

AS PROGRAM MEETING
28 September 2006
12:30 to 1:45 p.m.
Wilson Building 103

- I. Minutes – who will take them?
Circulate attendance sheet
- II. Thanks to the English Department and Bill Rice for lunch!
- III. AS courses for spring 2007 (see attached)
- IV. AS programs
 - AS MA status
 - AS major?
- V. Consideration of special topics proposals for Spring 2007 (see attached)
AMST4490 Housing and Homelessness (Lands)
AMST4490 Modern Civil Rights Movement (Thompson)
- VI. Consideration of revised AS governance structure (see attached).

If governance is approved, proceed with the following:

Election supervisor – who will manage the election of the Program Coordinator?

Proposed calendar for elections:

- Nominations for Program Coordinator due by email to elections supervisor by 5 p.m., 10/5/06
- Election held by email through dean's office the following week.
- Announcement of AS Program Coordinator by dean's office by 10/19/06.

Program committee sign-up (Don't be shy! Sign up for more than one committee!)

- VII. Tamara Livingston and her one-woman band

ATTACHMENTS: Spring 2007 AS courses
AMST4490 proposals
Proposed governance structure

NEXT MEETING: Thursday, October 26th, 12:30 p.m.

AMERICAN STUDIES

Spring 2007

CRN	Time	Days	Course Num/Sec	Instructor	Max	Avail	Location	SES
<u>11003</u>	3:30PM-4:45PM	M W	AMST 3700/01	Lands, L	25	25	English Building- 72	1
<p>AMERICAN STUDIES. This class introduces students to interdisciplinary methods of investigating and interpreting American cultures, cultural practices, and cultural products. We'll look at such topics as shopping, suburbs, the Pledge of Allegiance, romance novels, bomb shelters, "streets of gold," drive-through windows, advice books, and Star Trek. 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. Required for the American Studies minor.</p>								
<u>11574</u>	11:00AM-12:15PM	M W	AMST 3740/01	Robbins, S	25	25	English Building- 72	1
<p>POPULAR CULTURE: BEST SELLERS. When academics study "popular culture," what kinds of texts are they examining, and what kinds of interdisciplinary methods do they use? What is the role of popular culture in American society? How has "pop culture" from the U.S. reached international audiences while also being shaped by transnational influences? This course will explore such questions through a particular focus on the place of bestselling books in American culture. We will read bestsellers from different time periods and consider how they reflected and shaped their own eras. We will look at how some authors themselves become bestsellers, and at how writing a bestseller changes authorial identity. We'll consider "niche" bestsellers (like graphic novels, YA lit, and inspirational or self-help books) and their readership, and we'll draw on critical theory to see how the texts and their audiences interact with other cultural forms. We'll consider the economics of publishing, but also the role of aesthetics in making (and sometimes constraining) book sales. We'll do lots of rigorous thinking, research, and writing about a fun—and important—topic to help us critique the culture in which we live.</p>								
<u>11437</u>	5:00PM-6:15PM	M W	ENGL 3350/01	Yow, P	15	15	English Building- 172	1
<u>10445</u>	5:00PM-6:15PM	M W	HIST 3304/02	Scott, T	15	15	English Building- 172	1
<u>11178</u>	5:00PM-6:15PM	M W	AMST 3750/01	Yow, P	10	10	English Building- 172	1
<p>GEORGIA HISTORY/GEORGIA LITERATURE. Students may take this team-taught course for English, History, or AMST credit. An American Studies course in nature, it combines Georgia history with Georgia literature. Majors of all disciplines and AMST minors are encouraged to enroll. The course will focus on Southern identity as shaped by history and myth. It will be text-driven with an examination of historical documents and monographs as well as novels, short stories, and film and documentary clips. Students will have the opportunity to express themselves through various writing assignments as well as discussions in the classroom and online through Vista. Contact Dr. Dede Yow, dyow@kennesaw.edu or Dr. Tom Scott, tscott@kennesaw.edu for more information.</p>								
<u>11549</u>	3:30PM-4:45PM	M W	ENGL 3500/01	Thompson, E	15	15	English Building- 166	1
<u>11907</u>	3:30PM-4:45PM	M W	AMST 4490/02	Thompson, E	10	10	English Building- 166	1
<p>CIVIL RIGHTS MOVEMENT. In this class we will examine the modern civil rights movement, dating from 1954 to 1965. Historical documents will provide a foundation for period pieces (i.e., drama, first-person narratives and song) as well as works of fiction and film by 20th century writers and filmmakers, who take as their subject the modern civil rights movement.</p>								
<u>11173</u>	9:30AM-10:45 AM	M W	AMST 4490/01	Lands, L	20	20	Social Science-3031	1
<u>12191</u>	9:30AM-10:45 AM	M W	HS 3350/01	Peters, A	35	35	Social Science-3031	1
<p>HOUSING AND HOMELESSNESS IN AMERICAN CULTURE. This course is a thematic overview of housing and homelessness in 20th century U.S. culture. Special attention will be given to cultural constructions and representations of "home" and homelessness and how those representations influence and interact with public policy issues (e.g., education). We will also take the opportunity to use the recent spate of media coverage of Hurricane Katrina and its revelations of hypersegregation and housing to examine some of the above issues.</p>								

