Board of Regents of the University System of Georgia
Full Program Proposal

Institution: Kennesaw State University  Date: September 2008

School/Division: College of Humanities and Social Sciences

Name of Proposed Program: Master of Arts in American Studies

Degree: M.A.  Major: American Studies  CIP Code: 05.0102

Proposed Starting Date: August 2009

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# Appendices

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1. Program Description and Objectives: Proposed M.A. in American Studies

Objectives of the Program and Needs the Program Will Meet:

The American Studies M.A. at Kennesaw State is envisioned as an interdisciplinary program closely aligned to the mission of the university and the needs of area communities. Three key objectives addressed by this program are enhancing interdisciplinarity, building global learning and associated inter-cultural skills, and promoting civic engagement.

Interdisciplinary studies combine methodological rigor with contemporary relevance. Michael Finkenthal’s *Interdisciplinarity: Toward the Definition of a Metadiscipline?* (New York: Peter Lang Publishing, 2001) documents a continuing trend away from disciplinarity and toward integrative thinking across disciplines. Degree programs that foster such cross-disciplinary thought not only advance learning connections for students, but also help build bridges across traditional academic fields, thereby helping to prepare students for leadership in the workplace and civic life. This proposed program answers such needs with a curriculum that blends historical and place-based study with analysis of cultural products, and that requires students to apply their learning in their personal and professional communities. Both KSU and the University System of Georgia have identified promoting interdisciplinarity as a strategic goal.

Another key goal of the American Studies program at Kennesaw State University is to generate sophisticated understanding of the meaning and place of America in a *global*, transnational context. Graduates will be able to analyze social practices within, across and among diverse, globally oriented American cultures and will have a pragmatic understanding of the relations shaping contemporary society, history, and social products influenced by American culture. Additionally, students will develop strategies and learn skills for active engagement with their local, regional, and national communities. They will be able to apply their understanding of key issues in American Studies to a variety of professional contexts, ranging from business to educational, governmental, and informal social communities.

In regard to civic engagement, the proposed American Studies program is particularly well aligned with the mission of the university, especially its emphasis on enhancing professionalism among graduates and providing public service. Like KSU, the AMST program is committed to honoring local diversity and inclusion while fostering global and inter-cultural understanding.

Delivery of the Program and Faculty:

The M.A. in American Studies at KSU will be administered in the College of Humanities and Social Sciences. Building upon such successful on-campus models such as the Professional Teacher Education Unit (PTEU), the program will draw faculty from multiple departments within the CHSS and across the university. The program will be led administratively by a Director reporting to an HSS Associate Dean. Curriculum will be managed by a committee of tenured and tenure-track teaching faculty who have already formally affiliated with the program and been actively planning its content.

Curriculum Overview:

Preparation of the Curriculum

In researching the need for this program in Georgia, faculty involved in the planning have consulted with leaders from the American Studies Association and from other US-based and international universities offering graduate work in American Studies. For example, faculty proposing the program have gathered data about program missions and delivery models at the following institutions: Pennsylvania State University-Harrisburg, University of Southern Maine, University of Massachusetts, Boston, the University of Wyoming and the University of Minnesota. In addition, faculty proposing this program have carefully aligned its content and assessment plans with Kennesaw State University’s new strategic plan and its Quality Enhancement Plan (QEP) on global learning for engaged citizenship.

Content of the Curriculum

The American Studies M.A. consists of 36 credit hours and a foreign language requirement, as follows:

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<td>3</td>
<td>AMST 7000 American Studies Scholarship</td>
<td>including a review of the major topics that have become central to American Studies as a field and the most significant scholarship that has defined and shaped those issues.</td>
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<td>3</td>
<td>AMST 7100 American Studies Methods</td>
<td>including major approaches for doing work in American Studies in both academic and non-academic settings.</td>
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12 credits a sequence of AMST courses selected to address the professional goals of the student, with at least one course from each of three thematic and methodology-based clusters, as outlined below:

**Historical Studies—Choose one from this cluster.**
AMST 7200 U.S. Social Movements
AMST 7210 Historical Period
AMST 7220 Passages to America
AMST 7230 Public History and Culture

**Place-based Studies—Choose one from this cluster.**
AMST 7300 American Cities, Suburbs and Countryside
AMST 7310 Regional Studies
AMST 7320 America in Transnational Context

**Cultural Production—Choose one from this cluster.**
AMST 7400 The Film Industry in American Culture
AMST 7410 Literature and Performance in American Culture
AMST 7420 Popular Culture in America
AMST 7430 Identities and Social Groups
AMST 7440 Enterprise and Labor in American Culture

3 credits: Experiential Learning Requirement—AMST 7500 Practicum (Internship or individualized Project-Based Learning) or SA 8890 (Study Abroad)

9 credits non-AMST electives or additional AMST courses as approved by the Program Director or advisor (may include up to 6 credits of graduate-level language courses); at least one course outside American Studies

6 credits AMST 7900 Capstone Experience

**Language requirement:** may be met by a proficiency test administered by the department of foreign languages, coursework to FL2002 at the undergraduate level with a grade of C or better, graduate level coursework indicating language proficiency, or equivalent (e.g., study abroad program with a language competency component) as approved by program coordinator.

**Students Targeted for Enrollment and Anticipated Impact on Diversity:**
Enrollment will target four groups: 1) professionals and volunteers working in local cultural sites such as museums, humanities societies, national parks, and public history venues; 2) professionals working in non-profits and corporate settings whose programs interact with diverse audiences within the US and abroad; 3) secondary schoolteachers who wish to focus graduate work in the humanities more than in pedagogy courses; 4) international students interested in studying American cultures.

These target groups for enrollment are consistent with the description of membership in the American Studies Association (ASA), the primary professional organization in the field. The ASA describes its membership as follows: “Chartered in 1951, the American Studies Association now has more than 5,000 members. . . . They include persons concerned with American culture: teachers and other professionals whose interests extend beyond their [discipline-based] specialty, . . . museum directors and librarians interested in all segments of American life, public officials and administrators concerned with the broadest aspects of education. They approach American culture from many directions but have in common the desire to view America as a whole rather from the perspective of a single discipline.”

Bringing students from the four target groups together will have a highly positive impact on the diversity-building goals at Kennesaw State University. For example, in a classroom that purposefully includes international students, professionals from educational and business settings within the US will develop enhanced skills for succeeding in the increasingly diverse workplace settings of northwest Georgia. Further, the content of American Studies as a field has traditionally appealed to under-represented groups of students from within the US, who are drawn to its focus on race, gender, ethnicity, and social class.

**Facilities and Costs:**
Courses for the program will be delivered in KSU’s new Social Sciences building, which has more than adequate classroom space for the kind of evening classes aimed at working professionals that the institution’s MA programs serve. Teaching faculty, who can build on their work in KSU’s highly successful undergraduate offerings of American Studies courses, are already in place. Thus, start-up costs for the M.A. will be minimal, including primarily clerical support and some re-direction of faculty time.
2. Justification and Need for the Program

2a. Indicate the societal need for graduates prepared by this program. Describe the process used to reach these conclusions, the basis for estimating this need, and those factors that were considered in documenting the program need.

Evidence of societal need for an M.A. in American Studies at Kennesaw State has emerged in data from a range of sources, including input provided by local community leaders (e.g., from the business community, civic organizations, educational institutions) and careful study of the work of other American Studies programs around the country, as well as trends in the field as a whole. Three clear curricular needs have emerged from this data: diversity and inclusion, interdisciplinarity, and civic engagement. All are addressed throughout the M.A. in AMST’s proposed program.

Particularly compelling evidence of need for the program has emerged from faculty interactions with community leaders in northwest Georgia. KSU interdisciplinary faculty in the College of Humanities and Social Sciences have been benefiting from formal interactions with a program advisory board of community leaders and with ongoing, less formal but purposeful interactions with business leaders who persistently emphasize the need for a workforce prepared to cope with, indeed to embrace, diversity in the workplace. No graduate program today is better aligned with this economic and social need than American Studies. While traditional area/regional studies programs can certainly prepare students for work in a particular global region, and international affairs programs offer effective exposure to global issues from a range of perspectives, American Studies as a field today explicitly combines a focus on globalization with “on the ground” pragmatic work in a local, domestic context. AMST demands a commitment to cross-boundary work today while recovering histories of complex inter-cultural exchange; and critically examines processes for enhancing domestic diversity. (See, for example, Karen Halttunen, “Groundwork: American Studies in Place—Presidential Address to the American Studies Association, November 4, 2005,” American Quarterly, 58.1 (March 2006), 1-15; see also Vicki L. Ruiz, “Commentary” on Ramon Gutiérrez, “Community, Patriarchy and Individualism: The Politics of Chicano History and the Dream of Equality,” in Locating American Studies, Ed. Lucy Maddox; and Gary Y. Okihiro, “Commentary” on K. Scott Wong, “The Transformation of Culture: Three Chinese Views of America,” also in Locating American Studies).

A number of prominent community leaders have recently reviewed the curricular program planned for the M.A. in American Studies and have affirmed their support for its vision and content. These community partners include Mary Ellen Garrett of The Garret Group and Merrill Lynch (a national leader of Merrill Lynch’s diversity initiatives); Wesley Chenault of the Auburn Avenue Research Library, formerly of The Atlanta History Center; Donna Kain, Executive Vice President of Buckhead Community Bank; and Martha Talbott, former Director of Programs for the Atlanta Women’s Foundation.

DIVERSITY AND INCLUSION

Local calls from business leaders for academic programs focused on diversity are consistent with reports from a range of recent publications promoting the importance of
diversity and diversity-oriented studies to the business community. For instance, *Investing in People: Developing All of America’s Talent on Campus and in the Workplace*, a short monograph produced by the Business-Higher Education Forum, observes: “Census 2000 has confirmed a dramatic growth in the number and proportion of Americans from a wide variety of racial and ethnic backgrounds. This explosion of diversity coincides with technological advances and economic trends that have made it imperative that Americans become personally engaged with the diverse perspectives, interests, cultures, and capacities that exist both within and outside our national borders” (“Executive Summary,” *Investing in People*, 13). The Forum (whose membership includes representatives from such corporate leaders as IBM, State Farm Insurance, Gallup International, Boeing, Ribozyme Pharmaceuticals, Ashland Corporation, and Liberty Mutual, along with a number of university presidents) has sought not only to promote diversity as a social value but also to shape university culture in ways responsive to increasing diversity in the population. Besides setting out a number of goals related to building diverse student populations reflecting the changing workforce, this project’s leaders also challenged universities to curricular action by declaring:

“Educational programs for students and faculty to foster understanding and eliminate insensitivity, along with more offerings of courses related to the diverse history and culture of American subgroups” can play an important role in building the kind of climate at the university that will support productive interactions in the workforce (41). Both the overall program proposed for the M.A. in American Studies and the content of specific courses (e.g., U.S. Social Movements, Passages to America, America in Transnational Context, and Identities and Social Groups) are designed to address the very needs identified by the Business-Higher Education Forum for university curriculum. Students completing the M.A. in American Studies at KSU will be well prepared for leadership in corporate and community diversity programs like those recently celebrated by one of our own on-campus partners, Sodexho, Inc., whose 2007 Annual Diversity and Inclusion Report delineated how Sodexho’s participation in and leadership for such initiatives as the African American Leadership Forum, the Pan Asian network, the Sodexho Organization of Latinos, and more have helped make the company more productive: “Being known as an organization that values diversity and inclusion has enabled us to recruit the best employees, deliver value to our clients, and improve the quality of life for our employees, our customers, and the communities we serve” (2007 Annual Diversity and Inclusion Report, 2).

Those who wish to succeed in a global economy and in a U.S. community that is increasingly diverse will need skill interacting with others in a culture permeated by diversity. As a recent article in the Atlanta Journal Constitution observed, “Cultural Nuances can make, break [the] deal” in today’s business world, and a crucial skill for business and civic leaders is to learn how others “read” U.S. culture—as well as to navigate the multiple transnational and national cultures that are coming to the Americas (*AJC*, March 4, 2007, R 13). Publications such as *Diversity Inc* report on best practices companies must cultivate to cope with the increasingly diverse demographics of their clients—including hiring and training a more diverse workforce. Along those lines, Barbara Frankel has explained that the Top 50 companies in the U.S. are successful in large part because they have built “an inclusive corporate culture, including alignment of diversity organizing goals” (“Diversity Training: Why You Need it, How to do it Right,”
Graduates of KSU’s M.A. in American Studies would be well positioned not only to work successfully in such an engaged company, but even to plan, deliver, and evaluate the types of diversity education programs that these researchers have designated as crucial to business expertise today. In a competitive context where “half of the country’s largest law firms have created the position of diversity manager” (Indianapolis Business Journal, 2/5/2007, Vol 27.49, p 15A), universities need to be developing academic programs like the M.A. in American Studies that we propose here, with its core emphases on studying diversity through an applied learning lens.

