

Agenda
American Studies Program Meeting
August 23, 2007—12:30-1:45 p.m.
Leadership Room, Student Center, 2nd floor

Note: This will be a “brown bag” day, rather than a session with food provided, since many of us will be attending the Diversity Luncheon 11:30-12:30, just before this meeting.

- I. Curricular Matters
 - A. Proposals
 - 1. spring 4490 offerings (America in the World, Race and Ethnicity in the Atlantic World)
 - 2. changes in minor (2nd reading)
 - 3. changes in prerequisites (2nd reading)
 - B. Plan for future use of consent agenda items
 - C. Setting goals for curricular task force
 - D. 2008-09 course requests
- II. Terms of Service for Coordinator and Associate Coordinator
- III. Budget—update for new fiscal year
- IV. Report from the Personnel Committee (Graham, Lewis, Elledge): draft language for programs’ scholarship guidelines
- V. Program Faculty Status and Committee assignments for 2007-08
- VI. Reports from the Search Committees
- VII. Calendar Items
 - A. Vicki Ruiz’s visit May 7-8 visit (opportunities for students, faculty)
 - B. Immigrant labor conference in early April

Program Faculty Meeting Dates, 2007-08

All meetings are in the leadership room, 12:30-1:45.

August 23, 2007
September 27, 2007
October 25, 2007
November 29, 2007
January 24, 2008
February 28, 2008
March 27, 2008
April 24, 2008

Request for Special Topics Course Approval

The formal proposal package needs to be reviewed, approved and subsequently submitted to the Dean of the appropriate college and Registrar no later than one week prior to the deadline for the semester schedule in which it will be included.

I. Registration Information for the Proposed Special Topics Course

Course Number

SPECIALTOPICS A M S T (Up to Four Letter Course Discipline Code) 4 4 9 0 (Four Digit Course Number)

Example: SPECIALTOPICS H I S T 2 0 0 1

Transcript Course Title (15 character limit after listing SPECIAL TOPICS)

SPECIAL TOPICS A m e r i c a / W o r l d _ _

Example: SPECIALTOPICS PARADISE LOST

Credit Hours: 3-0-3

Prerequisites: ENGL 1102

II. Course Description/Syllabus (must have the following):

- Full course title and number
- Summary description of the course in a catalog-like description
- Objectives of the course
- Detailed description of activities, reading, projects and/or assignments
- Description of the expected roles of the student and the KSU instructor
- Basis for evaluation and final grade determination

Submitted by:

Edward K. Chan / 16 August 2007

Instructor/Date

III. Review and Approval Signatures:

Departmental Curriculum Committee Chair/Date

Department Chair/Date

College Dean (Signature is not required if the course is funded internally through the department.)

UPCC or GPCC (This is not required if the course is funded internally through the department.)

IV. A copy of this proposal package must be forwarded to the Registrar and to the Dean of the College in which the course is being offered at least one week prior to the day schedules are due for that semester. A Specific Special Topics Course may be offered a total of three times. If the course is to be offered a fourth time, it must be proposed as a new course and must go through all levels of the Formal Course Approval process.

AMST 4490: America in the World

Spring 2008
TR 2:00 – 3:15 pm
ROOM #

Instructor: Dr. Edward K. Chan
Dept of University Studies
LB 422, 770-423-6930
echan@kennesaw.edu
Office hours: by appointment

Texts:

Bookstore

- Baudrillard, Jean. *America*. 1986. Trans. Chris Turner. New York: Verso, 1988.
Bowles, Paul. *The Sheltering Sky*. 1949. New York: Vintage, 1990.
Hardt, Michael, and Antonio Negri. *Multitude: War and Democracy in the Age of Empire*. New York: Penguin, 2004. [Section 1 also available on WebCT Vista]
Rydell, Robert W., John E. Findling, and Kimberly D. Pelle. *Fair America: World's Fairs in the United States*. Washington, DC: Smithsonian Institution P, 2000.

Online

- Grainge, Paul. "Global Media and the Ambiguities of Resonant Americanism." *American Studies International* 39.3 (2001): 4-20. [available through EBSCOHost]
Kitamura, Hiroshi. "Selling Hollywood to the World." *American Studies International* 42.2/3 (2004): 235-248. [available through EBSCOHost]
Obeidat, Marwan M. "Prospects for American Studies in the Arab World: Present and Future." *American Studies International* 35.2 (1997): 77-88. [available through EBSCOHost]
Swann, Paul. "The Little State Department: Hollywood and the State Department in the Postwar World." *American Studies International* 29.1 (1991): 2-18. [available through EBSCOHost]
Tocqueville, Alexis de. "Origin of the Anglo-Americans, and the Importance of This Origin in Relation to Their Future Condition" (Volume I, Chapter II). 1835. *Democracy in America*. [available at http://xroads.virginia.edu/~HYPER/DETOC/1_ch02.htm]
---. "Social Condition of the Anglo-Americans" (Volume I, Chapter III). 1835. *Democracy in America*. [available at http://xroads.virginia.edu/~HYPER/DETOC/1_ch03.htm]
---. Excerpts from "The Present and Probably Future Condition of the Three Races That Inhabit the Territory of The United States" (Volume I, Chapter XVIII): first section, "The Present State and Probably Future Condition of the Indian Tribes...", "Situation of the Black Population...", "What Are the Chances...", "Some Considerations..." 1835. *Democracy in America*. [available at http://xroads.virginia.edu/~HYPER/DETOC/1_ch18.htm]
Yousef, Tawfiq. "The Reception of William Faulkner in the Arab World." *American Studies International* 33.2 (1995): 41-48.

WebCT Vista

- Appadurai, Arjun. "Here and Now" (Chapter 1). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: U of Minnesota P, 1996. 1-26.
---. "Disjuncture and Difference in the Global Cultural Economy" (Chapter 2). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: U of Minnesota P, 1996. 27-48.
---. "Global Ethnoscapes: Notes and Queries for a Transnational Anthropology." *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: U of Minnesota P, 1996. 48-65.
Buell, Frederick. "Nationalist Postnationalism: Globalist Discourse in Contemporary American Culture." *American Quarterly* 50.3 (1998): 548-591.
Friedman, Thomas L. "While I Was Sleeping" (Chapter 1). *The World Is Flat*. New York: Farrar Strauss, and Giroux, 2005. 3-47.
---. "America and Free Trade" (Chapter 5). *The World Is Flat*. New York: Farrar Strauss, and Giroux, 2005. 225-236.

- . "The Untouchables" (Chapter 6). *The World Is Flat*. New York: Farrar Strauss, and Giroux, 2005. 237-249.
- . "The Quiet Crisis" (Chapter 7). *The World Is Flat*. New York: Farrar Strauss, and Giroux, 2005. 250-275.
- . "This Is Not a Test" (Chapter 8). *The World Is Flat*. New York: Farrar Strauss, and Giroux, 2005. 276-306.
- Hardt, Michael, and Antonio Negri. "1.1: Simplicissimus." *Multitude: War and Democracy in the Age of Empire*. New York: Penguin, 2004. [entire book available in bookstore]
- . "1.2: Counterinsurgencies." *Multitude: War and Democracy in the Age of Empire*. New York: Penguin, 2004. [entire book available in bookstore]
- . "1.3: Resistance." *Multitude: War and Democracy in the Age of Empire*. New York: Penguin, 2004. [entire book available in bookstore]
- Mucha, Janusz L. "An Outsider's View of American Culture." *Distant Mirrors: America as a Foreign Culture*. Eds. Philip R. Devita and James D. Armstrong. Belmont, CA: Wadsworth, 2002.