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 **AMST 4490**_

Example: SPECIALTOPICS H I S T 2 0 0 1

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

SPECIAL TOPICS **THE CIVIL RIGHTS MOVEMENT**

Example: SPECIALTOPICS PARADISE LOST

Credit Hours: 3-0-3

Prerequisites: ENGL 2110 or HIST2112

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

SEE ATTACHED.

- 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:

Eva M. Thompson

September 20, 2006

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.

Syllabus for AMST 4490

The Modern Civil Rights Movement

Instructor: Dr. Eva M. Thompson

Telephone: (770) 499-3625

Office: EB 124

Email: ethompso@kennesaw.edu

Office Hours:

Course Description: In this class we will examine the modern civil rights movement, dating from 1954 to 1965. Historical documents will provide a foundation for period pieces (i.e., drama, first-person narratives and song) as well as works of fiction and film by 20th century writers and filmmakers, who take as their subject the modern civil rights movement.

Students enrolled in the course must have passed ENGL 2110 or HIST 2112 with a C or better.

Student Learning Outcomes:

Students will

- explore the modern civil rights movement through historical documents, literature, film, and music
- become acquainted with the historical and cultural contexts for the modern civil rights movement
- be introduced to contemporary writers and filmmakers who take as their subjects the modern civil rights movement
- write a research paper about an aspect of the modern civil rights movement

Specific versions of the general learning outcomes to be addressed in this offering of the course:

Students will

- articulate a research topic about the modern civil rights movement
- research a topic about the modern civil rights movement
- communicate effectively about research orally and in writing

Required Texts:

The Autobiography of Malcolm X as Told to Alex Haley. 1964. New York: Ballantine, 1999.

Campbell, Bebe Moore. *Your Blues Ain't Like Mine.* New York: Ballantine Books, 1992.

Dierenfield, Bruce. *The Civil Rights Movement.* New York: Longman Publishers, 2004.

Grooms, Anthony. *Bombingham.* New York: The Free Press, 2001.

Hansberry, Lorraine. *A Raisin in the Sun.* 1961. New York: Knopf Publishing, 1994.

King, Jr., Martin Luther. *Why We Can't Wait.* 1964. New York: Signet Classics, 2000.

Moody, Anne. *Coming of Age in Mississippi.* New York: Dell Publishing, 1968.

Technology (Films/Videos and CDs):

Movin' on Up, Vol. 1: Songs from the Civil Rights Struggle

Eyes on the Prize.

Four Little Girls (a docudrama by Spike Lee).

A Raisin in the Sun (a filmed adaptation of the play by Lorraine Hansberry).

The Spook Who Sat by the Door (a movie based on the novel by Sam Greenlee).

