

AMST Meeting
Thursday, 24 August 2006
12:30 to 1:45 p.m.
Leadership Room

I. INTRODUCTIONS

Thanks to KMWP for lunch!

II. BUSINESS MEETING

- Overview of last year's successes
 - Status of programs
 - Interdisciplinary Megaplex (AS, GWS, AAD, HE)
- Minor program overview. See program attached.
- Affiliation form (note difference between "interest group" and "teaching faculty").
- Reminder: LA needs your undergraduate course preferences for next two years!
- Proposed governance structure. See attached. (We will discuss this again and name election coordinator at September meeting.)
- CETL Faculty Learning Community.
- Future meeting format and schedule (Tamara Livingston on deck).
- Next meeting date (every fourth Thursday at 12:30?)

III. AS IN PRACTICE

AMST3750 Popular Culture (Best Sellers) Student Project Panel
Joe Cawley, Sheri Easton, Amy Hopper, Joellen Kubiak-Woodall
See project assignment form attached.

MINOR in AMERICAN STUDIES

an interdisciplinary program examining American culture

The Minor in American Studies requires 15 HOURS of coursework:

AREA IA. Required Courses (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
- AMST4490 Special Topics

AREA II. Electives:

The balance of credits are drawn from the following. English majors may not use any ENGL courses toward the minor AREA II electives. History majors may not use any HIST courses toward the minor AREA II electives.

- 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 History to 1865
- HIST 3335 African American History, 1865 to Present
- HIST 3341 Women in U.S. History and Culture
- HIST 4435 History and Memory
- PHIL 3313 American Philosophy
- 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
- ENGL 3340 Ethnic Literatures
- ANTH 3321 Indians of North America
- POLS 4427 American Political Thought

AMERICAN STUDIES COURSES

FALL 2006

AREA IA. REQUIRED COURSE.

AMST 3700 Principles and Methods of American Studies

Lands

T/Th 3:30-4:45 p.m.

This class introduces you to interdisciplinary methods of studying American cultures, cultural practices, and cultural products -- shopping, suburbs, the Pledge of Allegiance, Manga, romance novels, bomb shelters, "streets of gold," drive-through windows, advice books, slang, and zoot suits. A reading, writing, and discussion intensive course, AMS3700 will ask you to examine myth-making, cultural diffusion, spatial and linguistic practices, and identity formation in American life.

AREA IB. THE FOLLOWING COURSES CAN BE USED TO FULFILL AREA IB. REQUIRED COURSES.

ENGL 3330 Gender Studies

Robbins

MW 12:30-1:45 p.m.

The fall 2006 offering of ENGL 3330 will explore key trends in the study of American women's writing. Topics will include the "recovery" of women's texts from prior periods; the strategies American women writers have used to claim access to the profession (e.g., by writing for gendered magazines); social issues addressed in women's writing (such as gender roles and sexuality); and efforts made by women to "feminize" male genres (such as regional and travel literature). Whole-class readings will include primary texts (from the early American Republic through very recent publications) and influential secondary scholarship, especially historical and theoretical approaches. Students will have several opportunities to select their own individual and small-group readings. Other major requirements are two papers (about 6-8 pages each), regular contributions to online and in-class discussions, one group presentation, and a final exam. This course may be used for credit in the American Studies minor; see Professor Robbins or Professor Lands for a substitution form.

ENGL 3350 Regional Literature

HIST 3315 History of the American West

Niemann/Reeve

M 6:30-9:15

The class will explore the history of the American West, with an emphasis on the region beyond the Mississippi River, through both literature and historical essays. The literature utilized in the class will include some 19th century documents, but will focus on works by 20th century authors who give voice to more recent interpretations of the sometimes over-glorified Western Experience. Can be used for AMST3750; see Professor Robbins or Professor Lands for a substitution form.

ENGL 3600 Topics in African Diaspora Lit: Twentieth-Century Caribbean Women Writers

Thompson

M/W 3:30-4:45

Twentieth-century Caribbean women writers are the focus of this course, which will introduce students to literary and geographical spaces in the Caribbean. With such prize-winning women writers as Jean Rhys, Jamaica Kincaid, Maryse Condé, Cristina Garcia, Zee Edgell, Edwidge Danticat, and Myriam Warner-Vieyra, we will explore post-colonial issues of identity, language, place, and history. Additionally, film, music and map-study will facilitate our journey south of the border to the English, French and Spanish Caribbean. This course may be used for credit in the American Studies minor; see Professor Robbins or Professor Lands for a substitution form.