Video screening

- 5 Takes: USA*. Dir. Douglas Bachman, Adam Kaufman, and Diane Paragas. The Travel Channel, 2006.
- 30 Days*. Episodes 1 and 2. Dir. Morgan Spurlock. FX Network, 2005 (DVD: 20th Century Fox, 2006).
- The Amazing Race*. Selected episodes. Dir. Hars van Riet. Jerry Bruckheimer Television, 2001.
- Dogville*. Dir. Lars von Trier. Zentropa, 2003 (DVD: Lions Gate, 2004).
- The Japanese Version*. Dir. Louis Alvarez and Andrew Kolker. Center for New American Media, 2001.
- Mr. Smith Goes to Washington*. Dir. Frank Capra. Columbia, 1939 (DVD: Sony, 2000).
- Teahouse of the August Moon*. Dir. Daniel Mann. MGM, 1956 (DVD: Warner Bros., 2006).

Requirements:

Annotated Bibliography	40
Case Study Project	20
Midterm Reflective Essay	15
Final Reflective Essay	15
<u>Class Participation</u>	<u>10</u>
TOTAL	100

Policies and information:

- Course description: This course will examine "America" as a cultural signifier that circulates around the world. These representations not only travel to other countries, but also return to us in cultural products from other countries. We will look at film, television, literature, and music as they that embody notions about "America." Our primary concern is to interrogate what ideological assumptions underlie our notion of what "America" means.
- Our learning objectives are as follows:
 1. Students will demonstrate familiarity with the role of the United States in global politics, economics, and culture. (Assessment: Annotated Bibliography, Midterm Essay, Final Essay, Case Study Project)
 2. Students will demonstrate knowledge of how other cultures perceive the United States. (Assessment: Annotated Bibliography, Midterm Essay, Final Essay, Case Study Project)
 3. Students will demonstrate understanding of different textual genres (written, visual, academic, popular culture, etc.) and their formal characteristics. (Assessment: Annotated Bibliography, Midterm Essay, Final Essay, Case Study Project)
 4. Students will demonstrate facility and sensitivity in discussing social identity in a classroom setting. (Assessment: students' self-evaluation of class participation, individual conference with instructor)

- Annotated Bibliography: Throughout the semester, students will produce annotations for each of the course texts and compile them into an annotated bibliography at the end of the semester. Each annotation will be one double-spaced page for each day of reading or viewing. Annotations should synopsise what you feel is most important in the reading, as well as what you think might be useful for the case study project.
- Midterm Reflective Essay: The midterm will be an essay that synthesizes the readings/viewings from the first half of the semester.
- Final Reflective Essay: The final exam will be an essay that synthesizes the readings/ viewings from the second half of the semester.
- Case Study Project: Each student will present a case study on an aspect of “America” embodied in a cultural text within a global context, which will involve a 10-page paper and class presentation.
- Class Participation: Discussion provides the foundation of this course. Students should come to class having completed the assigned reading or viewing and prepared to discuss it in depth. Toward the end of the semester, each student will write a self-evaluation of their participation in the class to be discussed during the individual conference with the instructor.
- Individual Conference with Instructor: During the thirteenth week, each student will meet with the instructor individually to discuss the case study project and class participation.

Schedule (subject to change):

WEEK 1

Tue 1/8 Course introduction: “On returning”
Clips from Luc Besson’s *The Fifth Element*
Clips from Nikhil Advani’s *Kal Ho Naa Ho*

Thu 1/10 Tocqueville, “Origin of the Anglo-Americans...”
---, “Social Condition of the Anglo-Americans...”
---, “The Present State and Probably Future Condition of the Indian Tribes” (from Chapter 3)
Due: First annotation of bibliography

WEEK 2

Tue 1/15 Tocqueville, “Situation of the Black Population...” (from Chapter 3)
---, “What Are the Chances...” (from Chapter 3)
---, “Some Considerations...” (from Chapter 3)

Thu 1/17 von Trier, *Dogville*

WEEK :

Tue 1/22 Baudrillard, *America* pp. 1-44

Thu 1/24 Baudrillard, *America* pp. 44-88

WEEK 4

Tue 1/29 Baudrillard, *America* pp. 88-128

Thu 1/31 Episodes from *5 Takes: USA*
Mucha, “An Outsider’s View of American Culture”

WEEK 5

Tue 2/5 Friedman, *The World Is Flat*, Chapter 1: “While I Was Sleeping”

- Thu 2/7 Friedman, *The World Is Flat*, Chapters 5-7: “America and Free Trade”
 ---, “The Untouchables”
 ---, “The Quiet Crisis”
- WEEK 6
- Tue 2/12 Friedman, *The World Is Flat*, Chapter 8: “This Is Not a Test”
- Thu 2/14 *30 Days*, Episodes 1 and 2
 Appadurai, “Here and Now”
- WEEK 7
- Tue 2/19 Hardt and Negri, *Multitude*, “1.1: Simplicissimus”
- Thu 2/21 Hardt and Negri, *Multitude*, “1.2: Counterinsurgencies”
- WEEK 8
- Tue 2/26 Hardt and Negri, *Multitude*, “1.3: Resistance”
- Thu 2/28 Episodes from *The Amazing Race*
Due: Midterm Reflective Essay
- WEEK 9
- Tue 3/4 NO CLASS, Spring Break
- Thu 3/6 NO CLASS, Spring Break
- WEEK 10
- Mon 3/10 *Last day to withdraw without academic penalty*
- Tue 3/11 Appadurai, “Disjuncture and Difference in the Global Cultural Economy”
 ---, “Global Ethnoscapes”
 Selections of Bollywood filmsong
- Thu 3/13 Buell, “Nationalist Postnationalism”
- WEEK 11
- Tue 3/18 Grainge, “Global Media and the Ambiguities of Resonant Americanism”
- Thu 3/20 Capra, *Mr. Smith Goes to Washington*
 Swann, “The Little State Department”
- WEEK 12
- Tue 3/25 Rydell, Findling, and Pelle, *Fair America* pp. 1-44 (Introduction and Chapter 1)
- Thu 3/27 Rydell, Findling, and Pelle, *Fair America* pp. 45-99 (Chapters 2 and 3)
- WEEK 13
- Tue 4/1 Rydell, Findling, and Pelle, *Fair America* pp. 100-140 (Chapter 4 and Conclusion)
- Thu 4/3 NO CLASS, individual conferences instead

WEEK 14

Tue 4/8 Mann, *The Teahouse of the August Moon*
Kitamura, "Selling Hollywood to the World"

Thu 4/10 Alvarez and Kolker, *The Japanese Version*
Hirano, Excerpt from *Mr. Smith Goes to Tokyo*

WEEK 15

Tue 4/15 Obeidat, "Prospects for American Studies in the Arab World"
Yousef, "The Reception of William Faulkner in the Arab World"