Course Requirements, Evaluation and Grading:

1. Students will keep a journal in which they respond/react to prompts that may be based on reading assignments, movies, music, lectures, and/or class discussions. Journals will be weighted at 10% of the overall grade.
2. Students will prepare an annotated bibliography of ten secondary sources. Each summary will be weighted at 5% for a total of 50% of the overall grade and be evaluated according to “Grade expectations for writing assignments” below.
3. Students will write a 10- to 15-page essay. This two-part assignment consists of a first draft, which will be revised and re-submitted as the final essay. The first draft will be weighted at 10% and the final at 20%. This assignment will be evaluated according to “Grade expectations for writing assignments” below.
4. Students’ presentations of final essays will be weighted at 10% of the overall grade.

Class Policies:

1. All reading assignments should be completed by the dates indicated on the syllabus.
2. All out-of-class assignments must be typed and double-spaced. Unless given permission, assignments may not be faxed, emailed as an attachment, or submitted to the department secretary or student assistants.
3. Late assignments will be penalized one letter grade for each day the assignment is late.
4. Please plan to be present and on time for each class as there will be no make-up work for missed assignments.
5. For each absence beyond three, students will be penalized -5% of the overall grade.
6. Please turn off all cell phones and beepers prior to entering the class.
7. Please visit restrooms before coming to class so that you will not interrupt class.
8. Read the syllabus carefully. If there is anything you do not understand about the course requirements, policies, evaluation and grading, or assignments, ask questions.
9. As professor of this course, I reserve the right to modify the syllabus at any time.

Academic honesty statement: Every KSU student is responsible for upholding the provisions of the Student Code, as published in the Undergraduate 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/ intentional misuse of computer facilities and/or services, 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.

KSU Diversity Vision Statement: It is our vision to create a strong multicultural and diverse educational environment at KSU in order to increase student satisfaction and to promote an understanding and awareness of people from various backgrounds upon graduation. In this way, KSU students will be educated for, and can compete in the global society.

Disruptive Behavior: It is the purpose of the University to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus

community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Code of Conduct. Students who are found in violation of the Code of Conduct may be subject to immediate dismissal from the University. In addition, those violations, which may constitute misdemeanor or felony violations of state or federal law, may also be subject to criminal action beyond the University disciplinary process.

List of Assignments

Historical Approach to the Modern Civil Rights Movement

Week 1

Journal #1: In a paragraph or two summarize what you learned about the civil rights movement in previous classes.

Bruce Dierenfield, *The Civil Rights Movement*

Week 2

Dierenfield, *The Civil Rights Movement* (cont.)

Selected videos from the *Eyes on the Prize* series

Week 3

Martin Luther King, Jr., *Why We Can't Wait*

Week 4

King, *Why We Can't Wait* (cont.)

Selected videos from the *Eyes on the Prize* series

Journal #2: Select an essay from King's *Why We Can't Wait*. In the first paragraph, summarize his argument. In the second, evaluate the essay; in other words, is the essay convincing? What are its strengths? What are its weaknesses?

A Dramatic Presentation of Integration

Week 5

Lorraine Hansberry, *A Raisin in the Sun*.

Journal #3: When *A Raisin in the Sun* debuted at the Ethel Barrymore Theater in March 1959, it became the longest running play by an African American on Broadway. Based on what you now know about the civil rights movement, posit reasons for the play's success.

Northern and Southern Autobiographical Perspectives of the Era

Week 6

The Autobiography of Malcolm X As Told to Alex Haley

Journal #4: Controversial though he may be many people here in the United States and abroad continue to celebrate the life of Malcolm X. Considering what you now know about Malcolm X, why do you think his life has taken on such meaning?

Week 7

Anne Moody, *Coming of Age in Mississippi*

Journal #5: What do you find most troubling or most revealing or most enlightening in Anne Moody's *Coming of Age in Mississippi*? Please explain.

Contemporary Writers and Filmmakers, Imagination & the Modern Civil Rights Movement

Week 8

Five annotations are due.

