the student's program and should review the program as soon as possible after the student's admission to candidacy. Moreover, continuing communication among the student, the committee chair, and the members of the committee is strongly recommended, to preclude misunderstandings and to develop a collegial relation between the candidate and the committee.

The committee's composition must meet several criteria:

The chair must be a member of the graduate faculty of the specific doctoral program in which the candidate is enrolled. The primary duties of the chair are to: (1) maintain the academic standards of the doctoral program and the Graduate School and assure that all procedures are carried out fairly, (2) ensure that the comprehensive and final examinations are conducted in a timely fashion, (3) arrange and conduct all meetings, and (4) ensure that requirements set forth by the committee are implemented in the final version of the dissertation.

At least one **"Outside Field Member"** must be appointed to the doctoral committee. This member must represent a field outside the candidate's major field of study (American Studies) in order to provide a broader range of disciplinary perspectives and expertise. In cases where the candidate is also pursuing a dual-title field of study, the dual-title representative to the committee may serve as the Outside Field Member.

The committee must also contain an **"Outside Unit Member,"** who is in an administrative unit that is outside the unit in which the dissertation adviser's primary appointment is held (i.e., the adviser's administrative home; in the case of tenure-line faculty, this is the individual's tenure home). This will be the School of Humanities. This is to avoid potential conflicts of interest. In the case of co-advisers, the Outside Unit Member must be from outside the administrative home(s) of both co-advisers. In some cases, an individual may have a primary appointment outside the administrative home of the student's dissertation adviser and also represent a field outside the student's major field of study; in such cases, *the same individual may serve as both the Outside Field Member and the Outside Unit Member.*

If the candidate has a minor, that field must be represented on the committee by a **"Minor Field Member."** A doctoral minor consists of no fewer than 15 graduate credits of integrated or articulated work in one field related to, but different from, that of the major with a preponderance of courses at the 500 level; however, at a minimum, 6 credits must be at the 500 level. Official requests to add a minor to a doctoral candidate's academic record must be submitted to Graduate Enrollment Services prior to establishing the doctoral committee and prior to scheduling the comprehensive examination. For more information regarding minors, please see the following web pages.

---For doctoral students:

bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm

---For Ph.D. candidates:

bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq2

The doctoral committee is appointed by the Graduate School dean through the Office of Graduate Enrollment Services, upon recommendation of the head of the major program, soon after the student is admitted to candidacy. The dean may on occasion appoint one or more members of the committee in addition to those recommended by the head of the program.

There are some other factors to keep in mind with the doctoral committee:

A person who is not a member of the Graduate Faculty (and may not be affiliated with Penn State) who is otherwise qualified and has particular expertise in the candidate's research area may be added as a **“Special Member,”** upon recommendation by the head of the program and approval of the dean of the Graduate School (via the Office of Graduate Enrollment Services). A Special Member is expected to participate fully in the functions of the doctoral committee. If the Special Member is asked only to read and approve the doctoral dissertation, that person is designated a Special Signatory. Occasionally, Special Signatories may be drawn from within the Penn State faculty in particular situations.

Graduate Faculty officially appointed by the Graduate School to a doctoral committee who then leave Penn State may maintain that committee appointment for up to one year if the student's graduate program and the Graduate School dean, through the Office of Graduate Enrollment Services, approve the request for this exception. A retired or emeritus faculty member may serve as a doctoral committee chair if, and only if, he/she was officially appointed and began chairing the committee prior to retirement and has the continuing approval of the program head and the Graduate School dean, through the Office of Graduate Enrollment Services. Otherwise, the committee must be revised to either remove the faculty member from the committee or change the individual's appointment to a Special Member.

The membership of doctoral committees should be periodically reviewed by the head of the program to ensure that all members continue to qualify for service on the committee in their designated roles. For example, if type of appointments, employment at the University, etc., have changed since initial appointment to the committee, changes to the committee membership may be necessary. If changes are warranted, they should be made as soon as possible to prevent future problems that may delay academic progress for the student (e.g., ability to conduct the comprehensive or final examinations).

The Comprehensive Examination

Students must be registered as a full-time or part-time degree student for the semester (excluding summer session) in which the comprehensive examination is taken. The timing of the examination is after coursework in subfields is completed. The written examination consists of three parts and is administered by the student's doctoral committee. One part is in the area of Theory and Method and the additional two subfields of study are typically from a list of five areas covered in the program. The five subfields of specialization are:

1. Public Heritage, Cultural Resource Management, and Museum Studies (historic preservation, cultural conservation, cultural politics of museums and historical organizations, governmental cultural policy);
2. Folk and Popular Culture (material and visual culture, literature and media, language, performance, media, and music);
3. Interdisciplinary History and Politics (history of ideas, philosophy, and politics; biography and oral history; everyday life and socioeconomic studies; government, public policy, and diplomacy);

4. Society and Ethnography (race, ethnicity, class, gender, age; religion and belief; comparative culture and transnationalism);
5. Regional, Environmental, Urban, and Community Studies (nature and landscape, suburban and city development/sprawl, regional identity and boosterism).

Substitute subfields of study within American Studies may be selected with the approval of the student's doctoral committee. Candidates need to show that specialization in these subfields can be accomplished with suitable coursework, university resources, and adviser guidance. Examples of substitute subfields have included “material culture,” “gender studies,” and “religious studies.”

An oral defense of the comprehensive examination is scheduled after the written examination, at which time it is customary for the candidate to present the dissertation proposal.

Although the exact number of courses required in each subfield may vary among students, typically four per subfield are required. Doctoral committees should meet with students at least once each academic year to review progress of the candidate. Written and oral comprehensive examinations in the three areas are given at the end of the study period.

The Dissertation

Under guidance from the doctoral committee, the candidate prepares a detailed research proposal that serves as the basis for the written dissertation covering an aspect of American Studies. The dissertation should represent a significant contribution to knowledge, show familiarity with the intellectual heritage of American Studies, be presented in a scholarly manner, reveal an ability on the part of the candidate to do independent research of high quality, and indicate considerable experience in using a variety of research techniques and forms of primary evidence. The contents and conclusions of the dissertation must be defended at the time of the final oral examination. Once the research proposal is approved, the student can enroll in AM ST 600 (Thesis in American Studies) for on-campus work or AM ST 610 (Thesis Research Off-Campus). The writing and defense of this original contribution to the theory and practice of American Studies is the capstone to the Ph.D. program. A student must be registered continuously for each Fall and Spring semester, beginning with the first semester after the comprehensive examination requirement and residency requirement have been met, until the dissertation is accepted and approved by the dissertation committee. To maintain continuous registration, candidates may register for noncredit AM ST 601 (Ph.D. Dissertation Full-Time) or 611 (Ph.D. Dissertation Part-Time), with payment of the special dissertation preparation fee. For more information on academic procedures, see bulletins.psu.edu/bulletins/whitebook/academic_procedures.cfm

The final examination of the doctoral candidate is an oral examination (defense) administered and evaluated by the entire doctoral committee. This oral defense is open to the public and related in large part to the dissertation, but it may cover the candidate's whole program of study. The Committee may restrict part of the defense to its members and the candidate. The candidate must be registered as a full-time or part-time degree student for the semester in which the oral defense is held.

Here is a description from the Graduate School of the differences between 600-level courses that will help answer a frequently asked question about “what courses should I take after I finish my “study period”:

AM ST 600/AM ST 610 [register IN the semester you are taking your comprehensive exam]—If the student does not need to maintain full-time student status, he/she should register for the appropriate number of these credits which accurately reflects the amount of research being done on the thesis (number of credits to be determined in consultation with the doctoral committee). These courses

normally receive an “R” grade rather than a letter grade.

AM ST 601/AM ST 611 [register beginning with the regular semester AFTER you pass your comprehensive exam]—If a student must maintain full-time status for an assistantship, fellowship, bank loan deferment, etc. 601 would be an appropriate registration. 601 students should be devoting their efforts entirely to thesis research/writing (i.e., no courses). These courses normally receive an “R” grade rather than a letter grade.

Tuition and fees for students registering for AM ST 601/611 are significantly reduced compared to those for AM ST 600/610; **thus, all eligible students [after passing comprehensive exam] should register for AM ST 601/611.**

If a student is in the continuous registration stage of his/her program, registration must be maintained each semester (including summer sessions if the student is using University facilities, faculty time, etc.) up to and including the semester the Final Oral Examination is passed. If the student is not on campus during the summer and is not using University facilities or faculty, registration in the summer is not required.

Special note to students whose employers provide reimbursement: The 600-level courses normally receives an “R” grade representing meeting the requirements of a research project. If your employer/school district requires a letter grade, you can make a request to your professor of record for 600 or if you are not finishing the course in that semester request a DF grade. Be aware, however, that if you do not finish your dissertation in 25 weeks, the grade will revert to an F. There are employers and school districts that accept the R grade and it is your responsibility to arrange for an agreement with your administrators. We will be happy to provide supporting materials.

Dissertation Format

Consult your adviser, program director, or American Studies faculty member about possibilities for a topic. Don't wait until after you have finished your coursework. Give it some thought in your coursework, so that you can lay some groundwork for your topic. Work on focusing your topic into a manageable project and discuss it with a potential supervisor. Your doctoral committee constitutes your dissertation supervisor and readers. Successful topics are usually specific, relying on your original research with primary evidence, and containing clear, limited boundaries of place, time, and genre. They should also represent your research background, because you often present it to employers as the summation of your expertise and to publishers potentially as a book. Links to this document and others related to how to submit a dissertation are at: <http://gradschool.psu.edu/current-students/etd/>

The usual **format** for a dissertation is the following:

Preface - outlining the goals, theses, and sources of the work. Acknowledgments can be appended to the preface or listed separately. The preface is paginated in roman numerals, lower cased.