Thu 4/17 Bowles, *The Sheltering Sky* pp. 3-111
Clips from David Cronenberg's *Naked Lunch*

WEEK 16

Tue 4/22 Bowles, *The Sheltering Sky* pp. 111-227
Electronic dialogues with students at Moroccan university

Thu 4/24 Bowles, *The Sheltering Sky* pp. 228-335
Electronic dialogues with students at Moroccan university
Due: Annotated Bibliography and Final Reflective Essay

FINALS WEEK

— — — — — pm: Case Study Project presentations
Due: Case Study Project

Professor Jesse Benjamin
Department of Sociology and Criminal Justice
Email: jbenjamin@kennesaw.edu
Dept: <http://www.kennesaw.edu/scj/>

Office: SO 4074
Tel.: (678) 797-2067
Section 01 [CRN : 97096]: T/R 3³⁰-4⁴⁵
Class Location: Social Science Building, SO

== DRAFT ==
Course Syllabus
AMST 4490 – Race and Ethnicity in
the Atlantic World
Kennesaw State University
Spring 2008

Course Description

This course is designed to introduce students to the issues of race and ethnicity in United States and world history. First the syllabus will briefly encompass an overview of the origins of modern race and its history until the Civil Rights Movement, including the genocide of the Americas and dispossession of American Indians, and the African slave trade. We will also concentrate on the present state of race and ethnicity in the United States of America, with an emphasis on specific communities: African American, Latino, Asian American, American Indian, and White. While separate time will be accorded to each of these groups, which are themselves internally complex, we will also emphasize that these communities are not necessarily discrete and that individuals often live within two *or more* of these categories at the same time. Because this year Kennesaw is organizing programs around its annual country study with the Year of the Atlantic World Focus, our course will attempt to tie into this unique opportunity by using Atlantic as a case study of race and ethnicity dynamics, and students will be encouraged to attend several of the distinguished lectures in the Fall YoA lecture series. Race and ethnicity are shown to be social constructions that arose strictly within the context of Modernity, ie: the past 500 years. We will trace the contemporary construction of race to its modern origins 500 years ago, and trace ethnicity to its modern origins c. 200 years ago. We will attempt to combine both individual and structural levels of analysis, and epistemological and political economic frameworks throughout our work this semester.

Course Strategies and Methods

This course will be based upon *critical readings* by the students each week, and *critical discussions* in the classroom. **Participation in the weekly conversations is therefore mandatory, as is preparation of the assigned readings before each class.** Occasional documentaries, news and mass media items and current events, and the augmentation of optional campus events will supplement this format, as will occasional guest speakers. Students will maintain current events and personal observations folders, occasionally shared with the class, and conduct a personal family genealogy of their own racial and ethnic development. The primary mode of engagement will be open dialogue, meaning that students must take a large share of the responsibility for their own education, coming to class prepared, with readings completed, and ready to engage.

Course Goals

- I. This class will introduce students to the sociological concepts of race and ethnicity.
- II. Students will gain an historical understanding of the development of race and ethnicity across time during the period of modernity
- III. Students will gain awareness of racism and ethnic differentiation on both a global and local/domestic US scale.
- IV. Advanced concepts such as epistemology, and Self/Other relations will be made intelligible and germane to everyday life.
- V. Students will gain awareness of the manifestations of race and ethnicity in everyday life, media, entertainment, the workplace, in recreation and the home.
- VI. Students will examine themselves, their lifecourse, their family and socialization, and their own thinking on issues of race and ethnicity in order to develop a more highly attuned and critical perspective on these matters.

Required Texts

All of the readings for this course will be placed on reserve at the library main check out desk. You are required to sign them out, make quick photocopies of them, and then return them for other students to access. Everyone is **required to purchase [by photocopying] these readings** at the beginning of the semester. For purposes of informed critical readings, it is important that each student have their own “hard copy” of each text, so that they may underline, highlight, and write margin comments while reading, and then be more prepared 1) to discuss the central themes in class discussions, and 2) to extract the major materials, theses etc., for purposes of test and essay writing. We will discuss techniques in class, for “gutting” a text, something everyone is expected to do before each class.

Assignments

1. Media Watch/Personal Observation Folders. During the semester, students will “tune in” to issues of race and racism as they occur in current events locally, nationally and globally. Students should cut out newspaper articles, or draw from other available forms of media such as television, movies, magazines, radio and the Internet, and place these collections in a manila file folder. Print-news, published media should be the bulk of your sources. When the information can not be cut out or downloaded, students should make a record of the event by taking notes about what happened, when and where. Events themselves, as well as the ways in which those events are presented and edited, may be the subjects of race and racism for your analysis – we will discuss this further in class. Briefly, however, what this means is that both overtly racial issues and issues that carry subtle and unintended racial content, may be the objects of your observation and analysis. Selections from your findings will be shared with the class each week, during time allotted for this purpose – generally near the beginning of the class. At the end of the semester, the folders will be handed in, with the student’s name, last name first, printed on the index tab. Before the end of the semester, and before the assignment is handed in, students should include in the folder a brief analysis of the materials that have been collected, not to exceed 2 pages. **Most importantly, each article or media/observation must have a source citation** [publication name, date, page number] -- we will discuss this further in class. Folders should be letter [A4] size, color does not matter. Articles should be folded until they fit within the edges of the folder. Further, it is recommended that you highlight or underline the key elements of the article you submit, and/or include notes and comments in the margins.

In addition, the personal observation part of this folder will consist of recording or documenting racial statements, experiences, comments, conversations etc. that you experience or witness during the course of the semester. This is informal in that you are asked to write a brief description of such occurrences, what happened, including any other relevant information, and what response (if any) you had to these events. You are specifically asked to share only that which you feel comfortable sharing. This will be discussed and developed further in class. Again, record whatever relevant citation material you can for these, ie: place, time, date, circumstances.

2. Racial Family Genealogy. Students will hand in a 2-3 page essay, presenting the results of their investigation into and reflection upon their own family history, ethnicity and racial location. This will be discussed further in class, but will essentially entail a rudimentary investigation into your family’s history, and the ways in which their racial location has (or has not) changed, as well as how your family’s attitudes toward that racial identity have (or have not) changed. One of the purposes of this course is to show that everyone in US society has a racial identity -- whether white or not -- and that these identities change over time, so that excluded groups some times, and in some places, enter into the more powerful echelons of racial privilege. The details of this assignment will be discussed further in class. This is not a traditional genealogy, which shows who is related to whom across generations... It is an analysis of family history and personal experience. [In cases where family is for some reason not available or accessible for purposes of this assignment, various creative alternatives will be made available by the instructor, when students raise such concerns to him directly, during office hours or via email.]

3. Students should attend at least 2 Outside Events centrally related to race and/or ethnicity, and record these in separate 1-2 page papers which describe what occurred, important points that emerged, and an analysis of the event. There are numerous relevant events on campus, and more off campus, and this year’s Year of the Atlantic World Speakers Series provides an excellent set of opportunities to fulfill this requirement. Additional events attended and written up, beyond the two that are required, will be considered extra credit. Each event should be listed and numbered in chronological order. These write-ups should also be placed in the media/observations folder, and will be due at the same time.