Bebe Moore Campbell, *Your Blues Ain't Like Mine*

Week 9

Anthony Grooms, *Bombingham*

Professor Anthony Grooms will talk to the class about *Bombingham* and answer questions about the novel

Week 10

Four Little Girls (a docudrama by Spike Lee)

Journal #6: Why do such contemporary writers and filmmakers as Campbell, Grooms and Lee take as their subjects the Civil Rights Movement? What do they find lacking in historical accounts? What do they hope to accomplish in fiction and film?

And then ... the Black Power Movement

Week 11

The Spook Who Sat by the Door (a movie based on the novel by Sam Greenlee)

Journal #7: What happened to the civil rights movement? Why did it culminate in the Black Power movement?

Research, Writing & Presentations

Week 12

The remaining five annotations are due.

Week 13

Draft of final essay is due.

Weeks 14 & 15

Oral presentations of final essays

Final essay is due.

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 **AMST4490**

Transcript Course Title (30 character limit after listing SPECIAL TOPICS)

SPECIAL TOPICS **Housing and Homelessness**

COURSE DESCRIPTION:

This course is a thematic overview of housing and homelessness in 20th century U.S. culture. Special attention will be given to cultural constructions and representations of "home" and homelessness and how those representations influence and interact with public policy issues (e.g., education).

Credit Hours: 3/0/3

Prerequisites: **ENGL2110 or HIST2112**

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
- Description of activities, reading, projects and/or assignments
- Basis for evaluation and final grade determination
- Rationale and justification for any apparent/perceived duplication with other existing courses in the University or overlap with another department's purview, if necessary.

SEE SYLLABUS ATTACHED.

Submitted by: **LeeAnn Lands, 21 August 2006**

III. Review and Approval Signatures:

It is the responsibility of the Department Chair to see that the following items are accomplished/ approved/acceptable.

- Does this course duplicate the content of any other existing courses in the university catalog with respect to its title, purpose or content or appear to possibly fall under the purview of another department? No If so, which specific courses?
- If there is potential duplication or a question of purview, has the Department Chair contacted the other Department, shared the rationale/justification and obtained support for this course offering?
- How many times has this specific Special Topics Course been offered in the past? 0

Department Chair/Date

Departmental Curriculum Committee Chair/Date/ TEC (if appropriate)

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

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.

AMST4490: Housing and Homelessness in American Culture
HS3350 Poverty & Culture

Instructors:

L. Lands, Ph.D.

Assoc. Professor of History

KSU Dept of History and Philosophy

Pilcher 234 (mailbox is in Pilcher 218)

llands@kennesaw.edu (this is the best way to reach me)

770 499 3437

Office hours: by appointment

A. Peters, Ph.D.

Assoc. Professor of Human Services

KSU Dept of Human Services

Pilcher 227

Email: apeters@kennesaw.edu

Phone: 770-423-3079

Office hours: TBA

Texts available for purchase at the bookstore:

Harrington, *The Other America*

Kozol, *Shame of the Nation* OR Kozol, *Ordinary Resurrections*

Kotlowitz, *There are No Children Here* OR Breslin, *Short Sweet Dream*

Low, *Behind the Gate*

Flynn, *Another Bullshit Night in Suck City*

Other readings are available on WebCT.

Course Description:

This course is a thematic overview of housing and homelessness in 20th century U.S. culture. Special attention will be given to cultural constructions and representations of “home” and homelessness and how those representations influence and interact with public policy issues (e.g., education). We will also take the opportunity to use the recent spate of media coverage of Hurricane Katrina and its revelations of hypersegregation and housing to examine some of the above issues.

Students enrolled in this course will:

- investigate how housing and homelessness has been viewed and represented historically within U.S. society
- consider how housing interacts with other public policy issues, such as public health, immigration, sprawl, education, and workforce development
- research the cultural meanings behind housing, types of housing, and/or housing geographies

- Investigate cultural representations of housing and homelessness within the Atlanta metro area
- Practice analysis of textual, visual, and multimedia resources, particularly as they pertain to representations of housing and homelessness
- Use and become familiar with research methods from different disciplines that can help reveal the experience of housing and homelessness
- Practice oral and written presentation skills through the completion of a variety of research and interpretive assignments

Exams

There will be two exams during the semester that will cover readings and research methods. Essay questions will be distributed ahead of time so that you can reflect before writing the essay during the exam period. You will use terms and concepts from the readings and class discussions/lecture in your essays.