Chapter 1 - usually is a survey of the scholarship in the field represented by the study and contextualizes the study within the scholarship.

Middle chapters - usually presents research conducted by the author in defense of the thesis or argument of the study.

Concluding chapter/epilogue - a conclusion that integrates the research with the scholarship and discusses the implications or applications of the study.

Notes and References—the citation style can be either in-text citation style with a reference list at the end or an endnote system with superscripts in the text. The citations should be thorough and follow one of the standard citation guides such as MLA or Chicago Manual of Style. Discuss the format with your dissertation supervisor.

American Studies Course List for Doctoral Students

AM ST 500 THEORY AND METHODS (3) Introduction to graduate work in American Studies through exploration of the approaches, materials, and interpretations of the field.

AM ST 502 PROBLEMS IN AMERICAN STUDIES (3 - 6) A variable-content course, addressed each term to a specific problem, topic, or period in American culture.

AM ST 510 U.S. LITERATURE AND CULTURE (3) Studies exploring the relationship between literature and culture in American Studies

AM ST 511 PIVOTAL BOOKS (3 - 9 per semester) Exploration of a number of books which have been particularly influential in shaping thinking about American civilization.

AM ST 520 TOPICS IN POPULAR CULTURE (3) A detailed exploration of aspects of American popular culture, including the relationship to society and scholarship.

AMSTD 530 TOPICS IN AMERICAN FOLKLORE (3) A detailed exploration of aspects of folklore and folklife in America.

AM ST 531 MATERIAL CULTURE AND FOLKLIFE (3) A detailed investigation of American material culture and folklife.

AM ST 533 AMERICAN CIVILIZATION IN THE EIGHTEENTH CENTURY (3 - 9 per semester) Detailed investigation of specific topics in eighteenth-century American civilization.

AM ST 534 AMERICAN CIVILIZATION IN THE NINETEENTH CENTURY (3 - 9 per semester) Representative interdisciplinary investigation of social, historical, economic, and aesthetic forces predominant in nineteenth-century America.

AM ST 535 AMERICAN CIVILIZATION IN THE TWENTIETH CENTURY (3 - 9 per semester) Detailed investigation of specific periods or topics in twentieth-century American civilization.

AM ST 536 AMERICAN CIVILIZATION IN THE TWENTY-FIRST CENTURY (3-9 per semester) Detailed interpretation of specific topics in twenty-first century American civilization.

AM ST 540 ETHNOGRAPHY AND SOCIETY (3) Ethnographic theories, methods, and case studies emphasizing current controversies and new strategies in field work.

AM ST 550 SEMINAR IN PUBLIC HERITAGE (3) A study of the ways that Americans use and understand heritage in public settings.

AM ST 551 SEMINAR IN LOCAL AND REGIONAL STUDIES (3) Detailed investigation of local and regional historical themes and topics, emphasizing research methods.

AM ST 560 SEMINAR IN RACE AND ETHNICITY (3). Studies exploring issues of race and ethnicity in America.

AM ST 561 SEMINAR IN GENDER AND CULTURE (3) Thematic study of gender issues in American history and culture.

AM ST 570 TOPICS IN AMERICAN ART (1 - 6 per semester) Various themes within the American arts will be explored under this rubric.

AM ST 575 MUSEUM INTERNSHIP (3) A supervised museum internship experience featuring a "hands on" introduction into aspects of the curatorial profession.

AM ST 579 READINGS IN AMERICAN STUDIES (3-9 per semester). Directed readings in selected areas of American Studies. Prerequisite: AM ST 500

AM ST 590 COLLOQUIUM (1 - 3) Continuing seminars which consist of a series of individual lectures by faculty, students, or outside speakers.

AM ST 591 SEMINAR IN AMERICAN STUDIES (3) An advanced seminar covering particular themes and issues in American Studies. Prerequisite: AM ST 500

AM ST 592 FIELD EXPERIENCE IN AMERICAN STUDIES (3) Field projects and study tours to off-campus sites using American Studies methodologies.

AM ST 594 RESEARCH TOPICS (1 -15) Supervised student activities on research projects identified on an individual or small-group basis.

AM ST 595 INTERNSHIP (1-18). Supervised off-campus, nongroup instruction, including field experiences, practicums, or internships. Prerequisite: AM ST 500

AM ST 596 INDIVIDUAL STUDIES (1 - 9) Creative projects, including nonthesis research, that are supervised on an individual basis and which fall outside the scope of formal courses.

AM ST 597 SPECIAL TOPICS (1 - 9)

AM ST 600 THESIS (1-6) Capstone academic research project, evidence by major scholarly paper.

AM ST 601 PH.D. DISSERTATION PREPARATION FULL-TIME (0). Activity consisting solely of work on the completion of research and writing of the dissertation.

AM ST 602 SUPERVISED EXPERIENCE IN COLLEGE TEACHING (1-3). Supervised experience in teaching and orientation to other selected aspects of the profession at The Pennsylvania State University.

Prerequisite: AM ST 500

AM ST 610 PH.D. DISSERTATION RESEARCH OFF-CAMPUS (1-15). Course for post-comprehensive candidates conducting dissertation research off-campus.

AM ST 611 PH.D. DISSERTATION PREPARATION PART-TIME (0). Activity consisting partly of work on the completion of research and writing of the dissertation.

Sample Schedules

EXAMPLE 1: PUBLIC HERITAGE/INTERDISCIPLINARY HISTORY AND POLITICS SUBFIELDS

Candidacy: 500, 502, 502, 591

Comprehensive Examination:

533, 534, 535, 536 (Interdisciplinary History and Politics)
531, 550, 575, PADM 500 Public Organization and Management (Public Heritage)

Dissertation: 600/610

EXAMPLE 2: FOLK/POPULAR CULTURE/SOCIETY & ETHNOGRAPHY SUBFIELDS

Candidacy: 500, 502, 502, 591

Comprehensive Examination:

510, 520, 530, 570 (Folk and Popular Culture)
540, 560, 561, 592 (Society and Ethnography)

Dissertation: 600/610

EXAMPLE 3: REGIONAL, ENVIRONMENTAL, URBAN STUDIES/FOLK AND POPULAR CULTURE SUBFIELDS

Candidacy: 500, 502, 502, 591

Comprehensive Examination:

531, 551, PADMN 531 Environmental Policy, PADMN 532 Urban Government (Regional, Environmental, Urban Studies)
511, 520, 530, 536 (Folk and Popular Culture)

Internships in American Studies

What is an internship? An internship is a supervised apprenticeship for students. An intern, like an apprentice, is learning some of the skills required in a profession, as well as receiving experience in an institutional environment. An internship is unique in giving you the chance to gain work experience at the same time as you earn academic credits. It gives you independence and responsibilities outside the classroom. It may even let you get your foot in the door where you want to be employed.

What are some examples? Recently, our Penn State Harrisburg students have undertaken supervised projects at the Pennsylvania Historical and Museum Commission (PHMC), Hershey Story, PA State Archives, York History Center, York County Heritage Trust, the Landis Valley Museum, University of Pennsylvania Museum of Archeology & Anthropology, Gettysburg National Military Park/Eisenhower National Historic Site, Ephrata Cloister, and AACA Museum (Automobile Museum in Hershey). Students who are mobile have sought internships at the Smithsonian Institute and the National Archives in Washington, DC.

What would not qualify as an internship? An assignment where the experience is less than professional would not be acceptable as an internship. For example, you would not want to be working as a clerk, doing the same thing day after day and not learning any advanced skills. Neither should an intern be simply a tour guide, a docent, or a volunteer. Finally, if you are currently employed at an institution, you are not eligible for an internship at that same institution.

Are there eligibility requirements? There are not. However, we recommend that you have 18 credits completed, including AM ST 550 Seminar in Public Heritage, AM ST 482 Public Heritage, and/or AM ST 480 Museum Studies before taking on an internship.

How many credits can be earned? AM ST 495, American Studies Internship counts for 3 credits, but up to 6 may be permitted under special circumstances.

How much does an internship cost? The tuition rates for graduate internship credits are the same as those for other graduate course credits.

Can interns get paid? Occasionally, interns are paid a wage by the institutions where they work. Generally speaking, however, paid internships are rare.

How much time does an internship take? Because an internship is counted the same number of credits as a regular course, it is fair to say that an internship should take about the same amount of your time as a course would. Penn State calculates that in a typical course, a student spends about 3 hours per week in class and about twice that many hours outside class doing homework and research. In a semester, that would be about 45 hours in class and 90 hours outside class. Therefore, you should plan on spending about 135 hours, more or less, on your internship. That translates to about one eight-hour day per week during a semester, or about two and a half days per week during a six-week summer session. You and your site supervisor can arrange your

work schedule to suit your mutual convenience, so long as you total about 135 hours.

How is an internship set up? Typically, students already have a good idea where they want to do their internship, and even what they want to do, before they actually file their application. They have usually scouted a site and spoken with the person who supervises interns there. Students who have only a vague idea of where they want to work or what they want to do can get specific advice and referrals from the American Studies Program Chair. The Chair can show you examples of past internships. But it is not the Chair's responsibility to escort you to the site and set you up. Indeed, you need to show initiative and take responsibility in finding an internship, just as you will need to show those traits in actually working as an intern. You will need to establish a relationship with the Site Supervisor and work out a clear agreement on your duties and goals. The Program Chair is available for consultation anytime, and has to approve the details of the arrangement you have set up with the institution where you will intern.