4. Students will be given the choice of doing either a take-home Final Exam essay, or a Research Term Paper. Exams will offer several multiple-part questions, one of which will be chosen for the final exam essay. These will

be handed out April 19th and will be due April 24th. They will be limited to 3 pages, and will be challenging in that a lot of information will need to be condensed into a very short space. A minimum of *at least 6 sources* (ie.: quotes or references) from the semester readings, in addition to other examples from discussions, documentaries, and elsewhere, will need to be incorporated into the essay. The Research Paper Option, taken instead of the Final Exam, will consist of a practical or research project, and details are to be discussed in meetings with the professor during office hours. Declaration of intention to exercise this option must be made by Spring Break, if not sooner.

Attendance Policy

Attendance in all classes is absolutely mandatory and will be excused only in serious circumstances. This is because of the responsibility shared by all students to make each class session productive by coming prepared to contribute by transforming your reading and analysis into critical discussion. It is possible to make up missed readings but spontaneous discussions cannot be reproduced. Missing a class therefore hurts the students and detracts from overall class engagement by all students. Punctuality is also necessary because we have short meeting times each week and limited time within these meetings to get things done, such as viewing movies, hearing presentations etc., and we cannot get started late.

Participation Requirement

It is required that students participate in the discussion each week. The format of the course is based upon small lectures and guiding weekly discussion themes. The bulk of our time will be spent in discussion of the readings and the week's issues. **20%** of your grade will be determined by class participation as a measure of individual work on the readings. A good idea is to make a list of questions, during and after reading the week's assignments, about anything that comes to mind, whether mechanical, grammatical, or content/analytical, so that in class you will have questions ready to enter the discussion with, and if called on these will also be ready. Students with any particular considerations in this regard (reasons they feel that they cannot participate) should bring these to the instructor's attention during office hours, near the beginning of the course.

Special "Year of the Atlantic World" Focus

Each year, KSU chooses a country for its annual Year-Of Study Program, and this year it has chosen a region, the Atlantic World, as its focus. We will be incorporating the Atlantic World, as a concept, into our class, and especially the relatively new notion of a Black Atlantic. As part of this focus, you are encouraged to attend some of the weekly lectures that make up the annual speakers series, and these will generally count toward the 2 Outside Event assignment. **All lectures will be held at 6:30 pm in the Social Sciences Building Room 1019, generally on Thursdays and also some Tuesdays.** As a world historical sociologist, my courses generally draw heavily from a global historical perspective, and this will be even more so the case with the YoA linkages this semester affords us. For much more information, check the link at: <http://www.kennesaw.edu/atlanticworld/index.html>.

Writing Assistance

Writing is a key component of academic thinking and expression, and all students are strongly encouraged to work on their writing skills via the written assignments of this course. The KSU Writing Center is a free service offered to all KSU students. Experienced writing assistants work with you throughout the writing process (on concerns such as topic development, revision, research, documentation, grammar, and mechanics) although assistants cannot edit or proofread your paper for you. Appointments are strongly encouraged. For more information or to make an appointment, visit <http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the English Building.

Grading Formula

- 20% Class Participation
- 15% Personal and Family Genealogy and Racial History
- 20% Media Watch/Personal Observations Portfolio, with Synthetic Essay
- 20% Weekly Review Papers
- 10% Two Outside Events
- 15% Final Exam or Research Paper

A: 90 – 100%	B: 80 – 89%	C: 70 – 79%	D: 60 – 69%	F: 59% or less
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Academic Integrity/Code of Conduct

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy

on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/ falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious or intentional misuse of computer facilities and/or service, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

WEEKLY READING SCHEDULE

Week 1: Introduction

August 16 Course Outline and Introduction: Setting the Stage

Week 2: The Origins of Modern [Self/Other] Racial Coordinates

August 21 Ella Shohat, “Rethinking Jews and Muslims: Quincentennial Reflections,” *Middle East Report*, September-October, 1992 [pp. 25-29].

August 23 Ward Churchill, Fantasies of the Master Race: Literature, Cinema and the Colonization of American Indians, 1992, Preface, “The Open Veins of Native North America,” [pp. 5-13].

Film: “The Mission” [Recommended]

Week 3: The Origins of the Human Rights Concept: Human Versus Non-Human Status

August 28 Stafford Poole, introductory and summary remarks, [pp. 3-22], in: In Defense of the Indian: The Defense of the Most Reverend Lord, Don Fray Bartolome de Las Casas, Order of Preachers, Late Bishop of Chiapas, Against the Persecutors and Slanderers of the Peoples of the New World Discovered Across the Seas, 1974, [original, 1530s].

Demoticus Philalethes, “Hunting the Maroons with Dogs in Cuba,” in: Maroon Societies: Rebel Slave Communities in the Americas, Richard Price (ed.), Baltimore: Johns Hopkins University, 1979.

August 30 “Drawing the Color Line,” Howard Zinn, in: Rethinking the Color Line: Readings in Race and Ethnicity, Charles Gallagher, Boston: McGraw Hill, 2007, pp. 9-21.

Week 4: Transatlantic Chattel Slavery & the Rise of the Modern Capitalist World System

September 4 Dubois, W. E. B., “The Rape of Africa,” in: The World and Africa, 1946.

Mark Roth, “Real pirates bore little resemblance to the legends, Pitt scholar [Marcus Rediker] says,” *Pittsburgh Post-Gazette*, Sunday, July 23, 2006.

September 6 Herbert Aptheker, “Maroons Within the Present Limits of the United States,” in: Maroon Societies: Rebel Slave Communities in the Americas, Richard Price (ed.), Baltimore: Johns Hopkins University, 1979 [orig 1939].

Film: “Ethnic Notions”

Week 5: From Scientific Racism to Contemporary Stereotypes and Racial Violence

September 11 Stephen Jay Gould, 1981, The Mismeasure of Man, New York: W. W. Norton and Co., [pp.: 30-50, 69-72 (recommended: 50-68)].

September 13 Carl von Linne, “The God-Given Order of Nature,” [orig. 1707], in: Emmanuel Chukwudi Eze (ed.), Race and the Enlightenment, Cambridge: Blackwell, 1997.

Suzanne Daley, “Exploited in Life and Death, South African to Go Home,” *New York Times* A4, January 30, 2002.

Week 6: Jim Crow [American Apartheid] and The Civil Rights Movement

September 18 Richard Wright, "The Ethics of Living Jim Crow," in: Abraham Chapman (ed.), Black Voices, 1968.

Fannie Lou Hamer, in: My Soul Was Rested: Movement Days in the Deep South Remembered, Howell Raines (ed.), 1977.

September 20 Ashraf Rushdy, "Exquisite Corpse," *Transition*, pp. 261-269.
Film: "Fundi: The Ella Baker Story"

Week 7: Martin Luther King Jr. and Civil Rights Legacies: The Power of Economic Withdrawal

September 25 Martin Luther King Jr., "I See the Promised Land," in: A Testament of Hope: The Writings and Speeches of Martin Luther King, Jr., James M. Washington (ed.), 1986.

Kevin Sack and Emily Yellin, "Dr. King's Slaying Finally Draws a Jury Verdict, but to Little Effect," *New York Times* A1 and A 26, December 10, 1999.

September 27 Malcolm X, "1964-1965: Fighting on Three Fronts," in: Malcolm X: Make It Plain, William Strickland, et al., New York: Penguin, 1994.