Assignments. You will complete a variety of assignments that ask you to locate, read and analyze primary and secondary resources materials. Some assignments will require you to compile your findings and analysis in two to three pages papers. Others will require you to present your findings to the class. Some will require both. These assignments will help you practice your research, analytical, writing, and presentation skills as you gain a broader, deeper and more meaningful understanding of housing and homelessness. An assignment index is attached.

Grade breakdown:

Assignments	50%
Tests	30%
Discussion and in-class work	20%

Grade scale:

A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Academic Honesty:

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, intentional misuse of computer facilities and/or services 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.

Other Matters:

You are expected to have all assigned reading and required work finished before the start of class and to participate in class. Students that are not prepared for class may be asked to leave and will be marked as absent.

Attendance is required. You may miss three classes, period. However, you are responsible for material delivered in classes that you miss, and there are no “make-up” assignments or quizzes. We do not differentiate between “excused” and “unexcused” absences, so you may want to save up your absences in case you get ill, your car breaks down, or you miss the bus. After three absences you lose five points off your total grade for each day missed. If you are late to class, you will be counted as missing one-half (50%) of a class.

Assignments are due at the beginning of class, whether you are in attendance or not. You lose 10 points for each day an assignment is late.

You are expected to behave respectfully to your colleagues, me, and to our guest speakers. Disagree politely. Allow others space to talk, discuss, and respond to material.

Reading, Assignment, and Discussion Schedule

Part I of the course will look at housing and homelessness in a historical context, including representations and popular understandings of different forms of housing. We will also examine methods and sources for studying housing and homelessness.

Week 1: Meanings and Methods

Syllabus and overview

Discussion of the meaning of home in American culture.

Week 2: Meanings and Methods

Images of poverty and the social construction of the slum in the early 20th century

HAVE READ: Selected readings, as noted below; excerpts from Mayne, *Imagined Slum*.

You and your group will be assigned readings from Yeziarska, Addams, Riis, Goldman, and/or Caldwell. You should consider the following questions: how does the position and background of the author influence their interpretation of housing and conditions of the working poor? What does Mayne mean when he says that the “slum” culturally constructed? Where do most Americans live during this period, and how does that influence their view of the city and its housing? Consider how these writings *reflect* U.S. poverty, housing, and homelessness and *influence* thinking about poverty, housing, and homelessness. How else would you investigate the economic and material reality of housing in the early 20th century?

Week 3: Meanings and Methods

Studying housing in the early 20th century. Who lives where? What type of shelter do they live in? Analysis of census manuscripts, Sanborn fire insurance maps, city directories, building permits, real estate ads, plat maps.

HAVE READ: Selections from Borchert, *Alley Life*. Borchert contends that he is “re-reading” the alleys of Washington. How does his use of photographs add to or challenge what other scholars had written about alley enclaves? We’ll look at some other visual representations of housing and homelessness in class

Week 4

Immigrants, Americanism, Homeownership, and Rental Housing.

HAVE READ. You and your group will read and report on one of the following: excerpts from Bodnar, *Lives of Their Own*; Garb, *City of American Dreams*; Marcus, *Apartment Stories*; Day, *Urban Castles*.

Is homeownership an *American* practice? Who buys and who rents in these readings? What explains the difference? How are people using their homes in this period – are they refuges? sources of income?

Week 5

The Federal Government and Housing Policy

Hoover, Homeownership, and Patriotism.

In class we'll examine and critically analyze a collection of primary sources produced by federal agencies and real estate interests.

FHA, HOLC, FHLBB

In-class analysis of FHA/HOLC, FHLBB neighborhood guidelines and maps

Who is where? Why?