KSU’s strong commitment to diversity and inclusion positions the institution perfectly to offer academic programs linked to this domain of study and social action. The M.A. in American Studies is part of the ongoing effort to achieve those goals. Kennesaw State created several years ago the Diversity and Equity Council, which recommended nine goals to support an inclusive culture on campus. (Visit this URL for information: http://www.kennesaw.edu/diversity/strategic_plan.html). KSU also developed a Vision for diversity development (http://www.kennesaw.edu/diversity/vision.html). More recently, Kennesaw State joined the growing group of universities in the country that have created the position of Chief Diversity Officer. One of the CDO’s responsibilities is to implement and support the academic and community goals such as those proposed by the M.A. in American Studies. Research carried out by a Diversity and Equity Assessment Initiative team of faculty and staff led to the creation of a CDO office on campus and also recommended development of academic initiatives like the M.A. in American Studies that is proposed here, with its core emphasis on studying diversity through an applied learning lens. Looking ahead, the CDO’s office will provide multiple opportunities for students in the AMST M.A. program to participate in future assessment and training projects associated with diversity and inclusion goals.

Other campus-based organizations with diversity-related missions have attested to the benefits of having AMST M.A. students join KSU’s academic community—benefits for those students and for the university as a whole. For example, student projects with/for the campus’s Center for Hispanics Studies and the Center for African and African Diaspora Studies (AADS) will provide inter-cultural skill-building in a diverse environment. Engaging in collaborative research AADS and CHS faculty will be especially helpful learning avenue for M.A. students in AMST. Like the AADS undergraduate major, the M.A. in American Studies will provide an “interdisciplinary educational experience” fostering global understandings, to help students “gain an appreciation for the diverse character of humanity.” (See description of the AADS major at http://www.kennesaw.edu/caads/aadsmajor.html#aadscourses). Thus, majors in the already-mature AADS program should have a welcome opportunity to continue on to graduate studies in the American Studies program, where they would be able to serve as Teaching Assistants to the AADS program and RAs for the outstanding AADS faculty. Overall, the expertise and energy of the AADS Faculty Group will blend with and enhance AMST at KSU by informing the curriculum, research, and events programming.

Long before the results of the 2000 census affirmed such predictions, scholars and political leaders were pointing to the increasing diversity in American society and were calling on universities to take the lead in teaching our citizens to live constructively in this changing social environment. In the workplace and in their neighborhoods, Georgia’s
citizens are living in communities much more heterogeneous than in past generations, and this pattern is part of a larger national trend. As Ernest Pascarella and his colleagues have pointed out, “future college graduates will be challenged by a society that is increasingly diverse in terms of race, culture, and values,” so they will need “a greater openness to racial, cultural, and value diversity” (Pascarella, Edison, Nora, Hagedorn, and Terenzini, “Influences on Students’ Openness to Diversity and Challenges in the First Year of College,” Journal of Higher Education, 67 (1996). Recent demographic data from ARC confirms that the trend to increasing diversity throughout northwest Georgia is continuing. (See “Regional Snapshot: Region’s Diversity Booming,” May 2008 report from ARC). For instance, “between 2000 and 2006, the Census Bureau estimates that the 20-county Atlanta region added more than 371,000 African-Americans, which is approximately 41 percent of all growth experienced during the period. To put this in perspective,” the report continues, “only one other state, Florida, added more African Americans during this time.” Overall, even as the “African-American share [of the region’s population] increased from 28 percent to 31 percent,” the “Asian population went from a share of 3.3 percent in 2000 to 4.1 percent in 2006,” and “Hispanic population jumped from seven percent in 2000 to 10 percent by 2006.” Further, now “One in every eight metro Atlantans” was “born abroad.” (ARC report, pp. 1 and 3). Kennesaw State’s proposed M.A. in American Studies will address the crucial state need of addressing the region’s growing diversity through a curricular program that will enhance citizens’ capacity for positive management of an increasingly diverse community.

INTERDISCIPLINARITY

Along with providing diversity-oriented curriculum, the proposed program meets another significant need in Georgia public education through its interdisciplinary framework for studying American culture—an approach that will support the application of this knowledge in practical, career-oriented settings. Interdisciplinary studies combine methodological rigor with contemporary relevance. An interdisciplinary degree like the one proposed here engages students in a traditional liberal arts tradition of multiple disciplines, but with an emphasis on synthesis. In Interdisciplinarity: Toward the Definition of a Metadiscipline? (New York: Peter Lang Publishing), Michael Finkenthal documents a trend away from disciplinarity and toward integrative thinking across disciplines. Degree programs that foster such cross-disciplinary thought not only advance connections for students, but also help build bridges across traditional academic departments and colleges. Further, interdisciplinary study prepares students for professional activity outside the academy, where traditional disciplinary boundaries do not organize daily work. This proposed program answers these needs with a well-planned interdisciplinary curriculum. (See section 4).

The proposed M.A. program addresses crucial state needs for workers with strong critical thinking skills, creative approaches to problem-solving, and the ability to succeed in changing work environments. Numerous studies have shown that business leaders are seeking—and the most successful companies are benefiting from—critical thinkers, and that, on the flip side, many of those who have completed undergraduate programs have not yet developed such key skills for the workplace. A
Chronicle of Higher Education story of February 2, 2007, noted that “The Association of American Colleges and Universities has warned that college graduates are less and less prepared to compete in the global economy. In a report, the group urges colleges to adopt a broader curriculum, with less focus on specific technical training and more on skills like critical thinking and problem solving.” Along related lines, a recent article by Bruce Rosenstein explains that “high-level critical thinking skills” are what “ultimately determines success for business executives,” and references Justin Menkes’s work on “Executive Intelligence” as distinguishing between Knowledge and Intelligence, with the latter being more integrative and more closely tied to critical thinking. Student learning outcomes for KSU’s M.A. in American Studies are designed to address just such needs particularly through the program’s focus on critique, interpretation of diverse texts, and interdisciplinary research skills for a real-world context. Consistent with observations by Derek Bok that “problem-based discussion, group study, and other forms of active learning produce greater gains in critical thinking” than more traditional approaches (“Are Colleges Failing?”), the proposed M.A. program is designed to provide multiple, opportunities for active learning based in project-based, collaborative work.

Creative thinking, collaboration, and communication (three BIG Cs) have also been identified as major needs for success in today’s business world, and the M.A. in American Studies is designed to foster these skills. The Chronicle’s account, referenced above, was taken from “College Learning for the New Global Century,” which observed that business leaders are too often finding college academic programs’ graduates lack “the ability to use the right-hand side of the brain—creativity, working in a team.” Surveying over 200 executives from major companies, the authors of the study found that their respondents called for academic programs blending creative, integrative thinking along with “oral/written communication” (Chronicle, 2/7/2007 A 30). These findings also led the researchers to recommend more hands-on learning and practical connections to civic life in university study. The M.A. proposed here has taken such recommendations as central to the program, as reflected in its learning outcomes for students.

CIVIC ENGAGEMENT

Along with interdisciplinarity, Kennesaw State’s longstanding commitment to applied learning and public service underscores the suitability of programs like this one as avenues for enacting the institution’s mission to address state needs. Students in the AMST M.A. will be able to capitalize on KSU’s already-strong links to civic organizations and will strengthen those bonds at the same time. For example, if studying Civil Rights for the AMST social movements course, students would have the opportunity to help process and interpret KSU’s recent acquisition of the Cobb County NAACP papers. They could also collect oral histories from the members of the NAACP and build on such research to prepare museum exhibits or theatrical pieces linking the movement here with other national and international parallels, ranging from Gandhi’s leadership in India to Liz Walker’s current humanitarian projects in Darfur.

By doing cultural work as stewards of the community, M.A. students will be connecting to tradition of civic engagement that is already well established through KSU’s undergraduate program in AMST and related interdisciplinary programs committed to public partnerships and civic service (e.g., Gender and Women’s Studies),
as well as community studies and partnership programs such as the Kennesaw Mountain Writing Project. Indeed, through the KMWP, Kennesaw State University has a long history of American Studies-based creative collaborations with public and private schools throughout metro Atlanta and North Georgia. Over the past decade, for example, they were involved with “Project Outreach” (sponsored by the DeWitt Wallace Readers Digest Foundation and the National Writing Project) and a summer honors program, “Writing New Horizons,” aimed at high-risk learners and low-income communities. Two nationally recognized, multi-year projects funded by the NEH - “Making American Literatures” and “Keeping and Creating American Communities” - connected a wide pool of scholars, teachers, and researchers from throughout northwest Georgia and around the country in American Studies curriculum development. Many of the teachers involved in those programs are still actively connected with related work being facilitated by American Studies faculty. Such long-term professional ties with metro Atlanta secondary schools will facilitate successful collaborations between secondary schools and Kennesaw State.

Beyond these local models, two programs, one in New England and another in California, offer examples for effective curricular outreach and cross-collaborations with secondary schools and universities that the M.A. in AMST at KSU will draw upon. In 1996, Lois Rudnick of University of Massachusetts Boston, developed a “high-school-to-college program” described in “Teaching American Identities: A University/Secondary School Collaboration.” This program and the resulting anthology, American Identities: An Introductory Textbook, illustrate the type of successful, sustained collaboration between a high school and university envisioned as possible through KSU’s M.A. Their program provides a practical model for developing an introductory American Studies course that would offer AP (Advanced Placement) or JEHP (Joint Enrollment Honors Program) students college credit for a high school course. (See more on the American Identities project at http://muse.jhu.edu/journals/american-quarterly/v054/54.2rudnick.html.) With a community-building vision similar to the American Identities model, in the late nineties, at U.C. Irvine, Humanities Out There (HOT) was launched as an interdisciplinary approach to connect the community with the campus. UC-Irvine tutors visit public schools to improve student writing, foster community and campus ties, and bolster cooperation among various organizations. In hearing details of both projects from American Studies Association colleagues Lois Rudnick and Vicki Ruiz, KSU AMST faculty have garnered specific strategies for building on KSU’s own tradition of American Studies outreach through projects supported by M.A. students’ experiential learning activities.

One other site and approach to civic engagement will go on even closer to home through the M.A. Faculty members affiliated with the program are already at work developing strategies for linking graduate students to our undergraduate program as teaching assistants and for connecting the M.A. program to such undergraduate co-curricular projects as the Center for Student Leadership. Teaching assistants could assume many support roles for undergraduate courses such as the introductory AMST 3700: acting as tutors, teaming with experienced faculty in large classrooms, teaching or supporting the pedagogy for a high school course, or, with adequate support from a faculty mentor, delivering the introductory course. On the co-curricular side, KSU has identified providing increased opportunities for undergraduates to participate in civic
engagement projects as a strategic plan action step. M.A. students in the AMST graduate program will be perfectly positioned to support this work as mentors and team members for public projects.

**CONNECTING TO TRENDS IN THE AMST FIELD**

KSU’s vision for an American Studies graduate program as preparing students for professional work and active personal lives outside the academy is entirely consistent with recent research on program development sponsored by the American Studies Association (ASA). As Simon J. Bronner, coordinator of the study, has observed, students who have completed American Studies degree programs are now working in a wide range of career fields. For example, Bronner’s study reports that, in U.S.-based universities, an increasing emphasis on community outreach in American Studies programs is preparing more and more graduates to find jobs with local museums, libraries, community service organizations, and “culture industry” sites, such as in arts administration and public heritage management. However, the second largest placement site for students completing programs in American Studies is in business fields, followed by such areas as public service, communications, and media. Also consistent with our projected student population for the KSU M.A., the ASA’s study of programs indicated that a notable number of students taking master’s degrees are secondary educators. Overall, and nation-wide, while students completing the doctorate in American Studies at other institutions are still most likely to find employment as college or university professors, students completing a master’s degree in American Studies are generally working outside the academy—many of them in business fields. (See Simon J. Bronner, “The ASA Survey of Departments and Programs, 2007: Findings and Projections,” in *Newsletter: American Studies Association*, 31.1 (March 2008): 11-19.)