Malcolm X, "The Homecoming Rally of the OAAU" (New York, November 29, 1964), in: By Any Means Necessary, Pathfinder Press: New York, 1970, [pp. 133-156].

Film: "All Power to the People"

Week 8: Sociological Perspectives on Critical Race Theory: Race at the Intersections, Since the 1960s

October 2 Audre Lorde, "Age, Race, Class and Sex: Women Redefining Difference," in: Sister Outsider, Freedom, CA: The Crossing Press, 1984, pp. 114-123.

Gloria Yamato, "Something about the Subject makes it Hard to Name," in: Gloria Anzaldúa (ed.), Making Face, Making Soul, [pp. 20-24].

October 4 "The Ideology of Colorblindness," Lani Guinier and Gerald Torres, in: Rethinking the Color Line: Readings in Race and Ethnicity, Charles A. Gallagher, Boston: McGraw Hill, 2007, pp. 143-149.

Week 9: Whiteness and the Centrality of the Self/Other Formulation in Modern Racism: From Individual to Institutional Levels of Analysis

October 9 Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies," in: Race, Class, and Gender, Margaret L. Andersen and Patricia Hill Collins (eds.), Belmont: Wadsworth Publishing Company, 1998, [pp. 94-105].

James Baldwin, "On Being White and Other Lies," *Essence Magazine*, 1984.

October 11 "The Possessive Investment in Whiteness: Racialized Social Democracy," George Lipsitz, in: Rethinking the Color Line: Readings in Race and Ethnicity, Charles A. Gallagher, Boston: McGraw Hill, 2007, pp. 201-214.

Jonathan Kozol, "Still Separate, Still Unequal," *Harper's Magazine*, September 2005.

Week 10: Ethnicity and Identity from Africa to the Americas

October 16 Archie Mafeje, "The Ideology of Tribalism," *Journal of Modern African Studies* 9: 253-261, 1971.

Bernard Magubane, "A Critical Look at Indices Used in the Study of Social Change in Colonial Africa," *Current Anthropology* 12: 419-430, 1971.

October 18 Robert Farris Thompson, TBA

Week 11: Race and Criminalization/Race and Ethnicity

October 23 "No Equal Justice: The Color of Punishment," David Cole, in: Rethinking the Color Line: Readings in Race and Ethnicity, Charles A. Gallagher, Boston: McGraw Hill, 2007, pp. 304-314.

October 25 "Race and Criminalization: Black Americans and the Punishment Industry," Angela Davis, in: Rethinking the Color Line: Readings in Race and Ethnicity, Charles A. Gallagher, Boston: McGraw Hill, 2007, pp. 314-324.

Weeks 12-15: TBD based on Atlantic World schedule.

KENNESAW STATE UNIVERSITY
UNDERGRADUATE /PROPOSAL
Minor Proposal/Minor Revision/Certificate

The following outline should be followed in preparing a proposed minor or certificate program for review and approval under the semester system.

I. Identify the type of program proposed (minor or certificate).

CHANGE IN AMERICAN STUDIES MINOR

II. Identify the existing KSU major programs that have agreed to endorse/sponsor the program and will promote its completion by their students. (Collaborate with these departments and colleges on program development and send a final copy of the proposal to the unit heads.)

The Departments of English and Sociology were consulted regarding the additions to the program. (All departments in HSS were consulted during the development of the original program in 2005.)

III. Identify the program's coordinating/responsible instructional department and college.

College of HSS. Associate Dean Thierry Leger oversees interdisciplinary programs within HSS.

IV. For Certificate programs ONLY— provide a proposed text for the university's catalog description of the program (75 words or less).

Not applicable to "change in minor."

V. List the course requirements and options for the program, including all prerequisites.

CURRENT PROGRAM (note that minors are not listed in the university catalog):

15 HOURS of coursework comprising the following:

AREA IA. Required Course (3 credits)

_____ *AMST 3700 Principles and Methods of American Studies*

AREA IB. Required Courses (6 to 9 credits).

Choose AT LEAST TWO of these courses:

_____ *AMST 3740 American Popular Culture*

_____ *AMST 3750 Regional American Cultures*

_____ *AMST 4490 Special Topics (may be repeated with change in content)*

AREA II. Electives (3 to 6 credits):

The balance of credits are drawn from the following. With the permission of the AS coordinator, English majors may use one ENGL course toward the minor AREA II electives, and history majors may use one HIST course toward the minor AREA II electives.

_____ *ANTH 3321 Indians of North America*

_____ *ENGL 3500 Topics in African American Literature*

_____ *ENGL 4360 American Literature Before 1800*

_____ *ENGL 4460 19th-Century American Literature*

_____ *ENGL 4560 20th-Century American Literature*

- _____ HIST 3304 History of Georgia
- _____ HIST 3310 The Old South
- _____ HIST 3311 The New South
- _____ HIST 3315 The History of the American West
- _____ HIST 3331 History of Religion in U.S.
- _____ HIST 3332 U.S. Social and Cultural History
- _____ HIST 3333 African American Hist to 1865
- _____ HIST 3335 African American Hist, 1865 to Present
- _____ HIST 3341 Women in U.S. History and Culture
- _____ HIST 4435 History and Memory
- _____ PHIL 3313 American Philosophy
- _____ POLS 4427 American Political Thought

PROPOSED PROGRAM (additions highlighted)

15 HOURS of coursework comprising the following:

AREA IA. Required Course (3 credits)

- _____ AMST 3700 Principles and Methods of American Studies

AREA IB. Required Courses (6 to 9 credits).

Choose AT LEAST TWO of these courses:

- _____ AMST 3740 American Popular Culture
- _____ AMST 3750 Regional American Cultures Place in American Culture
- _____ AMST 4490 Special Topics (may be repeated with change in content)

AREA II. Electives (3 to 6 credits):

The balance of credits are drawn from the following. With the permission of the AS coordinator, English majors may use one ENGL course toward the minor AREA II electives, and history majors may use one HIST course toward the minor AREA II electives.

- _____ ANTH 3321 Indians of North America
- _____ ENGL 3340 Ethnic Literatures*
- _____ ENGL 3500 Topics in African American Literature
- _____ ENGL 3360 Major African American Writers*
- _____ ENGL 4360 American Literature Before 1800
- _____ ENGL 4460 19th-Century American Literature
- _____ ENGL 4560 20th-Century American Literature
- _____ FILM 3220 Studies in Film*
- _____ GWST 3010 Queer Theory & Sexuality*
- _____ GWST 3020 Black Feminisms*
- _____ GWST 3030 Gender in Popular Culture*
- _____ HIST 3304 History of Georgia
- _____ HIST 3310 The Old South
- _____ HIST 3311 The New South
- _____ HIST 3315 The History of the American West
- _____ HIST 3331 History of Religion in U.S.
- _____ HIST 3332 U.S. Social and Cultural History
- _____ HIST 3333 African American Hist to 1865
- _____ HIST 3335 African American Hist, 1865 to Present
- _____ HIST 3341 Women in U.S. History and Culture
- _____ HIST 4435 History and Memory
- _____ PHIL 3313 American Philosophy

_____ POLS 4427 American Political Thought
_____ SOCI 3314 Race and Ethnicity*

VI. Provide a rationale for the structure and contents of the program.

The additional courses support the interdisciplinary and multidisciplinary study of American cultures.