How does a student register for an internship? First, make an appointment to see the American Studies Program Chair to discuss your plans and the internship requirements. Then fill out the application form, found on the American Studies webpage:

<https://harrisburg.psu.edu/humanities/american-studies/handbooks-guides-forms>

On the form, you should describe your proposed internship in sufficient detail, including the arrangements you have made with your host institution. You will need to have the signed approval of your Site Supervisor and the Program Chair. Finally, your approved application should be returned to the staff assistant, who will take care of registering you for the course.

How is an intern graded? The professor of record assigns you a grade at the end of the term in which your project is completed. The grade is based on the professor's inspection of a portfolio of materials you submit thoroughly documenting your internship accomplishments and on the professor's consultation with your Site Supervisor. The portfolio differs depending on the nature of the internship. However, it typically contains a daily journal that you have kept and copies of any documents you have created.

Is there anything else to know? You need to realize that, as an intern, you are representing Penn State and should behave accordingly. You need to abide by all the regulations that govern the institution and the site where you are interning. If the institution where you are interning wants you to sign any agreements in advance, you should bring these to us for legal review, as they may try to commit you or the university to inappropriate responsibilities. In sum, if any problems along these lines arise, or if you anticipate any problems, consult with your Site Supervisor and professor of record immediately.

Independent Studies and Readings Courses

Students take independent studies (AM ST 596) **with permission of an instructor and adviser** to work on a focused area of interest not covered in our normal course offerings. Independent studies are meant to be used in special circumstances, usually after you take several courses in the program and have a

focused project you are working toward. Students use the readings course (AM ST 579) to do extensive bibliographic work beyond the coverage of an existing course. Students submit a proposed reading list and syllabus along with a description of the study objectives. The course usually results in a detailed historiographical paper. The Independent Study (AM ST 596) normally demands a project involving original research. You can take up to 9 credits of independent studies and readings courses (three 3-credit courses). It should be an area in which a faculty member in American Studies has expertise so as to supervise the studies. The requirements of the independent study and readings courses should be equivalent to a regular course. Such courses should have at least 7-8 meetings with the supervisor, involve readings and scholarship, and result in an evaluated production. The form is available on the American Studies webpage:

<https://harrisburg.psu.edu/humanities/american-studies/handbooks-guides-forms>

Please note the following guidelines when filling out the form:

Schedule #: Don't fill this in. One will be assigned to you by the Records office.

Semester Classification: You are "GR" for Graduate Student.

Title and Description of Study: Give your work a brief title that expresses the focus of the study. The description can be one or two sentences that describe the content of the study.

Study Objectives: Describe what you want to get out of your study. For instance, you may cite familiarity with the literature; competency in statistical analysis; or skills in fieldwork.

Study Procedures: Describe the assignments in the study, such as preparation of questionnaire, bibliographic essay, or research paper of 20 pages. Describe contact with instructor, including meetings, e-mail, and/or pictel/phone conferencing.

Syllabus and Bibliography: Be sure to attach on separate sheets the readings you have planned and the outline of the study, or syllabus of your meetings with the instructor.

Number of Meetings: You should plan on at least 7-8 meetings, even if some are done by phone, Zoom, or Skype.

Grade-Point Average and Time Limit

A minimum grade-point average of 3.0 (on a 4.0 scale) for work done in the American Studies doctoral program at the University is required for doctoral candidacy, for admission to the comprehensive examination, the final oral examination, and for graduation.

A doctoral student is required to complete the program, including acceptance of the doctoral dissertation, within eight years from the date of successful completion of the candidacy examination. Extensions may be granted by the Director of Graduate Enrollment Services in appropriate circumstances.

Financial Aid

A limited number of scholarships, loans, and grants are available from the University. In many cases, employers have a tuition-reimbursement plan paying for partial or full tuition. To find available options from the University, contact the Financial Aid Office at 717-948-6307.

Graduate School Funding Programs

Full-time incoming doctoral students starting in the fall semester with a record of scholarly excellence

may qualify for a University Graduate Fellowship, Bunton-Waller Graduate Scholar Awards, and other programs. Interested students should contact the program chair, who is responsible for nominating students.

Capital College Funding Programs

Full-time incoming graduate students may qualify for a Capital College Assistantship and other programs. Students must be nominated for an assistantship by the program chair.

Transfer Credits

The university allows for up to nine credits for approved courses to be transferred from other accredited universities. To qualify for doctoral credit, such courses should be equivalent to our 500 and 600 level courses and related to American Studies. Such courses need to have been taken within five years of the petition of transfer and the student should have received a "B" or better in them. The staff assistant will provide you with information for applying for transfer credits. It is also possible for you to take courses that count toward your program from the University Park campus and other Big Ten universities. You will need approval for these courses from your adviser and the doctoral committee chair in addition to the program director. If you have taken credits as a non-degree student in the American Studies Program at Penn State Harrisburg or another Penn State campus, and become a degree student, you can transfer up to 15 credits with the approval of the program director.

Deferred Grades (DF)

Most instructors will advise you against taking deferred grades, but instances arise when you may need to hand in work after the deadline for the semester. Discuss the matter with your professor. If necessary, the instructor can enter your "DF" on the grade report without filling out any special forms. The deferral allows 25 weeks to complete your requirements for the course after the course ends. Keep in mind that you need to submit your work to the instructor well ahead of the deadline to give him or her time for evaluation. Be sure to work out your timetable with the instructor. If you miss the deadline, the grade automatically becomes a failing grade of "F." See policy: registrar.psu.edu/grades/deferred.cfm.

The Library

Built in 2000, the library is a three-story structure equipped for computer technology, special collections, group study rooms, and multi-media areas. Check the library website at libraries.psu.edu for details. Searching for information in the library is done with the CAT, Penn State's electronic catalogue which is available on the World Wide Web from remote sites (cat.libraries.psu.edu) in addition to monitors in the library. With software from Penn State, you can bring your computer laptop to the library and access the Internet with connections at study tables or a wireless connection. You can also access the library catalogue through smart phones with a PSU Mobile link (wireless.psu.edu). Books you want from another campus are easily obtained by clicking "I want it" on line. A number of powerful databases, including library catalogues from all over the world, are available on-line through Penn State, and are often restricted to Penn State students, staff, and faculty. Check with the guides at work stations or the reference librarian for details. Probably most useful to you will be the *Encyclopedia of American Studies*, now available on-line, *The Making of America*, and *America: History and Life* which contains records of articles on history, literature, folklore, and language. Full-text databases include JSTOR and PROJECT MUSE. These and other resources can be accessed using the Library's newly created American Studies Guide: cat.libraries.psu.edu

Of special interest to American Studies students is the Alice Marshall Collection of Women's History Materials, John Yetter Collection of Steelton Photographs, Mac Barrick Collection of Regional Speech and Beliefs, and Archives of Pennsylvania Folklore and Ethnography which are housed in Special Collections on the third floor of the library. Other resources are found at the Center for Pennsylvania Culture Studies in Church Hall and its materials are housed in special collections. The faculty members of the library are happy to help you use the facility and answer your reference questions. The faculty member responsible for American Studies students is **Heidi Abbey Moyer** (hna2@psu.edu). Library faculty members and staff have cooperated with our program to build an American Studies collection, so take advantage of what they offer.

The Computer Center

An important facility open to you is the Computer Center. Located in the basement of the Olmsted Building, the center has terminals on which you can call up word processing, spreadsheet programs, statistical databases, Penn State bulletin boards, electronic mail, and more. Printers are available to print out your work and scanners are available in C12. Penn State primarily uses PCs, but a MAC lab is also available. The facility can be useful for research as well as preparation of papers and theses. Information on Penn State Harrisburg's computer services can be found on the web at harrisburg.psu.edu/its. Computers are also available in other locations, including the library.

Media Commons

Students often have need of audio and video equipment for their research and presentations. The library is the distribution center for the campus's "media commons." Equipment that is available for loan includes video and audio recorders and laptops. Video and Photography studios are also available to students in the School of Humanities with appropriate training. Check with the manager of the studios for a tour of the facilities and information on their use. A recent addition is the "One Button Studio" in the library, rm 201C, of the library. It facilitates easy video recording without setups of lights and microphones. Please see: <http://mediacommons.psu.edu/locations/commonwealth/harrisburg/>

Student Activities and Facilities

We want you to enjoy your time in the program, so we want you to take advantage of the social and recreational opportunities at Penn State Harrisburg. **The Capital Union Building (CUB)** with its gym, pool, racquetball courts, aerobics area, weight lifting area, and student center are available free to you. See the Rec Office about obtaining a locker. The newest building on campus is the **Student Enrichment Center (SEC)** which contains an auditorium, bookstore, cafeteria, student government offices, Learning Center, and a spiritual center. **Stacks**, the food court, and **Biscotti's Coffee Shop** are on the first floor of the Olmsted Building. The **Office of Student Life (SEC 112)** is active in promoting a social and cultural atmosphere at Penn State Harrisburg. For a list of the organizations you can join, please see: harrisburg.psu.edu/campus-life-and-intercultural-affairs/clubs-and-organizations

Student Assistance and Financial Aid

The Financial Aid office in the Swatara Building will be glad to advise you about opportunities suited to your particular needs. Please see: <https://harrisburg.psu.edu/tuition-and-financial-aid>
If you're a military veteran, minority student, international student, or disabled student, the Student Assistance Center is also the place for advice about special programs for you. Deadlines for submission

of forms for financial aid usually come early in the spring semester. You will typically need to submit a Needs Analysis Form (Feb. 15) fafsa.ed.gov/ and Scholarship Application (March 15) harrisburg.psu.edu/financial-aid/scholarships.