The international and transnational perspective on American Studies embedded in this program proposal is also consistent with trends in the field emerging at other universities and in scholarship about AMST. KSU’s program will be affiliating with the calls within the field for American Studies to exercise a “post-nationalist” perspective. Certainly, the 1950s-era early development of American Studies coincided with a focus on American (or, more precisely, U.S.) national exceptionalism that was responding to the challenge of Communism’s rise in sites such as Eastern Europe. But leading scholars working in American Studies today continually promote the need for a more transnational and cross-cultural approach to work in the field. (See, for instance, Janice Radway, “What’s in a Name? Presidential Address to the American Studies Association, 20 November 1998,” in *American Quarterly* 51 (1999): 1-32; John Carlos Rowe, “Postnationalism, Globalism, and the New American Studies” in *The New American Studies*; Ricardo L. Ortiz, “Hemispheric Vertigo: Cuba, Quebec, and Other Provisional Reconfigurations of ‘Our’ New America(s)” and Gunter H. Lenz, “Toward a Dialogics of International American Culture” in *The Futures of American Studies*, eds. Donald E. Pease and Robyn Wiegman).

By positioning this AMST M.A. program within the framework of current scholarship in the field, the clear need for Georgia’s citizens to understand the region’s identity in both national and global terms will be directly and effectively addressed. Graduates of the M.A. in American Studies at KSU will be able to
• represent their companies, professional organizations, or non-profit groups ably in cross-cultural situations;
• envision productive ways for building relationships with new Georgia residents, business and government partners, from around the world;
• support and develop content for teaching an array of public audiences, in formal and informal learning sites, about cultural differences and connections;
• serve as stewards of local culture in a transnational world.

Launching the M.A. will bring the UGA system in line with other public university systems around the U.S. and will address a significant gap in the graduate curriculum at the system level. KSU’s proposed M.A. in American Studies will allow the University System of Georgia to join the over 30 state university systems currently delivering major academic programs in American Studies and will enable Kennesaw State’s efforts to network actively with the over 100 private and public institutions now enrolled as institutional members in the American Studies Association. As the first graduate American Studies program in the state, the program will serve the needs of students seeking a broader understanding of American communities and the Americas in a global framework, skills for using methods of interdisciplinary inquiry, and abilities for engaging productively in their civic duties.

2b. Indicate the student demand for the program in the region served by the institution. What evidence exists of this demand?

At the most local level, on the KSU campus, the American Studies minor has quickly seen increased enrollments in AMST classes and in cross-listed courses. The table below tracks those increases.

<table>
<thead>
<tr>
<th>Summary of enrollment in AMST undergraduate courses at KSU</th>
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<tr>
<td>-----</td>
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<tr>
<td>15</td>
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* Denotes the number of seats scheduled for AMST in the upcoming spring term.

From the moment when undergraduate American Studies entered KSU’s curriculum—indeed, even when the minor was in the planning stages—students began to ask about a graduate program. KSU’s long history of interdisciplinary-oriented teaching and of linked-course learning communities in the first-year program likely contributed to
the strong interest Kennesaw State students have in interdisciplinary fields like American Studies. (Similarly evident patterns of enrollment growth have been noted in KSU’s undergraduate program in Gender and Women’s Studies, for instance). In any event, students’ desire for this particular M.A. program is clearly reflected in data from a survey completed in spring 2008 upper-level courses in American Studies, American history, and English with an Americanist emphasis (e.g., contemporary American film, American literature). Students in these courses received a one-page description of the proposed M.A. program, including a list of course titles and program requirements. From this one limited sampling, evidence of substantial student interest in the M.A. emerged.

**Very Interested and plan to apply:** 53 students  
**Interested; Request More Info:** 118 students

Over 120 students provided their addresses and/or emails, requesting that more detailed information (e.g., application processes, timelines for start-up) be provided to them as soon as possible. Since the distribution of that survey, word that the program was in preparation has spread throughout the undergraduate community, and numerous additional students have contacted our offices with requests for information and a timeline for start-up.

The number of KSU juniors and seniors expressing a strong interest in an American Studies M.A. is impressive—especially given that current Kennesaw State undergraduates represent only a small portion of the applicant pool being envisioned for the program. Because no other institution with the University System of Georgia is currently offering a graduate program in American Studies, we can expect to draw students from throughout the state. The long-term health and success of the American Studies doctoral program at Emory attests to the strong interest in the field in this region, but the focus of that program is on preparing scholars for academic careers in other universities outside Georgia. Having no program in place to serve the need of working professionals at the affordable tuition rate only public institutions can provide also points to KSU’s having a strong state-based applicant pool. On a national level, meanwhile, the other programs we have studied at peer and aspirational institutions (see below) all report solid enrollments. Internationally, the partner institutions we have already begun to work with—as well as several others we have recently identified for future collaborations—attest to the continuing interest of students at their institutions in American Studies as a field, as well as those groups’ eagerness to do at least some of their study within the United States. (See partnerships below.)

**2c. Give any additional reasons that make the program desirable (for example, exceptional qualifications of the faculty, special facilities, etc.).**

One compelling reason why the proposed M.A. in AMST is a desirable addition to graduate curriculum at Kennesaw State is the program’s clear alignment with the vision, mission, and strategic plan of the university.
KSU’S VISION AND THE AMST PROGRAM

KSU’s updated vision statement reads as follows:
“Kennesaw State University is among the best learning-centered comprehensive universities in the country and is expanding its programs of distinction to meet state and national needs. KSU provides excellent and accessible education, promotes research and scholarship, fosters community engagement, supports intellectual inquiry, and contributes to economic development. KSU alumni are well educated in the liberal arts, leaders in their chosen professions, and engaged citizens whose global awareness and lifelong learning make them visionary leaders for Georgia, the nation, and the world” (Strategic Plan for 2007-2112).

Consistent with that vision, the American Studies M.A. will

- offer a “learning-centered” experience for students, particularly through such strategies as group projects, collaborations with faculty, outreach to community organizations, and engagement with community issues.
- become one of KSU’s “programs of distinction,” drawing together as it does outstanding, award-winning faculty from a range of departments and disciplines.
- make interdisciplinary learning in American Studies accessible to students throughout the state at a time when no other system institution is offering graduate-level work in American Studies.
- promote Boyer-model, public-service-oriented scholarship consistent with KSU’s longstanding emphasis on and leadership in applied research addressing social needs in our region and nation.
- integrate “community engagement” (which is central to the field of American Studies today) with “intellectual inquiry” associated with community needs.

CONSISTENCY WITH UNIVERSITY MISSION AND STRATEGIC GOALS

The proposed program is entirely consistent with the mission statement outlined in KSU’s strategic plan for 2007-2112. For example, the strategic plan emphasizes the value of “interdisciplinary education,” and the M.A. in American Studies will make available to students a graduate program in a field for which interdisciplinarity is a hallmark. In addition, the new strategic plan asserts that “KSU’s academic programs are collaborative and creative, emphasizing both the development and application of knowledge. The KSU community values and promotes integrity, global awareness, . . . diversity, and lifelong learning.” The proposed M.A. in American Studies has been developed with each of these core traits in mind. The program foregrounds opportunities for collaborative learning that applies knowledge in real-world contexts aligned with economic and social needs in the state. Whether applying approaches for addressing increasing diversity in a workplace, envisioning content for a museum exhibit, creating new curriculum for general education students’ study of American culture, or developing capacity for a U.S.-based business to collaborate with partners overseas, graduates of the M.A. in American Studies at Kennesaw State will have a range of creative, collaborative learning experiences to draw upon. In line with KSU’s mission, graduates will have
developed a strong “global awareness” of American culture’s place in world culture, skills in “technological literacy” to communicate those understandings, and a pragmatic appreciation of “diversity” to guide their own and others’ “lifelong learning.”

At the more specific level of goals and action items within KSU’s strategic plan, the proposed M.A. program is purposefully aligned with a number of elements in the strategic plan.

A key action item from KSU’s goal #1 for its strategic plan is the mandate to “Require each academic and operational unit to develop and implement a strategic plan, including the identification of interdisciplinary programs,” that can be effectively “aligned with the University’s strategic plan.” (See goal #1, “To enhance and expand academic programs and delivery.”) This aim of building interdisciplinary programs is consistent with research emphasizing ways that students can learn and society can benefit from interdisciplinary structures for academic knowledge-building. Such an approach is more consistent with “real-world” activities outside the university than is the organization of tightly-bound disciplines. Along those lines, for example, one team of researchers brought together economics, engineering, and industrial management at a European University and based their commitment to interdisciplinary collaboration on European Commission research showing that today’s economic “innovation draws on a pool of resources and different areas of expertise: ‘One of the features of the modern knowledge economy is that the breath of the knowledge base on which virtually any industry sits has increased,’” so that successful economic leaders are looking to “Inter-organizational interdisciplinary” approaches, especially in R and D work. This team and others are calling for interdisciplinary programs in academic settings to address the “numerous institutional and cultural barriers” blocking such collaborations in the workplace. (See “How to promote interdisciplinary R & D in the academia: the case of the ‘House of the Future’” by Jorge Alves, Celeste Amorim, Irina Saur, and Maria Jose Marques).

The proposed M.A. program in American Studies also responds to the KSU aim “To enhance student life activities and prepare students to be leaders” (see goal #4). Specific action items linked to this goal include increasing the percentage of students “participating in co-curricular community service and engagement activities,” increasing the percentage of students “participating in intercultural learning and understanding program” and increasing the percentage of students participating in “internships, co-operative programs, and other career exploration opportunities.” The M.A. in American Studies has been designed to address such action items.

- Course content and public outreach projects linked to the program will provide many opportunities for “community service and engagement activities,” as has been the case in such AMST-linked initiatives already carried out at KSU as the award-winning Summer Hill project, the collaborative study of “What It Means to Be an American” supported by the Georgia Humanities Council, and the Keeping and Creating American Communities program.
- The M.A.’s emphasis on comparative American Studies and on positioning American culture in a global context will help KSU build an increasing percentage of students “participating in intercultural learning and
understanding programs.” Besides integrating such work into specific course content, the M.A. will offer cross-cultural programming. For instance, over the last three years, faculty members across disciplines have participated in a curricular initiative of the International James Baldwin Society (sponsored by the Center for African and African Diaspora Studies and focused on James Baldwin’s life and works). Programs like those of the IJBS will support AMST’s comparative and global objectives. Similarly, drawing on support from KSU’s Institute for Global Initiatives, American Studies at KSU is building international curricular partnerships. (See details below, in the “Get Global” section).

- The program’s commitment to career exploration will be evident in the workplace-oriented assignments being developed for individual classes, and also in the capstone option of doing a career-oriented capstone project.
- The proposed M.A. in American Studies is especially crucial to Goal #5 of the new strategic plan, which includes a commitment to “establish a stronger sense of community” for KSU. Among the action items for this goal is this one: “Create a campus culture that assures an appreciation of diversity.” In this regard, the donation of the Cobb County NAACP papers to KSU’s archives this year will promote research and community endeavors for M.A. students in the AMST program and will enable partnerships with other libraries, such as the Auburn Avenue Research Library on African American History and Culture and the archive of Spelman College. Similarly, AMST at KSU will continue its active work with other programs fostering productive inter-cultural dialogue, such as the Coalition to Remember the 1906 Atlanta Race Riot and the Martin Luther King, Jr., National Historic Site.

Consistent with the strong strategic alignment outlined above, the M.A. in American Studies is explicitly included in the strategic plan of the College of Humanities and Social Sciences and of the university. As such, the program is envisioned as closely linked to other interdisciplinary initiatives supported by the College, such as the major in African and African Diaspora Studies and the growing programs in Environmental Studies, Peace Studies, and Gender and Women’s Studies. One way in which the College of HSS has signaled this ongoing commitment is by providing significant space for leaders of these academic programs to be housed together in the new Social Sciences building. In addition, the programs have been provided with budgets and time for faculty to collaborate. This College-wide commitment is, of course, consistent with current scholarship affirming that “interdisciplinarity” may provide unique avenues for building new “domains of knowledge and the intricate if not ineffable connections among them,” such that “interdisciplinarity provides a superior way to achieve desired cognitive outcomes in the area of critical thinking as well as a variety of affective and developmental outcomes.” (See Evan Case, Torrey Coriden, and Lauren Page, “Interdisciplinarity: An Operational Definition and Assessment Plan,” program proposal for Grinnell College, Fall 2005). The M.A. will also benefit from the HSS college-wide involvement in internationalization. For example, the College is supporting a yearly appointment for a Fulbright in Canadian Studies, and that visiting scholar will make active contributions to AMST courses and programs.
GET GLOBAL—KSU’s QUALITY ENHANCEMENT PLAN AND AMST

As part of its periodic review by SACS, Kennesaw State has created a Quality Enhancement Plan (QEP) focused on “global learning for engaged citizenship.” The QEP will be at the heart of all KSU students’ learning in the years ahead. The proposed M.A. in American Studies will make major contributions to the QEP.