ENGL 4580 20th-Century World Literature: The Vietnam War

Thompson

M/W 6:30-7:45

"In human terms at least, the war in Vietnam was a war that nobody won—a struggle between victims.... But whether a valid venture or a misguided endeavor, it was a tragedy of epic dimensions." So says Stanley Karnow, winner of the Pulitzer Prize for Vietnam: A History (1983). In this course we will consider Karnow's position on the Vietnam War, also known as the American War: How one knows the war, how one experienced the war (and continues to experience it) depends on perspective and, thus, perspective will be an important concept in this course. This course may be used for credit in the American Studies minor; see Professor Robbins or Professor Lands for a substitution form.

HIST 4426 Documentation and Interpretation: Taking Place I: A Community's Exploration of its Place and Community

Lands

F 8:00 a.m. – 2:45 p.m.

This semester will produce 4 to 6 minute radio documentaries interpreting how "place" and "community" are created, experienced, and conveyed in three discrete spaces of northwest Georgia: downtown Powder Springs, the new Hillgrove High School, and the neighborhood of south Rome. NO EXPERIENCE NECESSARY! This class will help you frame a research topic, develop interview skills, work the equipment, write a script, and produce a digital audio documentary. The audio pieces will be presented to the local community throughout and at the conclusion of the project, and will be pitched to local radio stations for broadcast. This course may be used for credit in the American Studies minor; see Professor Robbins or Professor Lands for a substitution form.

AREA II ELECTIVES

SEE COURSE SCHEDULE FOR THE AVAILABILITY OF COURSES LISTED IN AREA II ELECTIVES.

AS PROGRAM GOVERNANCE PROPOSAL

AS Election process:

- If you have affiliated as a member of the AS Teaching Faculty (as opposed to the AS Interest Group), you are entitled to vote in elections.
- Nominations are open for the positions listed below and should be submitted to Elections Coordinator by XX/XX/2006. Self-nominations are accepted.
- The Elections Coordinator will submit a ballot to Angela Stover in the HSS dean's office.
- Angela Stover will send out the ballots to the AS Teaching Faculty for voting and will compile the results. Election will be based on a simple majority.
- The HSS dean (or designated appointee) will announce the results.

Positions to be elected:

AS minor coordinator (schedule courses and liaison with associated departments, contribute to faculty support and development, advise, advertise program and courses, organize program reports and reviews, spearhead public outreach, coordinate curriculum changes). Consistent with the current governance system in HSS, the AS minor coordinator will serve for five years. Program faculty will then have an opportunity to re-elect a minor coordinator. There are no term limits for minor coordinator.

AS M.A. coordinator (contribute to faculty support and development, prepare for launch of M.A. by planning budget, advertising, course rotation, coordinating preparation of formal proposal materials for the B.O.R. as needed). The AS M.A. coordinator is a temporary position and will be replaced by an M.A. Director once the BOR approves the M.A. program. At that time, the program faculty will have the opportunity to nominate and elect a director.

AS Program Committees. To ensure a smoothly running program, it is expected that AS Teaching Faculty will actively serve on at least one program committee each year.

The AS undergraduate curriculum working group develops and modifies the undergraduate curriculum. Changes to the undergraduate curriculum are then submitted to the AS Teaching Faculty (that is, a "committee of the whole") for approval. The working group chair will be elected by the working group at the beginning of each academic year.

The AS graduate curriculum working group develops and modifies graduate curriculum. Changes to the graduate curriculum are then submitted to the AS Teaching Faculty (that is, a "committee of the whole") for approval. The working group chair will be elected by the working group at the beginning of each academic year.

The AS personnel and faculty development working group coordinates faculty development programs (e.g., NEH grant proposals, CETL faculty learning community programs) and personnel issues (hiring, additions to AS Teaching Faculty, development of tenure and promotion procedures). The AS personnel and faculty development working group also schedules the "AS in Practice" sessions for the monthly AS program meetings. The working group chair will be elected by the working group at the beginning of each academic year.

Final Paper Requirements AMST Course on Bestsellers

Topic and genre: Your essay should be an interdisciplinary analysis related to the "bestsellers" theme of the course. You will present an argument about your topic and support it based on research you have done. Your research should include primary and secondary sources. Your topic should be researched, organized and presented as the study of a particular book, author, or trend relevant to the study of bestsellers' place in American popular culture. You may choose a contemporary text/author or one from the past, but, in either case, you must set your topic in historical context using methods consistent with "history of the book" and/or other relevant cultural analysis approaches being used in American Studies-based scholarship on the place of reading in popular culture. The broad genre of your paper should be an **interdisciplinary academic essay**, using research to support your argument and following conventions for academic writing. You should include a bibliography or works cited as well as endnotes or internal citations. Use Chicago style or MLA, depending upon your major field.