Remember that work study programs, if you qualify, enable you to pick up money and experience working within an American Studies educational context. The Center and the School of Humanities have positions slated for work-study. Faculty members occasionally also have grant projects with money written in for student assistance. Let faculty members know if you are interested in working on projects.

Student Services

Penn State Harrisburg offers a variety of services to help make your time on campus fulfilling. See harrisburg.psu.edu/student-affairs for a full list of services, including residence life, disability services, student health services, international student support, adult learners, and career services. Student Affairs also runs workshops and seminars to help students reduce stress and improve their effectiveness. If it's a writing problem you want to work on, the Russell E. Horn Learning Center in SEC 201 administers a writing lab and tutoring services. Go here for information: <https://harrisburg.psu.edu/learning-center>

PSUAlert

PSUAlert is Penn State's emergency notification system for students, faculty and staff and we strongly recommend that you sign up for the service. The system will be used to alert members of Penn State's campus communities of emergencies, campus closings and other urgent information. Using the portal at psualert.psu.edu/psualert students, faculty and staff can choose to receive PSUAlert messages by text message, voice message and e-mail.

Pennsylvania Center for Folklore

The American Studies Program maintains a research center devoted to the study of Folklore. Its files and holdings are available to you for your research and its offices are located in Church Hall, rooms 205-207. The holdings contain a folklore archives, containing papers of students involving collections of Pennsylvania traditions and oral collections arranged by genre (proverbs, legends, etc.). The archive holdings are electronically indexed by location, occupation, subject, ethnic group, collector, and informant, among other fields. Other holdings include the Mac Barrick Collection at sites.psu.edu/folklib/ (strong in Pennsylvania beliefs and speech) and Pennsylvania Folklife Collection containing files on folk artists and projects from the Pennsylvania Council on the Arts and the Institute for Cultural Partnerships (see harrisburg.psu.edu/news/folk-arts-preserving-pennsylvanias-cultural-past). The John Yetter Collection has rare historic photographs of Steelton, Pennsylvania, which has been digitized for wider use (harrisburg.psu.edu/hum/paculture/photos.php). It has added oral history material on the civil rights movement in Harrisburg and on Holocaust survivors in the region. Check the center's website for more information: <https://sites.psu.edu/pafolklore/>

Center for Holocaust and Jewish Studies

The American Studies Program manages Penn State's only Center for Holocaust and Jewish Studies. It is located on the first floor of the Library and includes an art gallery, media and exhibit area, and seminar room. Professor **Neil Leifert** serves as its director and works with a steering committee of faculty and staff. The Center works to bring people from the Central Pennsylvania region and the university together in a common interest of remembering and teaching the Holocaust and Jewish Studies. The primary mission is: (1) provide educational opportunities for teachers and students on the Holocaust and Jewish Studies, and (2) organize activities in these areas reaching out to the community and public.

Besides being an inviting physical space providing research materials in print and other media in the Penn State Harrisburg Library, it is actively involved in outreach programming such as public performances of music, drama, and dance; screenings of films along with discussions by their makers; and lectures and book talks with nationally recognized writers and researchers on the Holocaust and Jewish Studies. It is a research and teaching space for faculty, community members, and students, and also a creative space where the public can visit to be informed and inspired by music, literature, and art.

Courses and special events devoted to the Holocaust and Jewish Studies have long been important offerings at Penn State Harrisburg, and the creation of the center in 2007 served to coordinate all these efforts in a single location. The college working in conjunction with the Holocaust Resource Center in the Jewish community of Greater Harrisburg, has oral history tapes and documents collected from survivors and liberators in the region. These materials are not duplicated in any other institutions or media, and provide a resource for researchers, community members, students, and faculty. A feature of the room is the availability of oral histories with local survivors and witnesses of the Holocaust. They are available on DVDs which can be played in computers in the room. For more information, see: harrisburg.psu.edu/chjs/

Eastern American Studies Association

The program is headquarters of the Eastern American Studies Association and sponsors an annual conference in different locations throughout the region. The meeting has been held in Harrisburg several times. Students can work on organization of the conference and are frequently presenters. The Association also coordinates the **Simon J. Bronner Award** for Best Paper by a Graduate Student, and the **Francis Ryan Award**, for the best paper presented by an undergraduate. For more information, contact John Haddad at jrh36@psu.edu or visit: harrisburg.psu.edu/eastern-american-studies-association

Awards

Every year, the program gives out three awards. The **Sue Samuelson Award** recognizes the year's best doctoral Dissertation, the **John Patterson Award** recognizes the year's best Masters Thesis, and the **George Wolf Award** goes annually to the top undergraduate student.

Continuous Registration, Extensions, and Resumption of Study

After you pass the comprehensive examination, you are expected to maintain what is called "continuous registration." That means that you register for some credits each semester (except for the summer) until you finish the program. Continuous registration is especially critical for international students whose visas depend on their maintaining full-time status as a student. International students should consult the international student adviser about requirements concerning the course credits they need in sequence (harrisburg.psu.edu/international-student-support-services). As mentioned earlier, students have eight years from the time they start to complete their program. For most, this is more than enough time. In a few instances, extenuating circumstances may force students to apply for extensions. Explain your justification for your extension to your adviser. The adviser on the approval of the program chair will prepare a memo for submission to the Office of Graduate Studies and await approval. If a long interval has passed between the time you last attended the program and the time you want to resume, you may be required to take additional courses in addition to completing the program requirements. For most students, this action isn't necessary. We will try to help you to get through the program smoothly and well within your time. A request for Resume Study/Change of Degree or Major must be completed online through LionPath if you plan to. Your request will be reviewed by Graduate Enrollment Services and forwarded to the program for an admission decision. For forms and information, please see:

<http://gradschool.psu.edu/prospective-students/how-to-apply/current-students/>

Ah, Graduation!

At a certain point, you and your committee chair will, after reviewing your progress, determine that you are nearly ready to defend your dissertation and graduate. At this point you should keep your attention fixed on the Graduate School's calendar for dissertation completion. Along with explaining necessary steps such as Format Review, this important website tells you exactly what the last date for defense is for any given semester. Keep in mind that it comes earlier than you might expect. For instance, in order to graduate in December of a given year, the dissertation defense must usually happen no later than the first week of October. Similarly, the defense must happen by the first week in February for most May graduations. The official calendar can be viewed here:

<http://gradschool.psu.edu/current-students/etd/thesisdissertationperformance-calendar/>

Once you determine that you are ready to graduate, you announce during an "activation period" your intention to graduate through LionPath. Please refer to the Penn State Harrisburg Schedule of Classes for the dates of the "activation period" (harrisburg.psu.edu/academic-calendar). Fill out the form for graduation carefully, since the wording on your diploma will be taken from the information you provide there. Graduation ceremonies occur during the fall and spring semesters, held in December and May respectively. If you graduate during the summer, you can participate in commencement at University Park or request that you walk in commencement during the December ceremony at Hershey. If you participate, make sure to order your gown and hood from the bookstore before the deadline, which usually is a month or more before graduation. Also make sure you identify yourself as a doctoral student, so you receive a doctoral "hood." The ceremony is held at the Giant Center in Hershey. As doctoral students, you're treated extra special at graduation, and we encourage you to participate. Your name is called for all to hear, the title of your dissertation is printed in the program, you walk up to the platform with your hood in hand, and the Dean, School Director, and program chair ritually place the hood over your head as well as congratulate you. It is a special moment.

Finally...

Enjoy your time with us, and let us know what we can do to make your program more enriching. Remember too that you are part of our family even after you finish the program, and we hope to involve you in our events and services. As alumni, you can still connect to Penn State through the Alumni Association (see <http://www.alumni.psu.edu/default.asp>), our listserv and social media, and campus activities. We also want to track our graduates and hear from you as well as send you information from time to time about what we're doing. So please send us any notices of changes in your address, career, or name to the office. Or just let us know what you're publishing, exhibiting, and generally doing. We would like to tell others about it through our community outlets. We may even call on your help to expand our program through our development, recruitment, and outreach efforts.

So welcome, enjoy, work hard. We look forward to exploring America with you.

APPENDIX I: GUIDELINES FOR CANDIDACY EXAM AND REVIEW

Description Of Requirements For Candidacy (Qualifying)

Students enrolled in the American Studies Ph.D. program will be required to pass a written candidacy (qualifying) examination after completion of required coursework (500, two 502 sections, and 591). It usually is scheduled for full-time students at the end of the first academic year (i.e., in early May). The exam can also be administered in early December of the fall semester to allow students to fulfill the requirement that the exam must be taken in a semester for which they are registered. The results of the exam will be considered in the doctoral candidacy review, which occurs shortly after the exam is taken. Students will not be advanced to doctoral candidacy until they have passed the candidacy/qualifying exam. The process of scheduling is initiated by the student's adviser who informs the program director after consultation with the student that the student is ready to take the candidacy examination. The request for scheduling a candidacy examination should occur at least four weeks prior to the date of the examination. *According to guidelines of the Graduate School, the candidacy exam "must be taken within three semesters (summer sessions do not count) of entry into the doctoral program.*

Purpose

The purpose of the exam is to demonstrate that core competencies in American Studies that have been acquired during the first year of the curriculum. These competencies include theories, approaches, scope, and methods of American Studies. Another purpose of the exam is to provide students with an opportunity to review and integrate the first-year material through an intense period of study in preparation for the exam.