- Recognizing that America does not end with the U.S.’s national borders, students will explore inter-American cultures and borderlands, migration and diasporas. As part of that process, they will examine the impact that U.S. culture has on the rest of the world and ways in which the U.S. is being shaped by transnational exchanges.

- Students in the program will examine ways that even the most local versions of American culture-making within the U.S. are linked with global processes. They will study the impact of increasing multi-national diversity within U.S. borders on local, regional, and national social practices, political decisions, and shared ideas about “America.”

- Central to this view of American Studies, and clearly in line with the institution’s QEP, will be the program’s commitment to develop international partnerships, including opportunities to study abroad.

In preparation for launching the program, a number of faculty members already affiliated with KSU American Studies are collaborating to ensure that all M.A. students will develop a productive vision of the field as inter-cultural and transnational. Facilitated by Professor Nina Morgan, this committee within the larger M.A. faculty team is regularly sharing best practices for teaching and for leading study abroad experiences; planning for foreign student and faculty exchanges; and communicating with members of the local community who can enhance the M.A.’s international dimensions. Professor Morgan is maintaining strong connections with colleagues in Casablanca, Morocco, at our partner Hassan II University, in addition to pursuing a partnership in Shanghai, China, supported by Communications Professor May Gao (head of KSU’s Asian Studies program, a China native, and a frequent leader of study abroad programs to China). Professor Emron Esplin is working with the University of Graz in Austria as well as developing program links to Central America. Professor Ernesto Silva is networking with colleagues in Argentina, Bolivia and Peru. Professor Ken Maffit is focusing on local Latino connections, including the relatively large Mayan community. Professor Dan Paracka and Professor Ed Chan are developing student and faculty opportunities in Asia, especially Turkey, Korea and Japan.

The AMST partnerships with the American Studies B.A. and M.A. degree programs at Hassan II University in Casablanca, Morocco, exemplify the reciprocal approach to transnational and global partnering at the heart of the Quality Enhancement Program at KSU. KSU AMST faculty assisted in establishing a state-wide consortium of universities and colleges in the University System of Georgia that have joined Hassan II in founding a U.S-Moroccan consortium for higher education. This relationship has already impacted the university community by involving faculty in curriculum development, faculty and student exchanges, arts programs and performance events. Of
central importance to American Studies is the potential for sustaining connections between American and Moroccan citizens, thus generating both shared knowledge and shared experiences. The tangible, real experience of learning and working in collaborative, cross-cultural environments with graduate students and faculty from the southern region of the U.S and the northern region of Africa is an example of the global citizenship this M.A. program will value and enact. And it is only one example.

Along related lines, the proposed program has already drawn attention from international universities that are also striving to carry out a transnational approach to American Studies. In particular, the Center for the Study of the Americas (C.SAS) at the University of Graz, Austria, hopes to form a permanent partnership with KSU’s American Studies Program once the proposed M.A. is in place. An official partnership with the second largest and second oldest university in Austria will directly assist KSU in promoting global awareness and diversity as described in the university’s current strategic plan as well as helping KSU overcome one of its stated weaknesses—low brand recognition.

This partnership will begin by expanding on one of KSU’s current strengths—study abroad and international opportunities for students and faculty—to form a working relationship between the two institutions that may lead to a joint degree program. In the short term, KSU will send Professor Emron Esplin, an American Studies faculty member, and several undergraduate students to C.SAS’s 2009 summer school on inter-American studies entitled “Nuestra América’: (Re)approaching the Americas” and to subsequent renditions of this annual event. The two programs will also periodically send faculty members to each other’s institutions to participate as speakers in colloquia and/or lecture series on inter-American studies.

Once KSU’s M.A. in American Studies has been approved, opportunities for collaboration will expand. In the long term, both institutions hope to develop a joint degree program that would require students to spend a minimum of one semester studying at the partner university. The University of Graz has received international recognition for its groundbreaking work with joint degree programs, and their partnership with KSU will benefit both institutions. An eventual international concentration or certificate linked to the KSU M.A. will bring international students, both Austrian nationals and other Europeans who study the Americas at Graz, to Georgia for extended study. Once this stage of the emerging partnership is achieved, it will support KSU’s broader goals in at least three ways. First, the students from Graz will bring a global perspective to KSU’s campus and increase campus diversity. Second, after studying here for a semester, these students may decide to complete their educations at KSU and/or seek professional opportunities in the Atlanta metro area and/or northern Georgia. Third, the students who return to Graz will take their impressions of KSU with them and improve the university’s brand recognition in Europe.

Meanwhile, this international concentration or certificate, once in place, will send KSU students who choose the dual degree option to the University of Graz for a semester of their graduate educations. C.SAS serves as the meeting ground for professors and students from the University of Graz’s American Studies Department (U.S. specialists), Canadian Studies Program, and Latin American Studies Program, all of whom problematize their specific fields through hemispheric-oriented conversation. KSU students who study in Graz will take courses from any or all of the aforementioned
departments/programs, depending on the specific emphasis of their studies. KSU students will be encouraged to attend C.SAS’s ongoing lecture series and to connect with the Center’s community outreach program, which has sponsored such efforts as an “Imagining the Americas” secondary school writing program. Participating in C.SAS’s community outreach program will allow KSU students to continue practicing the “real world” applications of American Studies that form a central part of their M.A. at KSU, and it will provide a unique opportunity for the students from both institutions to globalize their skills for community-building.

The C.SAS Center is well positioned to integrate KSU students into the coursework and daily life of the individual programs mentioned above, particularly Graz’s American Studies Department and Canadian Studies Program. For instance, C.SAS’s director—Dr. Roberta Maierhofer—is a U.S. literature and cultural studies expert and a pioneering voice in the field of Aging Studies in literature. The Center’s co-director—Dr. Klaus Dieter Ertler—is an expert in French Canadian Studies and has published widely on Canadian identities and migration. Each of these professors could serve as mentors for KSU students in areas where KSU has limited academic programming at this point.

Finally, studying for a semester in Graz will not only add an international/outside perspective to KSU students’ study of the Americas, but it will also put them in direct contact with a burgeoning city which serves as the entrance point for thousands of southeastern Europeans into central Europe. Placing KSU students in this atmosphere will greatly improve their global awareness, increasing the likelihood that future KSU alumni will truly become “engaged citizens whose global awareness and lifelong learning make them visionary leaders for Georgia, the nation, and the world,” in line with the university’s 2007-2012 strategic plan.

As the M.A. program at KSU becomes firmly established, additional opportunities for partnerships with overseas programs will be cultivated. This commitment is entirely consistent with ongoing scholarship in American Studies, as reflected in such publications as Ramon Saldívar’s *The Borderlands of Culture: Américo Paredes and the Transnational Imaginary*; Walter Grunzweig’s *The United States in Global Contexts (Transnational and Transatlantic American Studies)*; and ASA president Emory Elliott’s inaugural address, “Diversity in the United States and Abroad: What does It Mean When American Studies is Transnational?” (*American Quarterly*, March 2007).

**LOCALIZING THE QEP**

An influential saying among American Studies scholars is “think globally; act locally.”

Accordingly, while developing strong networks with overseas programs, AMST at KSU will also cultivate a global perspective on cultural work at home. The program is poised to respond to the changing demographics of north Georgia and the Southeast by engaging with the region’s burgeoning transnational communities. A special emphasis will be placed on the various growing Latino groups in KSU’s regional service area. In 2008, joint hires provided the American Studies program with two new faculty members with expertise in Latino and Latin American Studies. They will enhance KSU’s ongoing
effort to provide intellectual and cultural linkages to the immigrant group that has been Georgia’s fastest-growing since the 1980s. In addition to contributing to QEP goals, the American Studies program’s efforts to embed KSU more firmly in growing transnational networks in Georgia will ultimately attract greater numbers of Latino and Latin American students to the university as well.

Through individual course assignments, practicums for the experiential learning requirement, and capstone activities linked to the community, American Studies M.A. students will conduct research, perform community service, and secure internships with organizations involved with immigrant communities in Cobb County and metropolitan Atlanta. They can take advantage of ongoing partnerships with organizations and businesses in the community. For example, they may connect with faculty and staff involved in the Family Farmworker project, sponsored by the Jimmy and Roslyn Carter Award for Campus-Community Collaboration; the Governor's Latino Commission; and the Pew Partners for Civic Change, who recently sponsored a leadership training program at KSU for Latino students.

In this overarching endeavor, the M.A. in American Studies will be supported by collaboration with the Center for Hispanic Studies on campus, which has engaged in many community-centered projects, from partnering with the Anti-Defamation League to conduct research on local responses to Latino immigration to supporting an international film festival. Faculty members affiliated with the Center, such as Professor Ernesto Silva, are planning Study Abroad opportunities (in Argentina, Bolivia, and Peru) that will be open to M.A. students. M.A. students will also have meaningful opportunities to collaborate with faculty already engaged in research on Latin America, US interactions with Latin America, and intercultural relations between the two regions. One such project already underway is being carried out by Professors Nancy Hoalst Pullen (Geography) and Ernesto Silva (Foreign Language), a study that surveys stereotypical views of Chileans, Peruvians, and Bolivians in relation to the culture and environment of the USA. (This project has already secured funding through both a 2008-2009 CETL Creative Activities and Research Experiences for Teams (CARET) Grant and a 2008-2009 CHSS Global Learning Grant.) A longstanding network of CHS-associated researchers at KSU ensures that the M.A. program will be well-connected to projects in process, such as those relating to the Maya Heritage Community Project, the Burruss Institute Undocumented Workers Conference, Latino Art in Action, and projects with the Consulate of Mexico, and the National Association of Hispanic MBAs.

American Studies students’ opportunities to think globally while acting locally will enhance already existing strengths in KSU’s interdisciplinary studies while furthering Strategic Plan Goal 4, Step 3—“increase percentage of students participating in intercultural learning and understanding programs.” In addition to providing hands-on training to the M.A. programs' core student groups—business and other professionals, cultural workers, educators, and international students—these community partnerships will help fulfill several steps for Goal 4 of KSU’s 2007 strategic plan, which aims to “To enhance student life activities and prepare students to be leaders.” (See, for instance, steps 1, 4, 6, and 9, p. 16, at http://www.kennesaw.edu/president/strategic_plan07.pdf).
The M.A. curriculum’s emphasis on the United States’ interactions with the world and on “America” as a term signifying more than “the US” is congruent both with social change in Georgia and with trends within the field of American Studies. Courses combining study of local, national, and international aspects of Georgia’s Latin American connections reflect the program’s Hemispheric American Studies approach, to use the title of a recent anthology on the field edited by Caroline Levander and Robert Levine. 

Along those lines, one area of curricular development that can be enhanced at KSU by the proposed M.A. is work in Canadian Studies. Besides the relevance of studying such crucial issues as NAFTA, students in the program can benefit from important social and cultural connections between northwest Georgia and Canada. Both the Quebec delegation located in Atlanta and the Canadian Consul offer the potential for fruitful partnerships, similar to those referenced above in relation to KSU’s Center for Hispanic Studies. As a major trading partner, Canada is an “American” hemispheric partner that Georgia’s business leaders recognize as vital to the region’s economic health. Having the American Studies program will provide enhanced opportunities for study of this region, including its geography, environmental landscapes and issues, and its vibrant cross-cultural relationships with the U.S. and others in the world. (See, for example, David Thomas and Barbara Torrey, Canada and the United States: differences that count, Broadview (2008); Ronald Inglehart, Neil Nevitte and Miguel Basanez, The North American Trajectory, Aldine Press; Seymour M. Lipset, Continental Divide, Routledge (1990); Anthony Depalma, Here: A Biography of the New American Continent, Public Affairs Press, 2001; and Sidney Weintraub, ed. NAFTA's Impact on North America: The First Decade, CSIS Press, 2004.) KSU already has on hand a number of faculty members who have done research and teaching on Canada, its relations with the U.S., and/or its place in hemispheric and world culture. (These include Dean Richard Vengroff of the College of HSS, Mark Kremer [Political Science], Mary Patterson [Geography], Lynn Patterson [Geography], Michelle Zebich-Knos [Political Science], Kamal Fatehi [Management and Entrepreneurship], Martha Bowden [English], Maria Kalamas [Management and Professional Sales], Helen Kim [Music[, Marina Keother [Chemistry], Stefano Mazzotta [Finance], and Terry George Powis [Anthropology].) Launching the M.A. in American Studies can provide a focal point and support for developing additional curricular initiatives in this important dimension of hemispheric study.