Structure: Your paper should report on your research process, your findings, and their significance. Your paper's Part I will explain the goals of your research, present your rationale for choosing the topic you did, and describe the interdisciplinary research methods you employed, including **why** you chose the methods you used and how well they did or did not work out to generate knowledge about your topic. This section may be written in first person. Part II will summarize your findings, presenting an argument or thesis about your subject. You should provide evidence from your research to support your argument. Part III will interpret the significance of your findings, within the context of the course focus on bestsellers, including such theoretical concepts as social class and values-formation, everyday social practices, and the cultural work of bestsellers. In Part III, you should analyze the implications of your research, connect your findings to materials/topics and sources studied in the class, and outline further research that could be done on your topic.

Length: Your paper should be about 10 pages long, typed and double-spaced, *including* endnotes but not counting appendices or cover sheets. (An example of an appendix would be a chart reporting on results of a survey you administered). It may be no longer than 10 pages, total.

Quality of content: Your essay should be effectively focused and organized around your topic, methods, and argument. It should present strong evidence in a clearly sequenced way, with plenty of details and examples to back up your thesis and sub-points. You should analyze and interpret rather than merely describe. You should base your writing in research from at least four sources, fulfilling the research requirements below in a way that provides both breadth and depth of information about your topic.

Research Requirement #1: You must do research including a combination of appropriate primary and secondary sources.

a) You must have AT LEAST 2 primary sources and at least one secondary source.

Examples of **primary research** would include reading literary texts themselves, doing interviews, carrying out site visits, interpreting sales data, and analyzing cultural products or material culture related to your topic (e.g., letters by authors or readers; print advertisements for books; interviews with authors; interviews with readers). Examples of **secondary sources** would be scholarly essays and books about your topic, as well as book reviews or studies of authorship practices or of genre related to your topic, b) Any internet-based sources must be appropriate for your topic and argument.

You must demonstrate that you know how to find reliable, relevant information about your topic on the internet. Thus, you should have at least one source of information gleaned from the Web

that is appropriate to your topic, relevant, and reliable in terms of your purpose for using the material. (So, for example, amazon.com reviews would be an apt source for a topic on readers' responses to a particular text, but not so helpful for an argument about an a best-selling academic author's having made major contributions to scholarship.) You must also demonstrate that you know how to find and use information from non-internet sources, such as the library book collection or CD-ROMs of print sources.

Research Requirement #2: You must blend the information from multiple sources into a coherent presentation for your paper, creating an interdisciplinary argument of your own rather than simply a report on others' research.

Wherever you find information, and whatever source types you are using, the total collection of your sources should give readers evidence of your useful engagement with appropriate primary materials and other research consistent with your topic and your disciplinary field of enrollment (HIST or ENGL). Your research, with all sources considered together, must support your thesis.

Research Requirement #3: Managing your citations: You may use MLA or Chicago Style (with Turabian, a simplified version of Chicago allowable). If you choose MLA style, you will have a Works Cited section and internal citations following MLA format. If you choose Chicago, you will have endnotes and a bibliography in Chicago style (or Turabian simplified version of that style).

Revision and editing: You must demonstrate that you can do thorough, thoughtful revising and careful editing. You need to turn in some evidence of your revision process (such as a copy of part of an early draft that shows you did more than surface editing of your paper). Your final essay should be as error-free as possible and should reflect sophisticated attention to style, including sentence structure and word choice throughout.

Examples of moving from topic to research inquiry question

Subject	Narrowed Subject	Methods of Inquiry	Research Question	Comments
Re-packaging classics	Variations in editions of <i>Uncle Tom's Cabin</i> over time	Covers, blurbs, printing formats; secondary scholarship on the novel's publishing history; amazon.com descriptions of editions	How do changes in the "packaging" of the novel reflect different cultural values associated with the text in different time periods?	
Stephen King	2 Books to film from different time periods	Read primary texts; view films; read reviews of films and books; study King's writings on writing	How are the differences between the two film versions of a particular King book related to their different historical periods of production?	
Reading Lolita in Tehran	Current U.S. readers' responses and their links to views on gender roles in U.S. and "other" cultures	Interviewing readers, reading secondary scholarship, sources on history of reception of RLT	What American-oriented frameworks of thinking guide interpretations of the book's engagement with gender?	
Religious self-help genre	Prayer of Jabez series	Published reviews, websites, scholarship on religious publications in U.S. culture, interviews	How has the controversy fed sales and shaped reviewers' responses? What does this case say about religion in American pop culture?	