HAVE READ: Excerpts from Jackson, *Crabgrass Frontier*

Public Housing

HAVE READ: Excerpts from *When Public Housing was Paradise*; excerpts from *AJC* and *Creative Loafing* coverage of Atlanta's new model for public housing.

Week 6

Performing Home

DUE: ASSN A

Suburban home building

HAVE READ: Baxandall and Ewen, *Picture Windows* OR excerpts from Wiese, *Places of their Own*. What did people seek from the suburbs in this period? How did the reality mesh with their perceptions? What cultural practices developed in the suburbs or around this new housing? What was the cultural reaction against suburban housing and why did that develop? How might participation in the suburban housing market influence one's view of affordable or low-income housing?

Week 7

I. ASSN B DUE. Be prepared to discuss your findings with your colleagues.

II. Test 1

Week 8

I. Urban Crisis

HAVE READ: selected readings as noted below:

Different groups will be assigned readings from Kerner Commission Report; Coles, *Still Hungry*; Brown, *Manchild in the Promised Land*. Be prepared to discuss and critically compare the readings with your colleagues. How do these different types of sources inform our understanding of housing and the "urban crisis" of the 1960s? How were they discussed in the U.S. at the time? How did they influence popular understanding and American policymaking?

Part II of the course will examine how housing interacts with other urban phenomena and issues, such as education, income, and discrimination.

Week 9

I. Homelessness. HAVE READ: Flynn, *Another*

II. ASSN C DUE.

Before ending class, let's discuss what we expect Michael Duneir to find in his investigation of homeless booksellers in NY.

Week 10

Homelessness, continued.

Guest Speaker: Jerrod Cochran, Chaplain, MUST Ministries

HAVE READ: Excerpts from Duneir, *Sidewalk*

What questions does Duneir bring to his topic? How is his research designed? How do his conclusions mesh with our expectations? What explains any differences?

Week 11

I. Housing, Poverty, and the Urban Economy.

HAVE READ: Kotlowitz, *There are No Children Here* OR Breslin, *Short Sweet Dream*

+++ Your group will discuss your readings ahead of time and do a presentation of your analysis for class. Consider how the writers present the causes, perceptions and outcomes of their particular topic. Why are the authors writing these books? What is their “agenda”? What is their method of presentation and how does that influence the reading and reception of these works? Are these pop books? Academic books? How many people have they reached?

II. ASSN D DUE

Week 12

I. Housing and Education

HAVE READ: Kozol, *Shame of the Nation* OR Kozol, *Ordinary Resurrections*

What *structural* issues has Kozol uncovered? How are these issues being met today?

II. How do our findings from recent assignments reconcile with the structural issues identified by Kozol?

Week 13

Hurricane Katrina and the Re-discovery of Poverty

HAVE READ: Harrington, *Other* (pages TBA)

We “discovered” poverty in the 1960s. We’ve re-discovered it in 2006. What explains this “discovery” phenomenon? Why was *Other America* a best seller? What does this say about what was going on in the U.S. at this time? Why do urbanists and policy makers consider this book historically significant? Look up discussions of the text from the early 1970s in the *NY Times* and *Washington Post*.

ASSN E due. Be prepared to discuss your findings with your colleagues.

II. SCREEN AND DISCUSS: excerpts from *60 Minutes* and other news coverage of Katrina

Week 14

Hurricane Katrina and the Re-discovery of Poverty

HAVE READ: Excerpts from Dyson, *Come Hell or High Water*; Hartman and Squires, *There is No Such Thing as a Natural Disaster*

VIEW AND DISCUSS: Documentarians take on Katrina (film and photography); special news magazine issues on Katrina.

Week 15

American Culture and the Modern Housing Landscape

HAVE READ: Low, *Behind the Gate* (pages TBA)

Using our previous discussion questions as models, create and submit TWO discussion questions on the readings by 5 p.m. the day prior to our discussion.

ASSN F DUE.

FINAL EXAM PERIOD: Exam 2

BIBLIOGRAPHY

The following list contains bibliographic info on our required readings as well as various materials related to themes we'll be discussing in class.