PROFESSIONALS IN PUBLIC CULTURE-MAKING

Consistent with KSU graduate programs’ historic commitment to applied learning in a professional context, the M.A. in American Studies will join an array of other programs in the College of Humanities and Social Sciences and other Colleges on campus that prepare graduates to apply their skills in a range of practical workplace contexts. Thus, alongside such programs as the Master of Arts in Professional Writing (MAPW) and the Master’s in Conflict Management, the M.A. in American Studies will reaffirm KSU’s vision of graduate study as being “designed for working professionals,” as being delivered by faculty with “‘real world’” professional experience along with outstanding academic credentials,” and as generating “cutting-edge knowledge” that
graduates can use in their daily professional lives (see “Welcome to the Graduate College,” KSU website: http://www.kennesaw.edu/graduate/).

One avenue for professional work that will be fully available to M.A. students is through projects linked to KSU’s public history program. Here is an example of how a particular project could evolve. In a two-part endeavor, students could first assess the exhibitions, public programs, and operations of the Root House Museum, a modest house accurately representing homes of middle-income citizens on the Georgia frontier in the days surrounding the Civil War. Depending on the assessment results, an M.A. student interested in interpretation or outreach could work with the staff and KSU faculty to help develop a new exhibition or adult public program, paying attention to the diverse backgrounds of anticipated visitors. A student interested in education might create a new docent training manual or curriculum guide keyed to the Georgia Performance Standards for K-12 teaching. Similarly, someone coming to the program to develop intercultural business skills could design an advertising campaign to promote the new exhibit. Such projects would provide students with critical research and writing skills, while helping to cultivate a professional network.

2d. Include reports of advisory committees and consultants, if available.

Several prominent American Studies scholars and program directors have been identified as potential reviewers of the program proposal. At various times during the development of the curriculum, each of these colleagues has already provided advice, facilitated professional development for faculty, and/or outlined model approaches at other institutions.

These colleagues are preparing formal reviews of the proposal, which KSU will submit to the BOR upon receipt.

Karen Halttunen, former president, American Studies Association
Professor of History, University of Southern California
halttune@email.usc.edu
Examples of publications:
- *Moral Problems in American Life: New Perspectives on Cultural History*
- *A Companion to American Cultural History* (Blackwell Companions to American History)

Susan Harris, Hall Distinguished Professor in the Humanities, University of Kansas
skh5@ku.edu
Examples of publications:
- *The Cultural Work of the Late Nineteenth-Century Hostess: Annie Adams Fields and Mary Gladstone Drew*

George Lipsitz, Professor of Black Studies, University of California, Santa Barbara
glipitz@blackstudies.ucsb.edu
Examples of publications:
- *Footsteps in the Dark: The Hidden Histories of Popular Music*
• Time Passages: Collective Memory and American Popular Culture
• American Studies in a Moment of Danger (Critical American Studies Series)
• The Possessive Investment in Whiteness: How White People Profit from Identity Politics, Revised and Expanded Edition

Here are several additional potential reviewers:

Randall Bass, Associate Professor of English, Georgetown
Assistant Provost, Teaching and Learning Initiatives Executive Director, Center for New Designs in Learning & Scholarship Director, Visible Knowledge Project
bassr@georgetown.edu
Examples of publications:
• Intentional Media: The Crossroads Conversations on Learning and Technology in the American Culture and History Classroom (editor)
• Current Book Project: Hyper Activity and Under Construction: Learning Culture in the 21st Century

Elizabeth Engelhardt, Associate Professor of American Studies, University of Texas at Austin
e.engelhardt@mail.utexas.edu
Examples of publications:
• Beyond Hill & Hollow: Original Readings In Appalachian Women’s Studies

Paul Lauter, former president, American Studies Association
Director, Trinity College M.A. in American Studies
Paul.Lauter@trincoll.edu
Examples of publications:
• The Heath Anthology of American Literature
• Literature, Class, and Culture: An Anthology (Longman Literature and Culture Series)
• Writing America: Classroom Literacy and Public Engagement
• From Walden Pond to Jurassic Park: Activism, Culture, and American Studies (New Americanists)

Vicki Ruiz, former president, American Studies Association
Dean, School of Humanities, University of California at Irvine
e-mail: vruiz@uci.edu
Examples of publications:
• Memories and Migrations: Mapping Boricua and Chicana Histories
• Latina Legacies: Identity, Biography, and Community (Viewpoints on American Culture)
• From Out of the Shadows: Mexican Women in Twentieth-Century America
• Unequal Sisters: A Multicultural Reader in US Women's History

See also information on leaders of various M.A. programs at peer institutions, identified in section 6, pages 42-45.

2e. List all public and private institutions in the state offering similar programs.

In the state of Georgia, Emory University currently offers a graduate program in American Studies, with degrees at both the M.A. and Ph.D. level. (http://www.theasa.net/publications/grad_programs/item/american_studies_program2/)
Emory’s program, while clearly quite well regarded, has a very different set of goals than those being envisioned for the M.A. at KSU. In addition, Emory’s tuition rate of over $25,000 per year makes that program beyond the reach of many Georgia residents.

3. Procedures used to develop the program. Describe the process by which the institution developed the proposed program.

See the appendix for a history of faculty development linked to M.A. program planning and demonstrating Kennesaw State’s maturing commitment to and capacity for work in American Studies.

In envisioning an American Studies graduate program to address social and economic needs in Georgia, faculty involved in the planning have consulted extensively with national leaders in American Studies, through both formal and informal interviewing of faculty and program directors at other institutions. A particularly helpful avenue for data has been Professor LeeAnn Lands’s service on the Committee of the American Studies Association that studies program development at the undergraduate and graduate level among member institutions. (KSU is an institutional member of ASA, and a number of our faculty members hold individual memberships).

Faculty from across the College of Humanities and Social Sciences and other Colleges (e.g., College of the Arts, Bagwell College of Education) have been intensely involved in the creation of this program proposal. In the fall of 2003, about a dozen faculty members began meeting on a regular basis (about once per month) to do preliminary research and to develop a mission statement for the program. Faculty coordinators Sarah Robbins and LeeAnn Lands, from the Departments of English and History and Philosophy, respectively, facilitated contacts with other institutions around the country where American Studies programs are flourishing. Working closely with the (then) Associate Dean of the College of Humanities and Social Sciences, Helen Ridley, as well as the Department Chairs from English and History and Philosophy, the American Studies Faculty Study Group reviewed program missions, structures, and specific curricular components at an array of institutions around the country. Interviews with program directors at a variety of institutions (but with a focus on peer institutions) were held at the American Studies Association annual convention in the fall of 2003. Leading American Studies scholars from around the country were invited to suggest readings for the Kennesaw study group, to build a shared understanding of the field based on collaborative study.

An important part of the research on other programs has been a series of conversations with directors about the various student populations they serve. By incorporating that expertise into our early planning, the KSU American Studies faculty team was able to keep students' anticipated interests and needs in the forefront of planning, while also situating that agenda within a framework of current scholarship in American Studies, especially its increasing emphasis on public engagement and transnationalism.

All along the way, as the outline for the KSU American Studies curriculum emerged, faculty members stayed in close contact with other program directors at and with representatives of the groups we had identified as potential recruitment pools for—educators (in and outside school), members of international communities, corporate and
non-profit employees working in cross-cultural contexts, and leaders in culture-making enterprises such as museums, historical societies, and community outreach groups. Drawing on input from these partners, we designed an outline for a program that would create an interface between current scholarship in American Studies, on the one hand, and the needs of our potential student populations and the larger community, on the other. After the basic curricular requirements had been developed, the faculty team turned to course descriptions and syllabi. Descriptions were drafted and vetted by all members of the program faculty group. Then, the program requirements were revisited in light of our shared study and the input from program directors described above.

Once the program faculty team had prepared an overview of curricular content and draft course descriptions, faculty then worked in small-group teams to prepare syllabi for the individual courses. In forming teams, the faculty group paid close attention to the need for cross-disciplinary planning toward interdisciplinary content in the program's courses. A typical team had two to three members, with faculty who were writing the syllabi collaboratively coming from different departments—e.g., English and history, or foreign language and political science. Many teams also had additional "readers" of their syllabi during the draft stage. Professors Robbins and Lands, meanwhile, coordinated this stage of the program development by reading and responding to the draft syllabi, with an eye to avoiding duplication while also promoting reinforcement of key concepts throughout the program.

Later, working in teams and as a whole group, the American Studies faculty carried out a round of syllabus review dedicated especially to ensuring cohesiveness within requirement clusters for the program (the clusters being historical period, place-based studies, and cultural productions). We also focused on matching individual course objectives to the larger mission and student learning outcomes for the program. At this stage, faculty made suggestions for improving draft syllabi both in such areas as content (e.g., specific readings to be assigned), anticipated assignments (and their match with student learning outcomes), sequencing of learning activities, connections and distinctions across individual courses in the program, and overall compatibility of the course syllabus with program assessment goals and practices.

Concurrent with this phase of internal review, American Studies coordinators Lands and Robbins continued to seek advice from external colleagues working in American Studies at other institutions and to situate the program planning within the context of current scholarship on American Studies as an evolving field. (The near-obsessiveness with which American Studies scholars analyze their field as an object of study, itself, is reflected in a range of influential book titles which we have found helpful. Some of these are Maddox, ed., Locating American Studies; Pease and Wiegman, editors, The Futures of American Studies; Lipsitz, American Studies in a Time of Danger, Rowe, Post-Nationalist American Studies; Levander and Levine, editors, Hemispheric American Studies).

Since first drafting the program plans, affiliated faculty members have continued to collaborate on professional development and curriculum refinement. (See the appendix chronology of professional development activities by the program faculty.) Highly regarded teacher-scholars who have done “cutting-edge” work in American Studies have been selected to visit the campus to work with faculty and have helped facilitate planning and assessment. (See appendix calendar.)
KSU American Studies program faculty meet at least monthly, with one portion of the meeting dedicated to a colleague’s or group’s sharing resources from teaching and/or current scholarship projects. Presentation topics have ranged from approaches for teaching a course on “the West in American Culture,” to overviews of faculty scholarship, such as Catherine Lewis’s account of how she researched Eisenhower’s presidency in light of his fascination with golf (see Don’t Ask What I Shot: How Eisenhower’s Love of Golf Helped Shape 1950s America) and Jim Elledge’s research for a manuscript tentatively titled Henry Darger, An Artist’s Life, and Queer Chicago—1880-1935.

Numerous AMST events have been co-sponsored by other programs in the Cultural and Regional Studies group of the CHSS and with colleagues from the College of the Arts and the Coles College of Business. Furthermore, an active student-faculty collaborative organization has been built upon the foundation of the minor, and many of those students plan to apply for the M.A., when it is launched. Affiliation with both the American Studies Association and the Imagining America consortium of universities committed to public partnerships, meanwhile, has provided access to evolving trends in the field. All these conversations, events, and partnerships are feeding into overall program planning and refinements of specific syllabi.

Complementing this productive network-building within and beyond the university, KSU AMST faculty have gathered published data from print and online sources about program missions and delivery models at the following institutions:

**Peer institutions:**
Pennsylvania State University-Harrisburg
University of Massachusetts, Boston
University of Southern Maine
Youngstown State University
U of Washington Bothell
University of South Florida
California State, Fullerton
University of California, Davis

**Additional public and private institutions with strong, longstanding American Studies Programs:**
Amherst College
Boston University
College of William and Mary
Emory University
Florida State University
University of Maryland
Georgetown University
Purdue University
University of Alabama
University of Michigan
University of New Mexico
University of California, Berkeley
Washington University, Saint Louis
Examining American Studies programs at these other institutions has underscored the potential benefits a graduate degree can bring to northwest Georgia and the University system as a whole. At the same time, this careful research process has helped the program faculty identify unique features for the proposed M.A. at KSU that are closely aligned with the specific needs of the institution’s stakeholders. Each of the programs reviewed include some key visionary elements and curricular components that appear now in the proposed program. However, no one program that we reviewed brings together the unique blend of emphases envisioned for the M.A. in AMST at KSU, which we expect will soon be regarded as a national model for Master’s-level work in the field. (See additional discussion in the national standards section below.)