Content

The exam will cover elements of the core curriculum in the following classes: AM ST 500, two sections of 502, and 591. The exam's purpose is to test comprehension of American Studies as a field and its theories, approaches, topics, and methods. Passing the exam allows the student to continue with course work in two subfields worked out with the candidate's doctoral committee. The exam will consist of three questions on material covered in AM ST 500, AM ST 502, and AM ST 591. Exam committee members should consult instructors of those courses for material covered.

Structure

The exam will last three hours and be prepared on a computer in a designated classroom at Penn State Harrisburg. Students receive three questions requiring answers in an essay form. The exam committee can consult faculty responsible for teaching relevant courses to provide questions for the student. Unless otherwise specified, essays should be at minimum 700 words each. Students are required to prepare their essays in a standard word processing format such as Word and submit the file in electronic form to the proctor or program chair. The program chair is responsible for distributing the essays to the exam committee and for receiving evaluations from the committee to report to the student.

Grading

The exam will be graded by the candidacy exam committee. Grades will be *pass* or *fail* and the results are reported to the Graduate School. Students who pass will be identified as Ph.D. candidates. The program chair

will not provide feedback to you for passing grades but your doctoral committee might discuss the results with you. Feedback will be provided for failing grades. Students who fail the initial exam will have an opportunity for a maximum of one retest, to occur on a date not exceeding 8 weeks after the first exam. Students failing the second exam will lose eligibility for continuing toward the Ph.D.

Doctoral Candidacy Review

Following the qualifying examination, the student meets with a doctoral committee formed particularly for him or her in consultation with the student's adviser, the program chair, or an American Studies faculty member. The committee typically consists of three American Studies graduate faculty members and one outside or "external" member. The Graduate School calls for at least one annual review of progress with Ph.D. candidates. The purpose of the doctoral candidacy review is to provide a formal evaluation of the student's potential for completing the Ph.D. degree. Another purpose is to develop a plan of study, project a date for taking the comprehensive exam, discuss dissertation research, and identify the two subfields taken by the student. Passing the doctoral candidacy review enables the student to continue in the Ph.D. program; it does not ensure that a degree will be granted. Specifically, Graduate School policies allow students to be terminated at any time because of lack of adequate progress as determined by the annual review.

Timing

Candidacy reviews are conducted after the student has completed at least 12 credits of graduate work, including required courses, toward the Ph.D. in the American Studies program. The candidacy review will normally be conducted in the fall or spring semester following the passing of the candidacy exam.

Content and Conduct of the Review

A Doctoral Committee appointed by the program director conducts the doctoral candidacy review. The review consists of the following elements:

1. Review of the Plan of Coursework. The committee may make recommendations regarding changes in the Plan of Coursework.
2. Review of performance in coursework. This includes a review of transcripts and may include a review of graded papers and other work completed in classes.
3. Evaluation of the student's teaching, assistantship or grant performance, if applicable.
4. Evaluation of potential for successfully completing the Ph.D. program requirements, including coursework, comprehensive examination, and the dissertation in a timely fashion.
6. The committee meets to discuss the student's portfolio and determine if the student is approved for admission to candidacy. The committee usually recommends a target date for taking the comprehensive examination and submission of the dissertation proposal.
7. The director of the Ph.D. program notifies the student and the primary advisor by letter of the outcome after the candidacy review. This letter becomes the formal notification to the Graduate School. In the event that the student fails the candidacy review, he or she has the right to appeal this decision as per the Graduate School's policies regarding termination from graduate programs (gradsch.psu.edu/). The doctoral committee may, but is not required to, allow the student to retake the candidacy review at a later date, but the student must pass the candidacy review no later than 18 months from the beginning of the degree program.

Procedures

The following is a checklist of procedures for the candidacy review:

1. The director of the Ph.D. program schedules a Doctoral Candidacy Review meeting of the doctoral committee early in the fall and spring semesters.
2. The student submits to the doctoral committee chair prior to the meeting a portfolio including the following: Plan of Coursework, unofficial copy of Penn State transcript, assistantship performance evaluations, statements of career goals and dissertation progress, and Plan of Coursework materials. For forms, please see: <https://harrisburg.psu.edu/humanities/american-studies/handbooks-guides-forms>
3. If the doctoral committee chair finds that the portfolio meets the requirements of the program review, he or she makes the portfolio available to the other members of the doctoral Committee.
4. The doctoral candidacy review is held.
5. The doctoral committee chair documents the outcome of the review in a letter following the review meeting to the program director. The letter is kept in the student's file.

Sample Candidacy Exam Questions

Below you will find some sample questions for the Candidacy Exam. Keep in mind that these questions emerged out of iterations of AM ST 500, 502, and 591 that might be different from versions you took. When you take the exam, you will meet with essay questions that are appropriate for the versions of these classes that you took. So if you do not know how to answer the questions below, do not be alarmed! We include them so that you can obtain a sense as to the type of question that gets asked.

1. AM ST 500. Historians of the American Studies movement often trace a self-consciousness about a distinctive American Studies theory to Perry Miller's selection of Samuel Danforth's election-day speech "Errand into Wilderness" (1670) as a pivotal cultural-historical document in the development of an American national identity and Miller's subsequent symbolist interpretation and identification in 1953 of the uniquely American expressive form, the "jeremiad." Explain the "American Studies" approach that Miller made by describing Miller's justification for choosing this speech as a pivotal American document, his interpretation of its significance to American cultural development, and the concept of the jeremiad. Then discuss two critiques by scholars of his approach to "Errand into Wilderness" and the implications of these critiques for a "new" American Studies.

2. AM ST 502. To take a "problems-based" scholarly approach presupposes a critical edge to a scholar's work. With a massive yet persistently contextual subject such as "Nature," what are the ways in which a problems-based approach can lend focus to a scholar's work? For this question you should pick FOUR texts that deal with Nature from such a position and explain how each scholar/author addresses their topic -- and Nature as a whole -- from a critical perspective.

3. AM ST 591. The choices a scholar makes prior to writing a text always have much to do with what a book communicates, and how a book conveys it. These choices might include authorial questions to be posed/answered, sources to be used, writing style to be employed, and so on. For this question, pick THREE American Studies texts. Identify and answer some of the questions each author grappled with at the outset of their scholarly endeavor and explain how these choices influenced the resulting text.

APPENDIX II: GUIDELINES FOR THE COMPREHENSIVE EXAM

The third important milestone in the Ph.D. program is the doctoral comprehensive examination. The doctoral comprehensive examination serves to assess the student's mastery of the following: (1) knowledge of American Studies theory and method and (2) knowledge of two subfields. A candidate for the Ph.D. must have successfully passed the candidacy/qualifying examination and satisfied English and technical competence requirements associated with that examination before taking the comprehensive examination. The comprehensive examination must be taken in a semester in which the student is registered. It should follow the completion of course work as determined by the doctoral committee in the plan of study and annual reviews. The doctoral committee will work with the student on a reading list in the major field and subfields.

Procedures

In order to begin the comprehensive examination process, the student must meet the following requirements: (1) be a Ph.D. candidate (i.e. have successfully passed the Ph.D. candidacy examination); (2) have a minimum grade-point average of 3.00 and have no deferred or missing grades; and, (3) be registered in the semester scheduled for the exam. In addition, the student must have met formally with his or her doctoral committee and submitted reading lists of texts – secondary and primary – in consultation with the doctoral committee. There will be a separate reading list for each of the three fields (American Studies theory and method and two subfields), so three lists in total. Each reading list will be composed of a *minimum* of 30-35 titles. These three lists serve as the basis for the exam. The individualized exam is administered by the student's doctoral committee and is normally administered near or shortly after the end of the student's second year. The doctoral committee determines the content of the exam. The chair of the doctoral committee submits a form to the Graduate School to schedule the examination.

The student and his or her doctoral committee should select a date for the comprehensive examination at least one month in advance. The schedule should include the dates for the written examination and for the oral defense of the responses which usually occurs about two weeks after the written portion. Clarifications about content, format, and expectations for the examination should be discussed at the time of selecting a date for the examination. The doctoral committee chair is responsible for organizing questions in consultation with other members of the committee. The questions should be based upon reading lists for each subfield and the major field (American Studies Theory and Method). Final approval for the lists is the responsibility of the doctoral committee chair in consultation with committee members and the doctoral candidate. The doctoral committee chair must notify the American Studies staff assistant and the Ph.D. Program director of the examination date, including both the dates for the written examination and the date for the oral defense of the written responses.

The format of the exam is to provide the student with six questions requiring answers in essay form. The student can complete the exam off-campus (such as his/her home). Each essay answer should contain a minimum of 1000 words. The student will have two questions in each area to be covered (theory and method, subfield 1, and subfield 2). The essays should be prepared in standard word processing such as Word. The candidate is required to return the essays back to the chair (usually by email) within 96 hours. The committee chair distributes the student's exam to the other members of the committee.

At least three members of the doctoral committee (including the thesis adviser or chair) must be physically present at the oral defense of the comprehensive examination. The candidate must also be physically present at the exam. No more than one member may participate via telephone or computer communication; a second member could participate by video conference such as PicTel or Skype. Special arrangements, i.e., requirements for meeting participation via distance, should be communicated to the student and the doctoral committee members well in advance of the examination.