- Addams, Jane. *Twenty Years at Hull-House, with Autobiographical Notes*. 1910.
- Algren, Nelson. *The Neon Wilderness*. 1968.
- Algren, Nelson. *A Walk on the Wild Side*. 1956.
- Baxandall, Rosalyn Fraad, and Elizabeth Ewen. *Picture Windows: How the Suburbs Happened*. New York, NY: Basic Books, 2000.
- Beatty, Paul. *The White Boy Shuffle*. 1996.
- Bodnar, John, Roger Simon, and Michael P. Weber. *Lives of Their Own: Blacks, Italians, and Poles in Pittsburgh, 1900-1960*. Chicago: University of Illinois Press, 1983.
- Borchert, James. *Alley Life in Washington : Family, Community, Religion, and Folklife in the City, 1850-1970, Blacks in the New World*. Urbana: University of Illinois Press, 1980.
- Breslin, Jimmy. *The Short Sweet Dream of Eduardo Gutiérrez*. 1st ed. New York: Crown Publishers, 2002.
- Brown, Claude. *Manchild in the Promised Land*. 1965.
- Bruegmann, Robert. *Sprawl : A Compact History*. Chicago: University of Chicago Press, 2005.
- Caldwell, Erskine. *God's Little Acre*.
- Coles, Robert, and Al Clayton. *Still Hungry in America*. New York,: World Pub. Co., 1969.
- Day, Jared N. *Urban Castles : Tenement Housing and Landlord Activism in New York City, 1890-1943, The Columbia History of Urban Life*. New York: Columbia University Press, 1999.
- Doucet, Michael J., and John C. Weaver. *Housing the North American City*. Montreal ; Buffalo: McGill Queen's University Press, 1991.
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ASSIGNMENT INDEX

ASSN A. Using the electronic access to *Good Housekeeping* (or a similar house-oriented periodical), locate and peruse five issues of the magazine from the 1910s and five issues of the magazine from the 1950s or 1960s. In an approximately 1000-word paper, describe and analyze your findings. Remember that within your paper you should critically analyze the source itself. Who is its audience and how does that influence what you read/see? How are they using visuals and text? How is the source reflecting American culture and how is it influencing it?

ASSN B. Interview five people regarding cultural performances/practices centered on the house as an item of display, indicator of status, or mode of community building. You might consider interviewing people about their practices of maintaining the landscape and their views of the neighbors that don't mow their yard. You might interview people regarding how and why they give guests new a tour of their home (why do they do that? what do they show? what do they say?). What themes emerge from your interviews? What purpose do these displays and performances serve? In an approximately 1000- to 1250-word paper, summarize and *critically analyze* your findings. Be prepared to informally discuss your findings with your colleagues.

ASSN C. Use Lexus-Nexus to locate five articles on homelessness from five different cities. (Limit your search to the last two years.) In an approximately 750-word paper, describe and analyze your findings. You should focus your papers on themes that emerge from your reading of the collection. You may want to focus on popular understandings of homelessness, for example, or you may choose to focus on tensions over public space. Be prepared to informally discuss your findings with your colleagues. Turn in your articles with your paper.

ASSN D. (1) Develop a research protocol to assess people's perceptions of homeless people, (2) use your protocol on 10 people, and (3) compile and analyze your findings. You will be provided examples of research tools and protocols. You should turn in the tool, a summary of results, and a thorough narrative analysis of your findings.

ASSN E. Find and analyze a film or TV show for its presentation of housing within the inner city, the suburbs, or some other element of the city. You should bring in a 5 to 10 minute segment to show and present to your classmates. In an approximately 750-word paper, describe and analyze your chosen piece. Include within your paper a discussion of how these perceptions of the city interact with our main topics of housing and homelessness. You will be graded on your presentation and paper.