4. Curriculum
List the entire course of study required and recommended to complete the degree program. Give a sample program of study that might be followed by a representative student. Indicate ways in which the proposed program is consistent with national standards.

Content of the Curriculum
The American Studies M.A. consists of 36 credit hours and a foreign language requirement, as follows:

3 credits AMST 7000 American Studies Scholarship, including a review of the major topics that have become central to American Studies as a field and the most significant scholarship that has defined and shaped those issues.

3 credits AMST 7100 American Studies Methods, including major approaches for doing work in American Studies in both academic and non-academic settings.

12 credits a sequence of AMST courses selected to address the professional goals of the student, with at least one course from each of three thematic and methodology-based clusters, as outlined below:

**Historical Studies—Choose one from this cluster.**
AMST 7200 U.S. Social Movements
AMST 7210 Historical Period
AMST 7220 Passages to America
AMST 7230 Public History and Culture

**Place-based Studies—Choose one from this cluster.**
AMST 7300 American Cities, Suburbs and Countryside
AMST 7310 Regional Studies
AMST 7320 America in Transnational Context

**Cultural Production—Choose one from this cluster.**
AMST 7400 The Film Industry in American Culture
AMST 7410 Literature and Performance in American Culture
AMST 7420 Popular Culture in America
AMST 7430 Identities and Social Groups
AMST 7440 Enterprise and Labor in American Culture
3 credits: Experiential Learning Requirement--AMST 7500 Practicum (Internship, Project-Based Learning) or SA 8890 (Study Abroad)
9 credits non-AMST electives or additional AMST courses as approved by the Program Director or advisor (may include up to 6 credits of graduate-level language courses); at least one course outside American Studies
6 credits AMST 7900 Capstone

**Language requirement:** may be met by a proficiency test administered by the department of foreign languages, coursework to FL2002 at the undergraduate level with a grade of C or better, graduate level coursework indicating language proficiency, or equivalent (e.g., study abroad program with a language competency component) as approved by program coordinator.

### Sample Program of Study

#### Sample Student Program—Typical Part-time Student

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**Full-time student—including international students**

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4.a Clearly differentiate which courses are existing and which are newly developed courses.
All of the AMST courses in the program are newly developed. (In their design, a number of the proposed classes draw on content already used in our undergraduate offerings for the minor, but in those cases, the content has been “adjusted upward” substantially for a graduate student audience.)

SA 8890, one option for the experiential learning requirement, is already in use in other graduate programs at KSU. In addition, AMST students will have a range of pre-existing options to choose from when selecting their electives from KSU’s MA and MS programs.

4.b Append course descriptions for all courses [and]
4.c When describing required or elective courses, list all course prerequisites.
Note: The prerequisite for all courses in the program, with the exception of the practicum and capstone, is the same: admission to the graduate program in American Studies or permission of the program coordinator.
Prerequisite for experiential learning requirement (AMST 7500 or Study Abroad) is AMST 7000 or AMST 7100.

The prerequisite for the capstone is as follows: Completion of 18 credit hours in the American Studies graduate program. (Students could enroll for the 3 hours of credit focused on the scholarly literature review in a different, earlier semester than in their final term; hence, the possibility of beginning this work after 18 hours.)

AMST 7000 (review of scholarship) and AMST 7100 (AMST methods) are not formally set up as prerequisites for the other courses, because we want full-time students to be able to take more than one or two classes each semester, including in their initial term of enrollment. However, all students in the program will be very strongly advised to take these core courses within their first two terms. Students not following this sequence of foundational courses must have a highly persuasive rationale for failing to enroll in the introductory classes at the earliest possible time.

## Course Descriptions

### I. Required Courses

**A) AMST 7000 American Studies Scholarship**

This course explores a variety of themes, theoretical influences, and methodological approaches currently alive in American Studies and its related disciplinary fields. Particular emphasis is placed on the current controversies and scholarship focused on race, ethnicity, gender and sexuality. The course is organized around broad thematic concepts, with attention to global perspectives. The course introduces some basic conceptual building blocks in the field, as well as explores some of the historical development of American Studies.

**B) AMST 7100 American Studies Methods**

Introduces students to current methods in American Studies research and public practice. The course focuses on core concepts, objects of analysis, and evolving research practices used for working in American Studies. While critiquing notable examples from the field, students consider various dynamic professional contexts for "doing" American Studies, such as professional organizations and journals, classrooms, the workplace, public settings, and other diverse communities outside the university.

**C) Experiential Learning Requirement: AMST 7500 or SA 8890**

**Option One: AMST 7500 Practicum**

This course requires students to apply American Studies knowledge and theory to practical issues, non-academic environments, or to new research questions. The
Practicum fosters the ability to (1) read and think critically while using diverse methods to interpret and study American cultural products and practices, (2) communicate effective analysis of American culture both orally and in writing, and (3) analyze and critique relationships between cultural products and social values. Students enrolled in the Practicum will:

- Develop connections between theory and practice by applying their interdisciplinary coursework effectively to a field experience or research project
- Practice ways of applying academic knowledge in new contexts
- Describe and evaluate their Practicum experience through a formal written analysis and through a formal oral presentation

Option Two: SA 8890 Graduate Level Study Abroad.

Prerequisite: Varies with discipline and subject

Upper division study abroad course denoting graduate level work. Each course is uniquely designed to maximize field experiences in a manner appropriate to the country visited and the discipline or cross disciplinary perspective applied. Specific course titles are assigned to each study abroad course and major course equivalencies may be substituted with departmental approval.

D) AMST7900 Capstone Experience

A major research project or a project using interdisciplinary methods from American Studies to investigate questions consistent with the program’s mission and the student’s professional goals. Students work with faculty advisors to choose develop a proposal, carry out research related to their topic or project aims, and complete a product drawing on the content of program courses and integrating it with new, individualized study.

Choose at least one course from each category below (II, III and IV).

II. Historical Studies

AMST 7200 U.S. Social Movements
Examines the history of and relationships between selected social movements in the United States through an interdisciplinary lens. Drawing primarily on historical and sociological resources, the course analyzes the evolution and conduct of movements, as well as the evolution of academic inquiry and understanding of these movements. The course emphasizes the connections between movements in the US and those in other parts of the world. Topics discussed may include, but are not limited to, the abolitionist, labor, civil rights, American Indian, environmentalist, women’s, anti-war, reproductive rights, gay and lesbian, and anti-globalization movements among others. Course may be repeated for credit provided the content differs entirely from the previous offering.

AMST 7210 Historical Period
Studies a particular era in American culture by interpreting social events and practices, material culture, visual culture and print publications in a variety of forms. The course
will invite students to examine individuals’ impact on their historical moment as well as the influence important movements and social groups have exerted during specific period, such as the Progressive Era, the 1960s, or the era of “discovery” of the New World. Course may be repeated for credit provided the content differs entirely from the previous offering.

**AMST 7220 Passages to America**

Students enrolled in Passages to America examine forced and voluntary migration and immigration in the historical development of American culture, from the period of first contact to the present day. The varied experiences of these individuals and their families are discussed in the context of such topics as racial and ethnic group relations, nativism, and social class formation. Students examine the influential role of myths associated with immigration, such as “bootstraps” and the American “melting pot,” while also exploring debates over citizenship, Americanization policies, and legal/illegal immigration. Finally, students analyze the cultural concepts of assimilation, pluralism, and multiculturalism that frame these debates.

**AMST 7230 Public History and Culture**

Examines the popular uses and presentation of the American past. Exploring historical memory’s role in American culture, the course draws on a range of methods (e.g., site visits, research in popular publications, study of historical documentaries) to critique ways that the past is recorded and transmitted. Course content may include a rationale and debate about defining the parameters of the historical division, as well as an emphasis upon the significance of artifacts, lore, written and oral commentary of the period, and the language that both constructs and vivifies the meanings of past. Course may be repeated for credit provided the content differs entirely from the previous offering.

**III. Place-Based Studies**

**AMST 7300 American Cities, Suburbs and Countryside**

Offers a thematic study of cultural, social, and economic patterns of the American metropolis using texts and methods from a variety of disciplines, such as history, literature, anthropology, and sociology. Students interrogate texts ranging from landmarks to literature, personal histories to government documents, advertising to architecture, to explore the shifting relationships between and ideas about American cities, suburbs, and countryside. Course may be repeated for credit provided the content differs entirely from the previous offering.

**AMST 7310 Regional Studies**

Offers a thematic study of cultural, social, and economic patterns of a representative region using texts and methods from a variety of disciplines, such as history, literature, and sociology. Students develop an understanding of regional culture as diverse within itself but also as a site of interaction with other geographic and social areas, such as neighboring regions, nations sending immigrants into the region, and cultural products
crossing multiple borders into various regions. Course may be repeated for credit provided the content differs entirely from the previous offering.

**AMST 7320 America in Transnational Context**
Examines interactions between Americans and other international groups. The course may address several time periods and locations or focus on a single case study (e.g., the impact of cross-cultural contact in a specific region or era). Besides secondary research from diverse disciplines, students use primary texts from popular culture to interpret the influence of American culture in other parts of the world (e.g., American television as viewed in other lands) and the ways that immigration of new groups has shaped the social landscape in the U.S. Course may be repeated for credit provided the content differs entirely from the previous offering.

**IV. Cultural Production**

**AMST 7400 The Film Industry in American Culture**
Examines the history and cultural influences of the film industry from its beginnings in America through the present. Emphasis is on how the aesthetic, economic, and technological aspects of the film industry and film have impacted American Society. Course content deals with the history of film; key eras for film and their impact, such as the 1970s; and the role of particular filmmakers, directors and producers in shaping popular culture. Students read from the texts to gain historical perspective, see documentary films dealing with aspects of film and the film industry, view and analyze selected individual films and consult reviews of films to ascertain their critical reception and impact on the community at the time of their release.

**AMST 7410 Literature and Performance in American Culture**
Examines the history and cultural work of literature production and consumption and of performance as social practices that can be studied in regional, national, and international American contexts. This course draws its readings from both “high” and “popular” culture publications. Students may explore both benchmark moments in American literary production (e.g., the publication of *Uncle Tom’s Cabin*) and performance history. They may also examine important longer-term movements in the field of American literature and dramatic performance (e.g., the formation of “American Literature” as a school discipline, developments in publishing, key moments in theater history); and/or approaches for linking history-making and cultural memory to performance texts.

**AMST 7420 Popular Culture**
This course examines the role of popular and mass culture in the United States by beginning with the premise that popular culture is an important site of expression, social instruction, and cultural conflict, and thus deserves critical attention. Students may examine theoretical texts as well as primary sources, and the course may include a focus on global consumerism in both the US and other American and Americanized sites. The course may survey a range of popular texts, such as mass culture events (e.g., sports), advertising, popular music, and theme parks, and place these expressions of mass culture in political, economic, and social contexts. Alternatively, an offering may focus on a
particular popular culture product (e.g., bestsellers; popular music) in depth. Course may be repeated for credit provided the content differs entirely from the previous offering.

**AMST 7430 Identities and Social Groups**

Examines the social construction of individual identities and social groups in American culture. Students survey and critique a range of texts expressing and representing the formation of identity constructions around such categories as race, gender, ethnicity, national origin, class, and sexuality. Students consider the various social forces that shape (and sometimes resist) diverse views of American identity both within and outside the U.S. Students also explore approaches for achieving positive and constructive intercultural and interpersonal relations in daily life. Course may be repeated for credit provided the content differs entirely from the previous offering.

**AMST 7440 Enterprise and Labor in American Culture**

This course will examine the history of enterprise and labor within their social and cultural contexts from an interdisciplinary perspective. The course will include an overview of the history of work and enterprise in the United States. Students will investigate business enterprise, work, production, and consumption as cultural phenomena. Topics may include: the emergence of the corporation; the labor movement and its cultural representations; enterprise and labor in film, television, literature, and popular culture; the work ethic as a cultural production; the history of corporate social responsibility; immigration and labor/enterprise; ethnic, racial, and gender diversity issues in American business and labor; exploration of labor and business concepts/issues through biography; the social/cultural impact of globalization; regional themes in labor and enterprise; American enterprise in the world. Course may be repeated for credit provided the content differs entirely from the previous offering.