VII. Identify the students by major who are most likely to complete the program and explain how the program's requirements fit within and overlap (if any) the requirements of each of these majors.

The package of changes is intended to allow more majors to participate in the program. Currently, English and History majors primarily choose to complete the American Studies minor.

VIII. Explain how completion of this program will benefit students.

Students will have a broader understanding of the development of American culture practices and will also become more proficient at using methods of inquiry from a variety of disciplines.

IX. Provide evidence of need, interest, and support for this program. (Support from constituencies and authoritative sources external to the university add strength to a proposal.)

Enrollment in AMST courses is consistently high. Students will begin graduating with the minor in Summer 2007. We currently have approximately 30 students on our AMST listserv (our gauge of the number of students actively pursuing the minor).

X. Explain how the current faculty, operating budget, facilities, support services, and other necessary resources are sufficient to support the program.

These courses are already being delivered, so these changes do not incur additional costs.

XI. For each of the program's first three years, project the number of students who will graduate having completed this program.

3, 5, 10

XII. Outline the methods that will be used to assess the attractiveness, productivity, efficiency, and effectiveness of the program.

The program is evaluated regularly by the affiliated faculty (such an evaluation resulted in this requested change, for example).

KENNESAW STATE UNIVERSITY
UNDERGRADUATE PROPOSAL
Minor/Certificate Proposal or Revision

Minor or Certificate Name American Studies Minor
Department Managed by the HSS Deans' Office
Degree Title (if applicable) _____
Proposed Effective Date immediately upon approval

Check One:
Minor: New XX Revised
Certificate: New Revised

Submitted by: LeeAnn Lands, Assoc Coordinator, American Studies program

<u> </u> Approved <u> </u> Not Approved	_____	
	Department Curriculum Committee	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	General Education Council*	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	Professional Teacher Education Unit: Program Area**	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	Department Chair	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	College Curriculum Committee	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	Teacher Education Council***	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	College Dean	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	Undergraduate Policies and Curriculum Committee	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	Associate VP for Academic Affairs	Date
<u> </u> Approved <u> </u> Not Approved	_____	
	President	Date

Revised 02/23/07

**KENNESAW STATE UNIVERSITY
UNDERGRADUATE PROPOSAL
Change in Existing Course**

Existing Course Prefix/Number/Title _ AMST3750 American Regional Cultures __
Department _____
Degree Title (if applicable) _American Studies minor __
Proposed Effective Date __as soon as approved_

Please indicate what changes are being proposed:

_____ Change in course number __XX__ Change in course description
__XX__ Change in course title __XX__ Change in prerequisite/corequisites
_____ Change in credit hours
_____ Other change (please identify) _____

I. Current Information

Page Number in Current Catalog: 282
Current Course Information in Catalog:

Course Prefix & Number: AMST3750
Course Title: American Regional Cultures
Credit Hours: 3-0-3
Prerequisite: ENGL 2210 or HIST 2112.

Course Description:

This course offers a thematic study of the cultural, social, and economic patterns of a representative American region, using texts and methods from a variety of disciplines such as history, literature, and sociology. Employing the techniques of critical reading and historical analysis, students interrogate texts ranging from contemporary prize-winning novels, film and media representations, to primary historical documents to gain a fuller understanding of both the region studied and the significance of “place” in culture. Course may be repeated for credit provided the content differs entirely from the previous offering.

II. Proposed Information (fill in completely & highlight changes)

Course Prefix & Number: AMST3750
Course Title: ***Place in American Culture***
Credit Hours: 3-0-3
Prerequisite: ENGL 1102

Course Description:

This course offers a thematic study of the cultural, social, and economic patterns of **American places** a ~~representative American region~~ using texts and methods from a variety of disciplines such as history, literature, and sociology. Employing the techniques of critical reading and historical analysis, students interrogate texts ranging from contemporary prize-winning novels, film and media representations, to primary historical documents to gain a fuller understanding of both the **place** ~~region~~ studied and the significance of “place” in culture. Course may be repeated for credit provided the content differs entirely from the previous offering.

III. Justification for Change

Using ENGL2210 and HIST2112 as prerequisites prevented students majoring in disciplines other than history and English from enrolling in the course, as students sometimes delay taking ENGL2210 or HIST2112 until later in their college tenure. The AS faculty members agree that ENGL1102 is a sufficient prerequisite for the American Studies courses.

Changing "region" and "regional" to "place" allows for broader studies of place and place concepts (e.g., place attachment) or the investigation of a specific non-regional place (e.g., Georgia).

Signature Page

Submitted by:

LeeAnn Lands, Assoc. Coordinator, American Studies Date

___ Approved ___ Not Approved

Department Curriculum Committee, Date

___ Approved ___ Not Approved

General Education Council*, Date

___ Approved ___ Not Approved

Professional Teacher Education Unit Program Area*,
Date

___ Approved ___ Not Approved

Department Chair, Date

___ Approved ___ Not Approved

College Curriculum Committee AND/OR Teacher
Education Council*, Date

___ Approved ___ Not Approved

College Dean, Date

___ Approved ___ Not Approved

Undergraduate Policies and Curriculum Committee,
Date

___ Approved ___ Not Approved

Assoc. VP for Academic Affairs

*For curriculum proposals involving General Education courses, there should be collaboration by the Department Curriculum Committee and the General Education Council. For Teacher Preparation proposals, there should be collaboration by the Department Curriculum Committee, the Professional Teacher Education Unit (PTEU) Program Area Committee, the Teacher Education Council, and the College Curriculum Committee.

Form updated July 31, 2006.

**KENNESAW STATE UNIVERSITY
UNDERGRADUATE PROPOSAL
Change in Existing Course**

Existing Course Prefix/Number/Title ___ AMST 3700. Principles and Methods of American Studies.
Department _____
Degree Title (if applicable) _American Studies minor___
Proposed Effective Date ___as soon as approved_

Please indicate what changes are being proposed:

_____ Change in course number _____ Change in course description
_____ Change in course title __XX__ Change in prerequisite/corequisites
_____ Change in credit hours
_____ Other change (please identify) _____

I. Current Information

Page Number in Current Catalog: 282
Current Course Information in Catalog:

Course Prefix & Number: AMST3700
Course Title: Principles and Methods of American Studies
Credit Hours: 3-0-3
Prerequisite: ENGL 2210 or HIST 2112.

Course Description:

Critically examines the meaning and culture of America locally and globally. This reading-, writing-, and discussion-based course introduces students to the interdisciplinary study of American cultures. The course uses a wide variety of readings and activities from multiple academic disciplines and popular culture.

II. Proposed Information (fill in completely & **highlight changes**)

Course Prefix & Number: AMST3700
Course Title: Principles and Methods of American Studies
Credit Hours: 3-0-3
*****Prerequisite: ENGL 1102*****

Course Description:

Critically examines the meaning and culture of America locally and globally. This reading-, writing-, and discussion-based course introduces students to the interdisciplinary study of American cultures. The course uses a wide variety of readings and activities from multiple academic disciplines and popular culture.