ASSN F. Using Lexus-Nexus or other resources, locate *and interpret* two examples of how housing/poverty were portrayed during or immediately after Hurricane Katrina. Your examples should focus on New Orleans and not on areas to which people were evacuated (such as the Superdome or Houston). Your examples might include news articles, TV news footage, magazine photographs, or similar. How do these images depict housing/poverty? In an approximately 750-word paper, summarize and *critically analyze* your findings. Be prepared to informally discuss your findings with your colleagues.

AMERICAN STUDIES PROGRAM GOVERNANCE PROPOSAL

Changes to Governance Structure:

Changes to the Governance Structure may be made with the approval of a majority of the AS Teaching Faculty.

AS Teaching Faculty:

AS Teaching Faculty are those permanent, tenure-track faculty members that (1) have affiliated with the program as teaching faculty, (2) are scheduled or planning to teach American Studies (AMST) courses at least once every two years, and (3) will support curriculum development and other programmatic decision making as is normally expected by program teaching faculty.

AS Election process:

- AS Teaching Faculty are entitled to vote in elections.
- The Elections Coordinator will be selected by a majority vote of those attending the AS Program meeting convened for the nomination for the elective offices of the AS. The elections coordinator can be any faculty member who is not seeking elective office in AS.
- Nominations are submitted to the Elections Coordinator. Self-nominations are accepted.
- The Elections Coordinator will submit a ballot to the Dean's secretary.
- The Dean's secretary will send out the ballots to the AS Teaching Faculty as attachments to an e-mail, will receive the completed ballots and will compile the results. Election will be based on a simple (relative) majority of those voting.
- The HSS dean (or designated appointee) will announce the results.

Elected Positions:

AS Program Coordinator. The AS Program Coordinator serves as the point of contact for the AS program; reports to the Dean (or designated appointee); schedules courses and manages affiliated faculty in coordination with associated departments; and works with other program and department chairs within the college to meet the college's mission and goals. The Program Coordinator works collaboratively with the AS Teaching Faculty to design and deliver the AS program(s); advise students; advertise program and courses; organize program reports and reviews; implement curriculum changes; design and implement faculty support and development initiatives; plan and help deliver public outreach initiatives. The AS Program Coordinator prepares for launch of M.A. by planning budget, advertising, and course rotation, and coordinates preparation of formal proposal materials for the B.O.R. as needed. Consistent with the current governance system in HSS, the term for the AS Program Coordinator is five years with the possibility of renewal for a second term.

AS Meetings:

At least six (6) AS program meetings will be held during the academic year. Meeting minutes will be taken by a designated faculty member and subsequently distributed to the AS Teaching Faculty within ten (10) days of a program meeting. Meeting minutes will be posted to the AS program website.

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. Program faculty members have the opportunity to volunteer for committees each April/May for the following academic year. The AS Program Coordinator is responsible for balancing membership among the committees. The AS Program Coordinator may work with faculty members to establish ad-hoc committees to meet any needs not covered by the standing committees.

The AS undergraduate curriculum committee is responsible for the development of the program mission statement and develops and modifies the undergraduate curriculum. The committee has the authority to periodically review the undergraduate program for effectiveness and suggest modifications. Changes to the undergraduate curriculum are then submitted to the AS Teaching Faculty (that is, a “committee of the whole”) for approval. The committee chair is elected by the committee at the beginning of each academic year. Once approved by the AS Teaching Faculty and the AS Program Coordinator, curricular changes will follow the KSU approval process, starting with the HSS Curriculum Committee.

The AS personnel and faculty development committee coordinates faculty development programs (e.g., NEH grant proposals, CETL faculty learning community programs) and personnel issues (e.g., investigates and recommends hiring strategies for AS program). The AS personnel and faculty development committee also schedules the “AS in Practice” sessions for the monthly AS program meetings. The committee chair is elected by the working group at the beginning of each academic year.

The AS outreach committee coordinates advertising of the AS program to students and other programs and departments on campus. Activities include but are not limited to the development and distribution of: AS program materials (e.g., posters, flyers); development and upkeep of the program website; development and distribution of an AS course description list each semester. The committee chair is elected by the working group at the beginning of each academic year.