4.d Indicate whether courses in a proposed masters program are cross-listed as undergraduate courses and, if so, what safeguards are employed to ensure that courses taken as undergraduates are not repeated or that requirements are significantly different for graduate students and undergraduates enrolled in the same course.

No courses in this program are cross-listed with undergraduate courses.

4.e Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

The program has already been evaluated and approved through all layers of curriculum review at Kennesaw State University, including the Graduate Policies and Curriculum Committee (GPCC).

A few individual courses are currently being finalized to add to the program, beyond those originally (i.e., already) approved. These are AMST 7740 (Enterprise and Labor in American Culture) and the AMST 7500 (the practicum). Each of these classes has
already been approved by the AMST program faculty and should complete the review process through the final GPCC level during fall term 2008, well before start-up of the program.

4.f Append any materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the program.

There are no formal accrediting organizations for American Studies programs. The American Studies Association does provide several sources of information very useful to evaluating academic programs in the field, however. These include the annual presidential address of the association (which tracks trends in the field), studies carried out by committees of the ASA (such as the Bronner study referenced elsewhere in this proposal), and the contents of both the newsletter and the official journal of the association. All of these have been consulted in the preparation of this proposal, and Kennesaw State’s AMST program is an active, official affiliate of the national ASA association. (Indeed, faculty have held officer-level positions in the ASA).

As noted above, the program was developed in close consultation with directors and faculty working in comparable programs at other institutions with profiles similar to KSU’s. In addition, program faculty leaders have regularly attended the American Studies Association’s annual program directors’ workshop, where recommendations for enhancing curriculum are shared each year with ASA members.

4.g When internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

**AVAILABILITY**

As examples of off-campus sites open to AMST interns, please see the appendix for a list of example organizations with where KSU has already established connections for potential interning opportunities. Note also that some of the letters attesting to support of the program proposal have come from partners eager to host graduate student interns. In addition, individual AMST faculty members at KSU have longstanding contacts with numerous professional organizations and agencies in the northwest Georgia area which will be available as internship sites.

On campus, several ongoing grant-funded programs, centers and institutes have projects in place that will benefit from having M.A. students from the AMST program working as interns. The following programs, initiatives, and centers at KSU are already deeply committed to such efforts and will be important potential sites for practicum and internship work:

1. The Conflict Resolution Program hosts public lectures and symposia, for which M.A. students can provide research and assessment support;
(2) The Museum of History and Holocaust Education regularly hosts public lectures, art programs, and symposia; curates and develops traveling exhibitions on World War II, the Holocaust and general history themes; hosts student and teacher workshops—any of which could provide practicum learning opportunities;

(3) The Public History Program coordinates exhibits and educational programs with museums and preservation and cultural organizations; helps develop educational programs for public sites. The program has engaged with international partners, such as the development of a community-based museum in Morocco with Hassan II University;

(4) The Kennesaw Mountain Writing Project (KMWP-Kennesaw State’s National Writing Project) supports professional programs for teachers, hosts symposia and book groups, offers summer institutes and summer community studies camps, and is active in the Keeping and Creating American Communities initiative;

(5) The KSU Archives actively collects manuscripts focused on topics of local, regional, and national importance to American Studies.

(6) The Task Force on Interpersonal Violence, a team of faculty and community partners, has been studying cases of interpersonal violence as they connect to larger American social trends, and they would welcome research assistance from M.A. students in AMST.

(7) The Center for Hispanic Studies has a growing list of outreach and partnership programs. (For examples of potential internships through the CHS, see section “Localizing the QEP” above, in section 2c).

One campus organization with which we expect AMST M.A. students will be cultivating an especially strong relationship is KSU’s Center for Regional History & Culture, which engages in research and holds public programs on the history and culture of KSU’s metropolitan Atlanta and Northwest Georgia service areas. One of the Center’s long-standing outreach efforts is to conduct oral histories. Graduate research assistants from Kennesaw’s M.A. in Professional Writing program have assisted in editing and indexing oral histories. American Studies students would be eligible for similar research assistantships, including, in their case, conducting, as well as editing and indexing interviews. The annual Suburban Studies Conference sponsored by KSU’s Sociology Department has been a frequent point of collaboration for the CRHC. The conference offers an excellent opportunity for graduate students and faculty to expand their participation in interdisciplinary scholarship and community engagement. In terms of external partnerships, the Center is currently coordinating a project with Cobb County Government’s Planning & Zoning Division for researching and writing texts for county historical markers. Through networks already associated with the Center, there are numerous projects of this type which could be performed by American Studies graduate students in support of the historic preservation community throughout North Georgia and metropolitan Atlanta.

In broader terms, KSU’s location in Cobb County and northwest Georgia, as part of the greater Atlanta metropolitan area, has powerful significance for the American Studies program mission to improve intercultural competency. The sweeping demographic changes associated with immigration, suburbanization, and urban redevelopment present great challenges but also offer a great opportunity for Kennesaw
State University’s AMST program to serve as a laboratory for research, teaching, and community engagement related to these changes. Along those lines, interns from the AMST program could become co-researchers in projects such as Professor Alan Lebaron’s grant-funded driver education program for metro Atlanta’s Maya population.

IDENTIFYING ADDITIONAL INTERNSHIP AND PRACTICUM SITES

The AMST program’s efforts to secure placements for internships and other field experiences off campus will be fully supported by staff already in place as part of the university’s enhanced commitment to experiential learning, per Kennesaw State’s new strategic plan. More specifically, new KSU staff member Melanie Janus of the experiential learning staff is already at work with faculty members in the AMST program to cultivate additional internship sites. In the fall and spring terms of 2008-09, Ms. Janus will be visiting potential internship sites and establishing connections with personnel there. To support student planning for their placements, she will have regular hours in the Cultural and Regional Studies suite’s conference room, when students can meet with her to develop proposals for their internships or community projects.

SUPERVISION

Student responsibilities for planning an individualized practicum (internship, site-based project, or work related to TA service) will be fully outlined on the program’s website and in the methods course (AMST 7100) that all students will take early in their program.

All students in practicum will be supervised by AMST program faculty. Any intern will also have an on-site supervisor.

Staff member Melanie Janus and others in KSU’s experiential learning office (see just above under “Availability”) will be providing support for monitoring off-campus internship sites, as needed, and will assist with administrative record-keeping.

4.h Indicate ways in which the proposed program is consistent with national standards.

Since its inception, American Studies as a field has been renowned for its productive and constant (re)examinations of its own content and goals. Thus, a consistently growing body of scholarship about American Studies and what it should “do” is available to guide curriculum development and assessment. Recent publications which have been consulted by KSU program faculty and which, implicitly, convey evolving national standards for AMST curricular content, public practice and scholarship, include the following:

As indicated above, although it does not offer formal accreditation, the American Studies Association provides a number of resources to support the development and ongoing refinement of excellent academic programs in the field. In particular, the recent Bronner Study of AMST programs—research sponsored by the ASA—has been an especially valuable measure for KSU’s planning. To gain a long view of the field’s evolution, we have also carried out careful analysis of ASA presidential addresses of the American Studies Association over the past ten years. (In this regard, it is important to note that the ASA presidential address is traditionally devoted to a description and analysis of the current status of the field.)

Significantly, based on its work in undergraduate education and its ongoing outreach projects and community partnerships, Kennesaw State’s American Studies program has already gained national recognition for its work in civic engagement and outreach. KSU grant-funded projects in American Studies have been specifically cited as national models for the field by two different ASA presidents in their formal addresses to organization. (See Karen Halttunen, “Groundwork: American Studies in Place—Presidential Address to the American Studies Association, November 4, 2005,” American Quarterly 58.1 (March 2006): 1-15; see too Mary Kelley’s presidential address, “Taking Stands: American Studies at Century’s End: Presidential Address to the American Studies Association, October 29, 1999,” American Quarterly, 52.1 (March 2000): 1-22). Also, recent reviews of books associated with the Keeping and Creating American Communities project, housed at KSU, have emphasized their importance as models of AMST in praxis. (See Adam Golub, “We Are What We Teach: American Studies in the K-16 Classroom,” American Quarterly, 60:2 (June 2008): 443-454.; Sherry Lee Linkon, “Going Public: Teaching and Learning in the Community, American Quarterly, 58.1 (March 2006): 229-236.)

As outlined above, KSU’s faculty members have carefully studied well-regarded AMST academic programs at both peer and aspirational institutions. In its overall approach, its emphasis on American Studies in a global setting, and its valuing of diversity, the proposed program builds on the vision for American Studies cited by several other public universities which we referenced earlier, such as the University of
Maryland, College Park. For example, the University of California, Santa Cruz, identifies the goal of its program to be

“helping students gain a rich understanding of Americans from social and cultural backgrounds different from their own. It gives special attention to racial, ethnic, sexual, class, and regional dynamics in the nation's past and present, and also to trans-national and global perspectives on the United States.”

Similarly, the University of California at Davis’ program “explores the cultures of the United States in conversation with their transnational exchanges and impacts.”

The proposed program’s core areas of course work and basic area divisions are similar to those at many of the peer and aspirational programs we have identified. The study of Place, Period and Gender/Race/Ethnicity is found in all the programs reviewed, for instance. The proposed program in American Studies will incorporate and extend certain foundational common features identified in all the programs cited above, including:

- Required Foundational Theory and Methods course work in American Studies (Basic required methods and theory courses are found in every program consulted).
- An Interdisciplinary Approach utilizing AMST courses and approved electives (See all programs websites, especially University of South Florida and Georgetown University).
- Curriculum choices providing study and experiential learning in the areas of:
  - Place (and/or Region) (See especially University of Alabama & University of New Mexico & Amherst University)
  - Period Studies (See especially University of Alabama, University of South Florida)
  - Cultural Productions/Cultural Studies (see all programs cited.)
  - Social Issues/Movements (See UNM, examples such as AMST 308 Social Movements in America and AMST 320 Cities, Suburbs and Social Life)
  - Gender Studies (See all Programs cited.)
  - Internship/Field Work (See especially Georgetown University for its model of community based, civic engagement projects, especially in the K-12 setting)
  - Major Student Projects (See Penn State-Harrisburg, Youngstown State)

Another theme in several of the programs reviewed as models was the importance of the physical setting for the program itself. Penn State–Harrisburg identified as a strength its location in a “rich cultural region, surrounded by Amish Farmlands, Gettysburg, Hershey, Steelton, Ephrata, Carlisle, York, and Harrisburg (with) proximity to Philadelphia, Pittsburgh, Baltimore, Washington, D.C.” Several of the California University system programs have a focus on Asian-American and Latin American culture, and the University of New Mexico utilizes its particular setting for a centralized study of Southwestern culture within the broader context of American Studies.
Similarly, a major strength of KSU’s proposed program is the location of Kennesaw State in the major southern urban/suburban setting. The current trends of international migration into Georgia and the Atlanta area, the existence of urban sprawl and suburban communities, the existence nearby traditionally African-American urban communities as well as rural farm land, all offer a “laboratory” for a variety community based studies and projects. As our students begin to or continue to work in the region in a variety of professions, the proposed program can provide them with a solid foundation of study and experience in a rapidly diversifying region. The program includes components designed to provide the skills described by the Youngstown State American Studies graduate quoted who said, “[T]he topics I studied … were wonderful, but it is the process itself that has helped me most in the professional world.”

Data gathered from undergraduate and graduate programs around the country, including “career-sensitive” M.A. programs at peer institutions listed above, indicate that such programs serve three main groups: professionals working in culture industries such as museum curators and park historians; K-12 educators seeking a content-focused M.A. (rather than a pedagogy-only degree) to enhance their teaching and professional advancement; and business people seeking an understanding of how American culture operates and/or is perceived abroad and in relationship with other cultures (e.g., business workers whose companies are interacting with cultures outside the U.S. and/or with new immigrants to the U.S). KSU’s location in a major southeastern cultural and business center ensures that our program can serve these same populations.

Other institutions have also documented strong interest in American Studies by international students and professionals seeking to increase their understanding of American culture. Given KSU’s growing international student population and the Atlanta metro area’s large number of international firms, Kennesaw State’s American Studies program will meet university and BOR mandates by serving the emphasis of the business community on the global marketplace while preparing students to participate in a global economy. And, in doing so, KSU’s AMST M.A. will affiliate with numerous other nationally recognized academic programs in the field.