III. Justification for Change

Using ENGL2210 and HIST2112 as prerequisites prevented students majoring in disciplines other than history and English from enrolling in the course, as students sometimes delay taking ENGL2210 or HIST2112 until later in their college tenure. The AS faculty members agree that ENGL1102 is a sufficient prerequisite for the American Studies courses.

Signature Page

Submitted by:

LeeAnn Lands, Assoc. Coordinator, American Studies Date

___ Approved ___ Not Approved

Department Curriculum Committee, Date

___ Approved ___ Not Approved

General Education Council*, Date

___ Approved ___ Not Approved

Professional Teacher Education Unit Program Area*,
Date

___ Approved ___ Not Approved

Department Chair, Date

___ Approved ___ Not Approved

College Curriculum Committee AND/OR Teacher
Education Council*, Date

___ Approved ___ Not Approved

College Dean, Date

___ Approved ___ Not Approved

Undergraduate Policies and Curriculum Committee,
Date

___ Approved ___ Not Approved

Assoc. VP for Academic Affairs

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Form updated July 31, 2006.

**KENNESAW STATE UNIVERSITY
UNDERGRADUATE PROPOSAL
Change in Existing Course**

Existing Course Prefix/Number/Title _ AMST3740 American Popular Culture __
Department _____
Degree Title (if applicable) _American Studies minor __
Proposed Effective Date __as soon as approved_

Please indicate what changes are being proposed:

_____ Change in course number _____ Change in course description
_____ Change in course title __XX__ Change in prerequisite/corequisites
_____ Change in credit hours
_____ Other change (please identify) _____

I. Current Information

Page Number in Current Catalog: 282
Current Course Information in Catalog:

Course Prefix & Number: AMST3740
Course Title: American Popular Culture
Credit Hours: 3-0-3
Prerequisite: ENGL 2210 or HIST 2112.

Course Description:

Critical analysis of popular culture in American society. A particular offering of the course could focus on a specific area of popular culture (e.g., books, music, sports, food, mass consumption or advertising) or survey several of those topics. Historical and theoretical readings will support students' analysis of primary texts, including examples highlighting the globalization of American popular culture, mass markets and niche markets, the social formation of taste, and shifts in society's preferences for mass consumption in different time periods. Course may be repeated for credit provided the content differs entirely from the previous offering.

II. Proposed Information (fill in completely & **highlight changes**)

Course Prefix & Number: AMST3740
Course Title: American Popular Culture
Credit Hours: 3-0-3

Prerequisite: ENGL 1102

Course Description:

Critical analysis of popular culture in American society. A particular offering of the course could focus on a specific area of popular culture (e.g., books, music, sports, food, mass consumption or advertising) or survey several of those topics. Historical and theoretical readings will support students' analysis of primary texts, including examples highlighting the globalization of American popular culture, mass markets and niche markets, the social formation of taste, and shifts in society's preferences for mass consumption in different time periods. Course may be repeated for credit provided the content differs entirely from the previous offering.

III. Justification for Change

Using ENGL2210 and HIST2112 as prerequisites prevented students majoring in disciplines other than history and English from enrolling in the course, as students sometimes delay taking ENGL2210 or HIST2112 until later in their college tenure. The AS faculty members agree that ENGL1102 is a sufficient prerequisite for the American Studies courses.

Signature Page

Submitted by:

LeeAnn Lands, Assoc. Coordinator, American Studies Date

___ Approved ___ Not Approved

Department Curriculum Committee, Date

___ Approved ___ Not Approved

General Education Council*, Date

___ Approved ___ Not Approved

Professional Teacher Education Unit Program Area*,
Date

___ Approved ___ Not Approved

Department Chair, Date

___ Approved ___ Not Approved

College Curriculum Committee AND/OR Teacher
Education Council*, Date

___ Approved ___ Not Approved

College Dean, Date

___ Approved ___ Not Approved

Undergraduate Policies and Curriculum Committee,
Date

___ Approved ___ Not Approved

Assoc. VP for Academic Affairs

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Form updated July 31, 2006.

**KENNESAW STATE UNIVERSITY
UNDERGRADUATE PROPOSAL
Change in Existing Course**

Existing Course Prefix/Number/Title _ AMST4490 Special Topics in American Studies __
Department _____
Degree Title (if applicable) _American Studies minor__
Proposed Effective Date __as soon as approved_

Please indicate what changes are being proposed:

_____ Change in course number _____ Change in course description
_____ Change in course title __XX__ Change in prerequisite/corequisites
_____ Change in credit hours
_____ Other change (please identify) _____

I. Current Information

Page Number in Current Catalog: 282
Current Course Information in Catalog:

Course Prefix & Number: AMST4490
Course Title: Special Topics in American Studies
Credit Hours: 3-0-3
Prerequisite: ENGL 2210 or HIST 2112.

Course Description:

A study of selected special topics of interest to faculty and students. Course may be repeated for credit provided the content differs entirely from the previous offering.

II. Proposed Information (fill in completely & **highlight changes**)

Course Prefix & Number: AMST4490
Course Title: Special Topics in American Studies
Credit Hours: 3-0-3
*****Prerequisite: ENGL 1102*****

Course Description:

A study of selected special topics of interest to faculty and students. Course may be repeated for credit provided the content differs entirely from the previous offering.

III. Justification for Change

Using ENGL2210 and HIST2112 as prerequisites prevented students majoring in disciplines other than history and English from enrolling in the course, as students sometimes delay taking ENGL2210 or HIST2112 until later in their college tenure. The AS faculty members agree that ENGL1102 is a sufficient prerequisite for the American Studies courses.

Signature Page

Submitted by:

LeeAnn Lands, Assoc. Coordinator, American Studies Date

___ Approved ___ Not Approved

Department Curriculum Committee, Date

___ Approved ___ Not Approved

General Education Council*, Date

___ Approved ___ Not Approved

Professional Teacher Education Unit Program Area*,
Date

___ Approved ___ Not Approved

Department Chair, Date

___ Approved ___ Not Approved

College Curriculum Committee AND/OR Teacher
Education Council*, Date

___ Approved ___ Not Approved

College Dean, Date

___ Approved ___ Not Approved

Undergraduate Policies and Curriculum Committee,
Date

___ Approved ___ Not Approved

Assoc. VP for Academic Affairs

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Form updated July 31, 2006.

FACULTY PERFORMANCE GUIDELINES AMERICAN STUDIES PROGRAM

[Insert approval date]
19 August 2007 draft

I. DISTINGUISHING PROGRAM CHARACTERISTICS

The American Studies program at Kennesaw State University dedicates itself to crossing boundaries: disciplinary, social, cultural, institutional. The program is multidisciplinary and interdisciplinary focusing on the study of American cultures, as they exist locally, regionally, nationally, and trans-nationally. Grounded in the content knowledge base and methodologies from a range of fields, students are actively encouraged to pursue an understanding and critical analysis of the history, literature, arts, politics, language, philosophy and social practices of the multitude of American communities. Through the use of project-based learning linked to faculty members' own professional development needs, interests, and abilities, the program engages students in an exchange of learning and service in local communities and abroad. American Studies students and faculty at KSU seek opportunities for collaborative work with partners in the university community and beyond by co-sponsoring events and projects based in a shared vision of social justice, global awareness, and the power of critical analysis linked to local action. The American Studies Program offers a minor, has an M.A. in review at the Board of Regents, and a major in development. Currently there are no faculty members committed to delivering AMST courses full-time. Three faculty members have joint appointments between AS and their "home" department. The program depends on the generosity of other departments to "donate" faculty members to teach AMST courses or to allow a portion of course "seats" to AMST courses. Faculty members negotiate their teaching and service load in AS as part of their Faculty Performance Agreement (FPA) with their home department.