Grading of the examination is entered by each member of the doctoral committee. Grading follows the standard categories provided by the Graduate School: Pass without reservation, Pass with Reservations (to be defined by the committee), Fail with option to retake the examination once at a date no later than one semester following the first examination, Fail without option for reexamination. A favorable vote of at least two-thirds of the members of the committee is required for passing. The results of the examination are reported to the Program Chair and the Office of Graduate Enrollment Services. If the committee allows the student to be reexamined, the committee will determine the timing of the re-examination and may require additional coursework or other remediation before the reexamination occurs.

When more than six years has elapsed between the passing of the comprehensive examination and the completion of the program, the student is required to pass a second comprehensive examination before the final oral examination of the dissertation will be scheduled.

Sample Reading Lists For Comprehensive Exam

American Studies (Theory and Method)

Bronner, Simon J. *Following Tradition: Folklore in the Discourse of American Culture*. Logan Utah: Utah State University Press, 1998.

Cronin, William. *Nature's Metropolis: Chicago and the Great West*. New York: W.W. Norton & Company, 1991.

Cullen, Jim. *The American Dream: A Short History of an Idea that Shaped a Nation*. Oxford: Oxford University Press, 2003.

Douglas, Ann. *The Feminization of American Culture*. New York: Farrar, Straus, Giroux, 1977.

Dundes, Alan. *Meaning of Folklore: The Analytical Essays of Alan Dundes*. Simon J Bronner, ed. Logan, Utah: Utah State University Press, 2007.

Fisher, Philip, ed. *The New American Studies: Essays from Representations*. Berkley: University of California Press, 1991.

Fishkin, Shelley Fisher. *Lighting Out for the Territory: Reflections on Mark Twain and American Culture*. Oxford: Oxford University Press, 1996.

Hughes, Kathryn. *The Short Life and Long Times of Mrs. Beeton: The First Domestic Goddess*. New York: Knopf, 2006

- Maddox, Lucy, ed. *Locating American Studies: The Evolution of A Discipline*. Baltimore: Johns Hopkins University Press, 1999.
- Marling, Karal Ann. *As Seen On TV: The Visual Culture of Everyday Life in the 1950s*. Cambridge: Harvard University Press, 1996.
- Marx, Leo. *The Machine in the Garden: Technology and the Pastoral Ideal in America*. Oxford: Oxford University Press, 1964.
- May, Elaine Tyler. *Homeward Bound: American Families in the Cold War Era*. Revised and Updated Edition. New York: Basic Books, 2008
- McCurdy, David W., James P. Spradley, and Dianna J. Shandy, eds. *The Cultural Experience: Ethnography in a Complex Society*. Second Edition. Long Grove, Illinois: Waveland Press, Inc., 2005.
- Nash, Roderick. *Wilderness and the American Mind*. 4th Edition. New Haven: Yale University Press, 2001.
- Pease, Donald E. and Robyn Wiegman, eds. *The Futures of American Studies*. Durham: Duke University Press, 2002.
- Potter, David Morris. *People of Plenty: Economic Abundance and the American Character*. Chicago: University of Chicago Press, 1958.
- Radway, Janice. *Reading the Romance: Women, Patriarchy, and Popular Literature*. Chapel Hill: University of North Carolina Press, 1991.
- Rowe, John Carlos. *The New American Studies*. Minneapolis: University of Minnesota Press, 2002.
- Rugh, Susan Session. *Are We There Yet?: The Golden Age of American Vacations*. Lawrence, Kansas: University Press of Kansas, 2008.
- Santino, Jack. *All Around the Year: Holidays and Celebrations in American Life*. Champaign: University of Illinois Press, 1995.
- Smith, Henry Nash. *Virgin Land: The American West as Symbol and Myth*. Cambridge, MA: Harvard University Press, 1950.
- Spradley, James and Brenda Mann. *The Cocktail Waitress: Women's Work in a Man's World*. Long Grove, Illinois: Waveland Press, 2008.
- Stewart, Edward C and Milton Bennett. *American Cultural Patterns: A Cross-Cultural Perspective*. Second Edition. Yarmouth, Maine: Intercultural Press, 2005.
- Tate, Cecil. *The Search for a Method in American Studies*. Minneapolis: University of Minnesota Press, 1973.
- Ulrich, Laurel Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*. New York: Virgin Books, A Division of Random House, Inc., 1990.

Subfield: Folk and Popular Culture (Foodways Emphasis)

Anderson, E. N. *Everyone Eats: Understanding Food and Culture*. New York: New York University Press, 2005.

Avakian, Arlene Voski and Barbara Haber. *From Betty Crocker to Feminist Food Studies: Critical Perspectives on Women and Food*. Amherst: University of Massachusetts Press, 2005.

Beahrs, Andrew. *Twain's Feast: Searching for America's Lost Foods in the Footsteps of Samuel Clemens*. New York: The Penguin Press, 2010.

Belasco, Warren and Philip Scranton, eds. *Food Nations: Selling Taste in Consumer Societies*. New York: Routledge, 2002.

Bower, Anne L. *Recipes for Reading: Community Cookbooks, Stories, Histories*. Amherst: University of Massachusetts Press, 1997.

Bronner, Simon J. *Grasping Things: Folk Material Culture and Mass Society in America*. Lexington, Kentucky: University of Kentucky Press, 2004

Brown, Linda Keller and Kay Mussell. *Ethnic and Regional Foodways in the United States: The Performance of Group Identity*. Knoxville: University of Tennessee Press, 1984.

Brunvand, Jan Harold. *The Study of American Folklore*. Fourth edition. New York: W.W. Norton & Company, 1998.

Camp, Charles. *American Foodways: What, When, Why, and How We Eat in America*. Little Rock, Arkansas: August House, Inc., 1989.

Counihan, Carole, ed. *Food in the USA: A Reader*. New York: Routledge, 2002.

Ferris, Marcie Cohen. *Matzoh Ball Gumbo: Culinary Tales of the Jewish South*. Chapel Hill: University of North Carolina Press, 2005.

Floyd, Janet and Laurel Forster. *The Recipe Reader: Narratives, Contexts, Traditions*. Burlington, VT: Ashgate Publishing Company, 2003.

Glassie, Henry. *Pattern in the Material Folk Culture of the Eastern United States*. Philadelphia: University of Pennsylvania Press, 1968.

Gdula, Steven. *The Warmest Room in the House: How the Kitchen Became the Heart of the Twentieth Century Home*. New York: Bloomsbury, 2008.

Haber, Barbara. *From Hardtack to Homefries: An Uncommon History of American Cooks and Meals*. New York: The Free Press, 2002.

- Humphrey, Theodore C. and Lin T. Humphrey, eds. *"We Gather Together": Food and Festival in American Life*. Ann Arbor: UMI Research Press, 1988.
- Inness, Sherrie A. *Cooking Lessons: The Politics of Gender and Food*. Lanham, Maryland: Rowman and Littlefield Publishers, Inc., 2001.
- . *Dinner Roles: American Women and Culinary Culture*. Iowa City: Univ. of Iowa Press, 2001.
- , ed. *Kitchen Culture in America: Popular Representations of Food, Gender, and Race*. Philadelphia: University of Pennsylvania Press, 2001.
- Kurlansky, Mark. *Cod: A Biography of the Fish that Changed the World*. New York: Penguin Books, 1997.
- LeBesco, Kathleen and Peter Naccarato, eds. *Edible Ideologies: Representing Food and Meaning*. Albany: State University Press of New York, 2008.
- Lee, Jennifer 8. *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food*. New York: Twelve, Hatchette Book Group, USA, 2008.
- Marks, Susan. *Finding Betty Crocker: The Secret Life of America's First Lady of Food*. New York: Simon & Schuster, 2005.
- McFeely, Mary Drake. *Can She Bake a Cherry Pie: American Women and the Kitchen in the Twentieth Century*. Amherst: University of Massachusetts Press, 2000.
- Meyers, Miriam. *A Bite Off Mama's Plate: Mothers' and Daughters' Connections Through Food*. Westport, Connecticut: Bergin and Garvey, 2001.
- Neuhaus, Jessamyn. *Manly Meals and Mom's Home Cooking: Cookbooks and Gender in Modern America*. Baltimore: The Johns Hopkins University Press, 2003.
- Neustadt, Kathy. *Clambake: A History & Celebration of An American Tradition*. Amherst: The University of Massachusetts Press, 1992.
- Oring, Elliott, ed. *Folk Groups and Folklore Genres: An Introduction*. Logan, Utah: Utah University Press, 1986.
- Shapiro, Laura. *Perfection Salad: Women and Cooking at the Turn of the Century*. New York: Farrar, Straus and Giroux, 1986.
- . *Something from the Oven: Reinventing Dinner in 1950s America*. New York: Penguin Books, 2004. Print.
- Short, Frances. *Kitchen Secrets: The Meaning of Cooking in Everyday Life*. Oxford: Berg, 2006.
- Shortridge, Barbara G. and James R. Shortridge. *The Taste of American Place: A Reader on Regional and Ethnic Foods*. Lanham, Maryland: Rowman & Littlefield Publishers, 1998.
- Sutton, David E. *Remembrance of Repasts: An Anthropology of Food and Memory*. Oxford: Berg, 2001.

Theophano, Janet. *Eat My Words: Reading Women's Lives Through the Cookbooks They Wrote*. New York: Palgrave, 2002. Print.

Thursby, Jacqueline S. *Foodways and Folklore: A Handbook*. Westport, CT: Greenwood Press, 2008.