Faculty with joint appointments in American Studies and another department:

Joint appointments are defined and subject to the rules set down in the KSU faculty handbook. It is expected that faculty members with joint appointments in the AS program adopt interdisciplinary approaches in their teaching and research and creative activity. As part of their annual report, faculty members should discuss in what ways their teaching and research and creative activity is interdisciplinary.

The chair of the Home Unit will consult the AS Coordinator in completing a joint appointment faculty member's annual review and post-tenure review. Specifically, the AS Coordinator will complete an annual review letter on the faculty member's performance related to the AS degree program and submit it to the chair of the Home Unit. This letter will be a part of the faculty member's review and permanent record. The AS Coordinator will be consulted on recommended merit raises. The AS Coordinator bases his/her assessment of the faculty member on the Faculty Performance Guidelines in the American Studies Program.

Faculty members affiliated with the American Studies Program:

“Affiliation” is defined by the AS Program by-laws. It is expected that faculty members affiliated with the AS program adopt interdisciplinary approaches in their teaching and/or research and creative activity. As part of their annual report, faculty members should discuss in what ways their teaching and/or research and creative activity is interdisciplinary. Service to the field, university, college, home department, and AS Program are negotiated yearly in the FPA.

The AS Coordinator will complete an annual review letter on the affiliated faculty member’s performance related to the AS program and submit it to the chair of the Home Unit. The AS Coordinator bases his/her assessment of the faculty member on the Faculty Performance Guidelines in the American Studies Program.

II INTERPRETATIONS AND ADAPTATIONS OF UNIVERSITY'S GENERAL CRITERIA

The KSU Faculty Handbook, Section V, Parts I - VI, outlines basic categories of faculty performance, expectations and eligibility for the award of tenure, and institutional expectations for faculty performance within different academic ranks. This document is intended to complement the university guidelines and to explain how they are specifically applicable to faculty within the American Studies Program. Depending on the situational context of the faculty member, some activities listed in the categories below may appropriately be placed in another category. Faculty members should highlight how their research/creative activity, teaching and service are integrated, while being careful to produce a list of activities in all three areas.

ACADEMIC ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

Faculty members are expected to engage in appropriate activities in academic professional development and utilize these activities to more effectively perform their responsibilities in teaching/supervising/mentoring, in research/creative activity, and in service.

TEACHING, SUPERVISION, AND MENTORING

The AS Program values and rewards classroom practices that embrace collaborative teaching and learning; inquiry-based learning; academically-based service learning; and interdisciplinary modes of teaching and learning. Faculty members are encouraged to highlight how their teaching integrates these values and practices into the curriculum. It is expected that AS affiliates and joint appointments should address interdisciplinarity in their annual narratives and their teaching philosophy.

Faculty might offer the following as evidence of quality teaching:

- Letters from peers who evaluated their classes. Evaluations can include matters of pedagogy and/or matters of substance (i.e., is the faculty member knowledgeable, is her/his information current, etc.)

- Outline of field experiences, directed studies, or other student research projects they directed during the year. Details on titles of student papers or any other indication of outcomes would be helpful
- Descriptions of collaborative research projects or other inquiry-based work performed with students
- Awards won by students under their supervision or whom they mentored
- Papers presented publicly by students, or student papers and creative work that were published, in collaboration with or under the faculty member's supervision
- Awards received during the year for distinguished teaching, including nominations, semifinalist, or finalist status for the Distinguished Teaching Award
- Outline of new courses they piloted, developed, or taught for the first time during the year
- Outline of professional development activities for improving teaching effectiveness (i.e., participation in structured collaborative activities such as learning communities)
- Outline of expanded teaching venues such as workshops, in-service, and guest lecturing in others' classes

RESEARCH AND CREATIVE ACTIVITY

The American Studies Program values interdisciplinary, collaborative, and community-based research and creative activity. The program recognizes that new creative work and new knowledge should be integrated into teaching, practice, and other research. As such, the program strongly encourages its faculty members to disseminate their findings and/or interpretations.

AS affiliates may engage in interdisciplinary research/creative activity. Joint appointments in AS must engage in interdisciplinary research/creative activity and are strongly encouraged to disseminate their creative work or research.

Faculty members may choose to list the following forms of research/creative activity:

- Editions, translations, edited oral history collections, books, and articles for scholarly print and electronic media
- Reviews, commentary, performance, and essays that appear in public discourse
- Exhibits, tours, or other interpretive products intended for public dissemination
- Published, original works of fiction, poetry, drama, scripts and screenplays and nonfiction in print, hypertext and multimedia formats
- Deliverables produced independently or in collaboration with others in business and nonprofit settings where the faculty member is utilizing his/her area of expertise (e.g., museum assessments, interpretive plans, reports, educational program assessments, documentation, manuals, funded granted proposals, websites, newsletters, program evaluations)
- Papers at conference presentations
- Awards recognizing scholarship and scholarly activities and creative work and activities.
- Other evidence of basic or applied research as negotiated in the FPA

In the case of published works, faculty members should specify the editorial process (e.g., peer review OR editor review). BOTH FORMS OF EDITORIAL PROCESS ARE VALUABLE, AND EACH IS EQUAL WHEN EVALUATING CREATIVE ACTIVITY. In reporting on research, creative work or creative activities in annual reports, faculty members should highlight selectiveness of journals or other venues in which their work appears or otherwise gauge its effectiveness and/or importance. Perhaps add after “editor review”: although neither is considered more valuable than the other.

Faculty members may also choose to outline activities that did not necessarily result in an exhibit, performance, or published product. Faculty members are encouraged to submit letters from colleagues identifying how the faculty member specifically contributed to the activity/project. Such activities may include, but are not limited to:

- Service on review or editorial boards for professional publications and presses
- Review of grant applications, papers, and manuscripts
- comments on papers at professional meetings Cap the “C”.
- Organization of panels and conferences.

Faculty members should also list any awards recognizing their research and creative activities and creative work and activities.

PROFESSIONAL SERVICE

Faculty members are expected to provide some level of service to the program, department, college and/or university as negotiated in the FPA.

Faculty members may choose to list the following forms of service activity:

- Position(s) in a professional organization in the field
- Speeches delivered on professional topics to community groups
- Service on boards related to field
- Consulting work
- Leadership roles in professional conferences or meetings
- Symposia or conferences organized on the KSU campus or success in bringing professional meetings to campus
- Activities related to bringing individual lectures, readers, or other experts in their fields to campus
- Leadership roles on campus or within the University System (e.g., chair of university, college, or department committees)
- Authorship or editorship of major institutional reports
- Student organizations formally advised
- Membership(s) on university, college, or department committees
- Formal administrative positions at KSU
- Courses taught for Continuing education/Elderhostel

- Other service to the community, professional organizations, the institution, or the University System
- Awards received recognizing service