Subfield: Public Heritage and Museum Studies

Adema, Pauline. *Garlic Capital of the World: Gilroy, Garlic, and the Making of a Festive Foodscape*. Jackson, Mississippi: University Press of Mississippi, 2009.

Barthel, Diane. *Historic Preservation: Collective Memory and Historic Identity*. New Brunswick, NJ: Rutgers University Press, 1996.

Benson, Susan Porter, Roy Rosenzweig and Stephen Brier, eds. *Presenting the Past: Essays on History and the Public*. Philadelphia: Temple University Press, 1986

Cantwell, Robert. *Ethnomimesis: Folklife and the Representation of Culture*. Chapel Hill: University of North Carolina Press, 1993.

DeRosa, Robin. *The Making of Salem: The Witch Trials in History, Fiction, and Tourism*. Jefferson, North Carolina: McFarland, 2009.

Desjardin, Thomas A. *These Honored Dead: How the Story of Gettysburg Shaped American Memory*. Cambridge, MA: De Capo Press, A Member of the Perseus Books Group, 2003.

Edwards, Elizabeth, Chris Gosden, and Ruth Phillips, eds. *Sensible Objects: Colonialism, Museums, and Material Culture*. Oxford: Berg, 2006.

Falk, John H. *Identity and the Museum Visitor Experience*. Walnut Creek, California: Left Coast Press, 2009.

Gardner, James B. and Peter S. LaPaglia. *Public History: Essays from the Field*. Revised Edition. Malabar, Florida: Krieger Publishing, 2004

Glassberg, David. *Sense of History: The Place of the Past in American Life*. Amherst, MA: University of Massachusetts Press, 2001.

Gordon, Tammy S. *Private History in Public: Exhibition and the Settings of Everyday Life*. Lanham, Maryland: AltaMira Press, 2010.

Graves, James Bau. *Cultural Democracy: The Arts, Community, and the Public Purpose*. Urbana: University of Illinois Press, 2005.

Harris, Neal. *Cultural Excursion: Marketing Appetites and Cultural Tastes in Modern America*. Chicago: University of Chicago Press, 1990.

- Hufford, Mary, ed. *Conserving Culture: A New Discourse on Heritage*. Urbana: University of Illinois Press, 1994.
- Kirschenblatt-Gimblett, Barbara. *Destination Culture: Tourism, Museums, and Heritage*. Berkeley: University of California Press, 1998.
- Kouwenhoven, John A. *The Beer Can by the Highway: Essays on What's American About America*. Baltimore: Johns Hopkins University Press, 1961.
- Kurin, Richard. *Reflections of a Culture Broker: A View from the Smithsonian*. Washington, D.C.: Smithsonian Institution, 1997.
- Kyvig, David E. and Myron Marty, eds. *Nearby History: Exploring the Past Around You*. 2nd Edition. Lanham, Maryland: Altamira Press, 2000.
- Long, Lucy M, ed. *Culinary Tourism*. Lexington, Kentucky: University Press of Kentucky, 2004.
- Lowenthal, David. *The Past is a Foreign Country*. Cambridge: Cambridge University Press, 1985.
- Rosenzweig, Roy and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 1998.
- Stanton, Cathy. *The Lowell Experiment: Public History in a Postindustrial City*. Amherst: University of Massachusetts Press, 2006.
- Susman, Walter. *Culture as History: The Transformation of American Society in the Twentieth Century*. Second Edition. Washington, DC: Smithsonian Institution, 2003.
- Wallace, Michael. *Mickey Mouse History: And Other Essays on American Memory*. Philadelphia: Temple University Press, 1996.
- Whisnant, David E. *All That Is Native And Fine: The Politics of Culture in an American Region*. Twenty-Fifth Anniversary Edition. Chapel Hill: The University of North Carolina Press, 2009.

Subfield: Gender Studies

- Beard, Mary. *Women & Power: A Manifesto*. Liveright, 2017.
- Bederman, Gail. *Manliness & Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. Chicago: University of Chicago Press, 1995.
- Bennett, Jessica. *Feminist Fight Club: An Office Survival Manual for a Sexist Workplace*. Harper Wave, 2016.
- Block, Sharon, Ruth M. Alexander, and Mary Beth Norton, eds. *Major Problems in American Women's History: Documents and Essays*. 5th edition. Stamford, CT: Cengage, 2014.
- Brian, Kathleen M., and James W. Trent Jr., editors. *Phallacies: Historical Intersections of Disability and Masculinity*. Oxford University Press, 2017.

Connell, Raewyn W. and Rebecca Pearse, *Gender: In World Perspective*. 3rd ed. Cambridge: Polity Press, 2015.

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Subfield: American Literature and Intellectual History

Hector St. John Crevecoeur, *Letters from an American Farmer*

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John Winthrop, "Modell of Christian Charity"

Jonathan Edwards, "Freedom of the Will" & "Simmers in the Hand of an Angry God"

Benjamin Franklin, *The Autobiography*

Anti-Federalist Papers & Federalist Papers

Thomas Paine, *Common Sense*

Thomas Jefferson, *Notes on the State of Virginia*

James Fenimore Cooper, *The Pioneers*

Washington Irving, "The Legend of Sleepy Hollow"

Alexis De Toqueville, *Democracy in America* (find abridged copy)

Frederick Douglass, *Narrative of the Life of a Slave*

Harriet Jacobs, *Incidents in the Life of a Slave Girl*

H.B. Stowe, *Uncle Tom's Cabin*

Nathaniel Hawthorne, *Selected Stories*

E.A. Poe, *Selected Stories and Poems*

P.T. Barnum, *Struggles and Triumphs*

Whitman, *Leaves of Grass* (1855)

Herman Melville, *Moby-Dick*

Emerson, "Self-Reliance" & "American Scholar"

Thoreau, *Walden* & "Civil Disobedience"

Matthew Brady, *Collection of Civil War Photographs*

Horatio Alger, *Ragged Dick*

Louise May Alcott, *Little Women*

Edward Bellamy, *Looking Backward 2000-1887*

Jacob Riis, *How the Other Half Lives*

Jane Addams, *Twenty Years at Hull-House*

Theodore Dreiser, *Sister Carrie*

Booker T. Washington, *Up From Slavery*

W.E.B. DuBois, *Souls of Black Folk*

Henry James, *Portrait of a Lady*

Edith Wharton, *Age of Innocence*
William James, *Pragmatism*
John Dewey, *The School and Society*
Edgar Rice Burroughs, *Tarzan*
Carolyn Keene, *The Secret of the Old Clock*
Ernest Hemingway, *The Sun also Rises*
F.S. Fitzgerald, *The Great Gatsby*
Alain Locke, *The New Negro*
Margaret Mead, *Coming of Age in Samoa*
Roy Stryker, *In this Proud Land*
Federal Writer's Project of WPA, *These are Our Lives*
Thomas Bell, *Out of this Furnace*
William Faulkner, *Absalom! Absalom!*
John Steinbeck, *Grapes of Wrath*
Zora Neale Hurston, *Their Eyes Were Watching God*
Karen Horney, *The Neurotic Personality of Our Time*
Reinhold Niebuhr, *Moral Man and Immoral Society*
Richard Wright, *Native Son*
Ralph Ellison, *Invisible Man*
Jade Snow Wong, *Fifth Chinese Daughter*
Dr. Seuss, *Your Favorite Seuss: A Baker's Dozen by the One and Only Dr. Seuss*
C. Wright Mills, *The Power Elite*
Lorraine Hansberry, *A Raisin in the Sun*
David Riesman, *The Lonely Crowd*
Erik Erikson, *Childhood and Society*
Toni Morrison, *Song of Solomon*
Maxine Hong Kingston, *China Men*
Tom Wolfe, *The New Journalism*
Michael Herr, *Dispatches*
Jane Jacobs, *Death and Life of American Cities*
Mario Puzo, *The Godfather*
Alex Haley, *Autobiography of Malcolm X or Roots*
Michael Harrington, *The Other America*
John Kenneth Galbraith, *The Affluent Society*
Claude Brown, *Manchild in the Promised Land*
Nicholas Lemann, *The Promised Land*
Tom Wolfe, *Bonfire of the Vanities*

Sample Comprehensive Exam Questions for Theory and Method

1. Several titles on your reading list carry the label of the "new" American Studies, suggesting a break from the foundational ideas of Perry Miller, Vernon Parrington, Henry Nash Smith, Leo Marx, and Richard Dorson. Others claim that the "holistic" enterprise of American Studies at its founding still resonates, although it has evolved. In an essay, determine whether the "new" American Studies has a unified set of concepts and approaches and compare your findings with the widely acknowledged foundational ideas of American Studies. Discuss whether the old and new American Studies are incompatible or can be integrated.

2. A tension in American Studies theory is between the priority of urban and agrarian and frontier expansion in American cultural and political (democratic) development. Discuss the different urban and agrarian perspectives on this development, taking into account the theories and evidence presented by Daniel Boorstin, Alan Trachtenberg, Jackson Lears, Roderick Nash, and Richard Slotkin.

APPENDIX III: DISSERTATION PROPOSAL AND FINAL EXAMINATION

Dissertation Proposal Procedures

Students will write a dissertation proposal in consultation with the doctoral committee chair. The proposal can be submitted to the doctoral committee prior to the oral defense of the comprehensive examination. The proposal should include:

1. Title and Summary of the project in at least 500 words. The summary should include the main question(s) posed in the work, the evidence presented, and the thesis or argument of the work.
2. Description of the methodology, theory, and research procedures, including relevance of human subject protection and responsible conduct of research guidelines from the Office of Research Protection, if appropriate. This description should mention the connection of the work to course preparation in subfields and other research experience. Students should also explain A) how they will gather material (archival research? ethnographic fieldwork?) and B) how they will convert what they gather into knowledge (write a narrative history or apply a theoretical perspective).
3. Outline of chapters with descriptions of content. Compose a short paragraph for each chapter. This section is key in helping committee members imagine the project.
4. Description of the significance of the work, including contribution to American Studies scholarship and theory, relevance to other scholarship on the subject, and originality of the work.
5. Proposed timetable and funding, if appropriate.
6. Bibliography that includes important primary and secondary works

The committee might also ask for a writing sample such as the introduction and a research chapter.

If the doctoral committee agrees that the proposal is potentially acceptable, then the chair of the committee will arrange a proposal hearing with the candidate and the doctoral committee. The chair will inform the doctoral program chair of the hearing and a notation will be made in the candidate's file. The hearing can be combined with the oral defense of the comprehensive examination.

At the proposal hearing, the candidate will discuss the presentation with the doctoral committee and the committee will deliberate on the following options: (1) return the proposal for revision and resubmission, (2) allow the student to continue with preparation of the dissertation and make recommendations to the student on his or her research and/or writing. The results of the meeting are conveyed to the program chair; the doctoral committee chair submits a written summary of the hearing to the student and places it into the student's file.

Doctoral Final Oral Examination

The final step toward the Ph.D. degree is an oral examination administered and evaluated by the student's doctoral committee. The examination can only be held if all the committee members have agreed previously that the candidate's dissertation is ready to be presented and formally evaluated. The chair is responsible for consulting with members and the candidate on the examination date and making reservation of a space conducive to a formal examination with an audience. ***The final oral examination consists of an oral presentation of approximately 20 minutes and defense of the doctoral dissertation by the student followed by a period of questions and responses (usually an hour in length).*** The questions will relate largely to the dissertation but may cover the student's entire program of study, since one of the purposes of the examination is to assess the general scholarly attainments of the student. The portion of the examination in which the dissertation is presented is open to the public. As a public event, the oral examination takes on a formal atmosphere and candidates and committee members should give it respect due to a dignified academic proceeding. Therefore the candidate may be expected to be dressed in business attire and be asked to sit formally at a designated table facing his or her examiners. The chair opens the proceedings and may make introductory remarks about the candidate and review procedures for the audience.

All committee members should receive the dissertation at least three weeks prior to the final oral examination. The doctoral committee chair will supervise the examination, and involve each committee member in the questioning. If a committee member is unable to attend the final oral defense, the member may sign as a special signatory. A revised committee appointment form will need to be sent by the doctoral committee chair to the Office of Graduate Enrollment Services, 114 Kern Building, removing the faculty member as a regular committee member and moving the member to a special signatory. If there are then not enough members serving on the committee (i.e., four or more active members of the Graduate Faculty) another Penn State faculty member will need to replace that member to constitute a legitimate doctoral committee. (Substitutes are not permitted.) These changes and approvals shall occur before the actual examination takes place. The program director will notify the Office of Graduate Enrollment Services when the candidate is ready to have the final oral examination scheduled and will report the results of these examinations to that office.

The dissertation adviser, as well as the chair of the doctoral committee (if not the same individual as the dissertation adviser), along with additional members of the committee to total a minimum of three (3), must be physically present at the final oral examination. The candidate must also be physically present at the exam (Thus for a five-person committee, two could participate via distance.). No more than one member may participate via telephone; a second member could participate via PicTel. The examination request and a request for exceptions must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the exam. Special arrangements, i.e., requirements for meeting participation via distance, should be communicated to the student and the doctoral committee members well in advance of the examination.

Each member of the committee enters an evaluation of the candidate's dissertation, following categories determined by the Graduate School of superior, above average, average, below average, and failure. Evaluations of below average and above constitute passing grades. A favorable vote of at least two-thirds of the members of the committee is required for passing the final oral examination. If a candidate fails the examination, it is the responsibility of the doctoral committee to determine whether another examination may be taken.

The committee examines the dissertation, administers the final oral examination, assigns evaluations of the

candidate's performance, and signs the approval page of the dissertation. At least two-thirds of the committee must approve the dissertation.

Scheduling

The Graduate School requires that students be registered full-time or part-time for the semester in which the final oral examination is taken. Normally, the Graduate School does not allow the final oral examination to be scheduled until at least three months have passed since the comprehensive examination. The Dean of the Graduate School may grant a waiver in appropriate cases.

The final oral examination is scheduled by the director of the Ph.D. program through the Graduate School on the joint recommendation of the committee and the student. Two weeks' notice is required by the Graduate School. The deadline for holding the examination is ten weeks before commencement.

Dissertation Draft

The student's dissertation must be in its penultimate draft form before a final oral examination will be scheduled. Both the content and style should be correct and polished by the time this draft is submitted to the doctoral committee. It is the responsibility of the student to provide a copy of the thesis to each member of the doctoral committee at least one month before the date of the scheduled examination. The candidate also needs to have the dissertation checked for format by the University Thesis Office. See gradschool.psu.edu/current-students/etd/submitdissertation/

Evaluation

Final oral examinations are graded on a five-point scale of superior, above average, average, below average, and failure. A favorable vote of at least two-thirds of the members of the doctoral committee is required for passing. Even with a "pass" decision for the final oral examination, the student may be required to make revisions in the thesis or conduct additional analyses. If a student fails the examination, the doctoral committee has the responsibility to determine whether another examination will be granted.

APPENDIX IV: DOCTORAL PROGRAM PLAN OF COURSEWORK

Name of Student: _____
Advisor: _____

INSTRUCTIONS: Indicate semester (e.g. FA '12) when the student plans to take courses that he or she has not yet completed. Indicate semester and grade for courses completed. For transfer credits, note "TC" in the semester column and provide further information in the appropriate section (student may attach additional documentation).

Students must update this form each spring until all courses are completed.

CORE REQUIREMENTS (12 credits) Indicate when the course was completed, instructor, and grade for the course.

- ☐ AM ST 500 _____
- ☐ AM ST 502 _____
- ☐ AM ST 502 _____
- ☐ AM ST 591: _____

SUBFIELD 1 : (title)_____

Coursework:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SUBFIELD 2: (title)_____

Coursework:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ADDITIONAL COURSEWORK: The student should indicate here any additional coursework he or she expects to complete during his or her graduate education. This might include AM ST 602 (Supervised Teaching) if an assistant, technical courses, or certificate program courses.

Coursework

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TRANSFER CREDITS: Indicate university, course number, title, semester and grade. Supporting documentation (transcripts, approval of allowance) should be present in the student’s file.

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

APPENDIX V: DOCTORAL STUDENT ANNUAL PROGRESS EVALUATION FORM

American Studies Program

Date:

Student's Name: _____

Adviser: _____

Doctoral Committee Chair _____

Student's Subfields:

Section A: Evaluation of student's progress (advisor completes this section)

	Coursework	Diss. Research	Assistantship
Unsatisfactory			
Satisfactory			
Superior			
Inadequate			
Opportunity to Observe			
Not Applicable			

1. Has the student made adequate progress in the past year? ☐ Yes ☐ No

If your answer is "No," please explain why and suggest a course of action.

2. Has the student completed a Statement of Research and Career Goals? ☐ Yes ☐ No

If your answer is "Yes," please comment on its feasibility.

3. Describe any key areas where the student should focus his or her attention over the coming year.

Section B: Questions for Ph.D. student

☐ Have you passed candidacy review? ☐ Yes ☐ No If yes, please list completion date _____

☐ Do you have an official Ph.D. Committee? ☐ Yes ☐ No

If you have a Ph.D. Committee, please list the members' names below:

☐ Have you passed the comprehensive exam? ☐ Yes ☐ No If yes, please list completion date _____

Section D: Attachments

Student should complete and attach the following documents:

1. Graduate Degree Plan of Coursework (form attached)
2. Unofficial copy of PSU Transcript (available through eLion)
3. Statement of Research and Career Goals

I understand my evaluation and have read and discussed its content with my advisor.

Student's Signature

Date

I have reviewed the Graduate Student Annual Progress Evaluation and discussed the contents with the student.

Advisor's Signature

Date

SECTION E: /Ph.D. Committee

1. The Ph.D. Committee reviewed the student's progress evaluation form on _____ (insert date) and made the following findings and recommendations:

Ph.D. Committee Chair's Signature

Date

APPENDIX VI: STATEMENT OF RESEARCH AND CAREER GOALS

American Studies Program

Name of Student: _____

INSTRUCTIONS:

1. Describe in detail (maximum of three pages, single-spaced) your research and dissertation plans, including the following elements:

- ☐ Timeline for completion of research
- ☐ Dissertation supervisor and committee members (if committee is appointed)
- ☐ Methodology, theory, and evidence of research project; if involving human subjects, describe satisfaction of IRB guidelines with reference to application for IRB approval
- ☐ Plans to apply for external funding available to graduate students (e.g., Foundations, Scholar in Residence Programs)
- ☐ Targeted outlets (e.g. academic journals, media, or books) for disseminating research findings and contribution to American Studies.

2. Briefly describe (maximum of one page, single-spaced) your career goals, including the type of position you are planning to seek after graduation and the area of research you plan to emphasize.

3. Attach all pages to this form.

I have completed my Statement of Research and Career Goals and shared the information with my advisor.

Student's Signature

Date

Revised 8-2018

AMERICAN STUDIES PROGRAM

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