4i. List student learning outcomes associated with this program.

Common Core of Knowledge Used to Unify the Curriculum
The common core of knowledge for the proposed M.A. in American Studies will be based on KSU faculty’s careful study of trends in the field and on application of those trends to the university’s and the College of Humanities and Social Sciences’ strategic plans. This core knowledge base will be tracked in student learning outcomes, recently updated based upon the emerging development of the HSS strategic plan and the Bronner study of American Studies program referenced above.

Recent developments in American Studies scholarship and in academic programs at a range of peer and aspirant institutions have shaped the articulation of the student learning outcomes. For example, the Bronner study reports that, in American Studies
programs today, “No matter where the location of the program, mission statements tended to mention integrative and global goals,” and that US-based programs, in particular, include an emphasis on “‘culture’ and ‘cultural’” aspects of analysis, focused on both texts and “non-text based inquiry.” The Bronner study also notes that “A number of programs cited the distinction of American Studies being oriented toward communities, cities, and regions as laboratories and outreach opportunities.”

Furthermore, Bronner reported, “American Studies is reportedly more global and at the same time more localized” today than in its 1990s’ versions, partly because of a sustained interest in public practice of the field’s principles. While continuing to draw on interdisciplinary approaches, academic programs in American Studies are increasingly describing “American Studies as a discipline or independent field with its own theories and methods.” (See the section on “Faculty, Curriculum and Mission,” especially 17-18).

All of these trends in the field are clearly represented in the proposed curriculum.

Particularly important to the proposed American Studies M.A. at Kennesaw State are the global dimensions of the field today and its commitment to public work. The first aligns the proposed program with KSU’s new QEP on global learning for engaged citizenship; the second will enable students and faculty in the program to draw on Boyer’s flexible model for scholarly production and such frameworks for emphasizing public outreach as the Imagining America Project’s new studies of promotion and tenure based in public scholarship. Introducing collaboration, public service, and public scholarship as core principles of American Studies in the methods course, and leading students to a capstone project aligned with their professional goals in a community-building context, this M.A. will also be consistent with KSU’s longstanding commitment to developing graduate programs that serve community needs and promote ethical practice among working professionals.

Given the wide range of career fields in which graduates of M.A. American Studies programs work (per the Bronner study’s data), this program would not lend itself to a cohort model. However, the student learning outcomes outlined below will provide a shared body of knowledge, skills, and dispositions/attitudes held in common by all program graduates. Core competencies for the program will be introduced in two required courses (AMST 7000 and 7100). One of the introductory courses (7000) focuses on scholarship and issues that are central to the American Studies field, tracking both history and current trends. The second introductory course (7100) will enable students to experiment with the range of methodologies used in American Studies research and public practice, including those from both the humanities and social science traditions and both qualitative and quantitative approaches. Most of the core competencies will need to be further developed in later courses, including the experiential learning requirement and the capstone. However, students should demonstrate inter-cultural sensitivity and an appreciation of diversity, at a level of “basic” mastery, by the time they complete the 7000 course, so as to ensure that they can productively participate in later course work and community-oriented activities such as an internship. The experiential learning course will be the point in the curriculum when operational mastery of methods-oriented skills should be demonstrated.

Students will also take one required course from each of three categories developed to reflect major patterns in American Studies practice today, both within and beyond the academy: 1) commitment to historical study, 2) place-based study
positioning of the field’s work in both local and global contexts; and 3) focus on American culture and culture-making (in the U.S., the Americas, and abroad) as an object of analysis and production. Besides addressing major dimensions of American Studies as an academic field, these three requirements will also enable all students to continue addressing the three main program features most closely aligned with KSU’s mission. In their historical studies required course, students will continue to examine diversity in American culture(s); in their place-based course, students will explore ways that civic and social action is shaped by location, and vice versa; in their course on “cultural production,” all students will gain some advanced practice in using interdisciplinary theories and methods. Particular offerings in each category will address additional competencies to varying degrees, depending upon specific content foci.

Consistent with the program’s focus on applied learning, civic engagement, and professional skills-building, students will complete an experiential learning requirement (AMST 7500 or Study Abroad). The capstone will culminate learning in the program and synthesize knowledge and skills acquired.

The chart below tracks student learning outcomes across the individual core courses and course clusters in the program.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Introduced</th>
<th>Reinforced in common among all students</th>
<th>Further Reinforced based on individual needs/interests</th>
<th>Demonstrated at mastery level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an ability to read and think critically while using diverse methods to study American cultural products and practices.</td>
<td>AMST 7000 AMST 7100</td>
<td>Requirements in Historical Studies, Place-based studies, and Cultural Production</td>
<td>electives</td>
<td>AMST 7900</td>
</tr>
<tr>
<td>Demonstrates an ability to communicate effective analysis of American culture both orally and in writing.</td>
<td>AMST 7000 AMST 7100</td>
<td>Requirements in Historical Studies, Place-based studies, and Cultural Production</td>
<td>electives</td>
<td>AMST 7900</td>
</tr>
<tr>
<td>Demonstrates a critical understanding of the relationship between America (including both the U.S. and the “Americas,” more broadly conceived) and the other World cultures</td>
<td>AMST 7000</td>
<td>Historical Studies requirement</td>
<td>Electives chosen in consultation with advisor</td>
<td>AMST 7900</td>
</tr>
<tr>
<td>Demonstrates a knowledge of how key values and social practices associated with American life have evolved in distinct historical periods and particular regions</td>
<td>AMST 7000</td>
<td>Historical Studies requirement; Place-based Studies requirement</td>
<td></td>
<td>AMST 7900</td>
</tr>
<tr>
<td>Demonstrates intercultural sensitivity and an understanding of cultural diversity in a global American context</td>
<td>AMST 7000</td>
<td>Place-based Studies requirement</td>
<td>Electives chosen in consultation with advisor</td>
<td>AMST 7900</td>
</tr>
</tbody>
</table>
Demonstrates an ability to analyze and critique relationships between cultural products and social values.

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Electives</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 7000</td>
<td>Cultural production requirement</td>
<td>electives</td>
<td>AMST 7900</td>
</tr>
<tr>
<td>AMST 7100</td>
<td>Class projects within cluster requirements</td>
<td>Electives chosen in consultation with advisor</td>
<td>AMST 7500</td>
</tr>
</tbody>
</table>

Demonstrates a commitment to ethical, professional public practice and skills in collaboration.

5. **Inventory of Faculty Directly Involved**

**a-e for each affiliated faculty member:** Please see CVs in the appendices.

**An explanatory note on (b)—** **Explain how workload will be impacted with the addition of proposed program:**

To ensure that students will have exposure to a wide range of faculty expertise, no member of the AMST faculty team will teach more than one course in the proposed M.A. program in a particular term. For the first several years of the program, a typical faculty member will teach one course every other year, then one course per year. To take on these assignments, faculty will be reassigned from undergraduate courses, typically in general education. Beginning in Year 2, some of these undergraduate classes can be “covered” with TAs from the new M.A. In either of these cases, financial cost to the institution will be minimal—especially given that the courses being taken on by program faculty will be generating more tuition dollars at the graduate level.

As enrollment increases, new faculty will be added using funds tied to enrollment growth. Close accounting of enrollment patterns will enable administrators to determine the number of new faculty positions that will be needed, and these will typically be joint appointments shared with other discipline departments and/or other interdisciplinary programs.

**f.**—If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

No new faculty members will be needed to launch the program. Recent hiring of two new Latino Studies faculty members—jointly appointed in English and History/Philosophy, respectively—has addressed the one area in the field where additional faculty were required to launch the MA as envisioned here.
6. Outstanding Programs of this Nature at Other Institutions—List three outstanding programs of this nature in the country, giving location, name, and telephone number of an official responsible for each program. Indicate features that make these programs stand out. When available, append descriptive literature of the outstanding program. Indicate what aspects of these outstanding programs, if any, will be included in your program.

Of the MA-level programs referenced above in section 3 (on preparation of the proposal) and section 4.8, four that have had a significant influence on our planning are these:

University of Massachusetts, Boston
University of Southern Maine
California State, Fullerton
University of Wyoming

Core Content from Key MA Programs

The program at UMASS, Boston, has been particularly influential on our thinking because of its emphasis on preparing professionals for a work in a range of career fields. As indicated in its program overview, the UMASS, Boston, M.A. also shares and has encouraged our stress on historically inflected cultural critique and cultural production.

[The] Master of Arts Program in American Studies [at UMASS, Boston] serves:

• students interested in the study of historically contested meanings of culture, community, democracy, citizenship, politics, race, ethnicity, gender and sexuality in the United States;
• continuing and returning students seeking further grounding in American Studies and its interdisciplinary methods;
• professionals in education and government;
• journalists, community leaders, and organizers searching for a historical and cultural understanding of their own society.

The program provides the intellectual tools and theoretical background in historical and cultural analysis to enable students to reflect critically on historical and cultural changes and controversies in the US. The interdisciplinary core courses ask students to pay close attention to the interplay between political and social discourse and literary, artistic, and cultural expression; and to how public life and culture have been shaped by many groups with differing access to social and political power and cultural legitimacy.

This program also shares with KSU a long tradition of public outreach and, in particular, collaboration with K-12 schools.

For more information on this program, contact our colleague Lois Rudnick at lois.rudnick@umb.edu or by phone at 617-287-6770. Professor Rudnick has provided extensive advice to us about K-12 collaborations and community partnerships, in particular.
Another outstanding program which has several features in common with our vision for the M.A. in AMST is located at Southern Maine. Like the M.A. at UMASS, Boston, and KSU’s proposed M.A., this program also draws students from a wide range of professional backgrounds. In addition, the program at Southern Maine prepares students to use a range of interdisciplinary methodologies, “including folklore, literary studies, visual culture, landscape and cultural geography, architectural history, archaeology, cultural criticism, environmental studies and ethnography—but stresses the historicity of such practices, and of the culture and society they set out to explore.” (See the program website at this URL: http://www.usm.maine.edu/anes/about/. Although KSU’s program will have a much more transnational and, indeed, a more global focus that the program at Southern Maine, we expect to adapt their focus on studying the local region in a number of our courses, and we have been especially impressed by their emphasis on internships and project-based learning; their collaboration with area schools; and their adaptation of such approaches as visual and material culture critique to their program.

For more information on the program at Southern Maine, contact our colleague Ardis Cameron (a former director of the M.A. there and one of the advisors who assisted our planning). Professor Cameron can be reached at acameron@usm.maine.edu or by phone at 207-780-4921.

A third outstanding M.A. program in American Studies that has influenced our planning is located at California State, Fullerton. This program shares both a student profile similar to the one we anticipate for KSU’s M.A. and a curricular vision with a stress on interdisciplinarity, cultural studies, historical understanding, and critical thinking skills.

The CSF program describes its program content as follows:

**Major emphases in Cal State Fullerton's American Studies M.A. Program:**

- Our graduate program is grounded in a thorough understanding of the concept of culture. It emphasizes cultural pluralism, examining the creative tension between unity and diversity in the American experience.

- It is self-consciously interdisciplinary, requiring graduate students to integrate knowledge from the humanities and social sciences.

- It emphasizes the process of historical change, compelling students to trace the past sources of contemporary issues.

- It develops advanced research, writing and analytical skills. Through course work, consultation with faculty, and writing a thesis or comprehensive exam, graduate students become familiar with the theories and methods of American culture studies. (http://hss.fullerton.edu/amst/graduate.asp#majorempHASIS)
In characterizing students enrolled in its M.A., the CSF program emphasizes the diversity of backgrounds and learning goals evident among those in the graduate program:

Cal State Fullerton's American studies graduate students are a diverse group, coming to study with us from a wide variety of institutions and from regions well beyond Southern California. While some were once our own undergraduates, many have arrived from elsewhere. In recent years, for example, we have graduate students from other CSU campuses, several campuses of the UC system, various private colleges in California, Indiana University, North Carolina State University, S.U.N.Y. Fredonia, and Calvin College, Cornell, Georgetown, and University of Wisconsin, as well as from institutions in South America, Asia, and Europe. . . .

The department is . . . quite receptive to applications from students with goals other than eventual doctoral study. Of current students, several are high school teachers who desire advanced training in their subject areas. People from a wide range of other careers see our program as a means of enhancing their job skills. . . . (http://hss.fullerton.edu/amst/graduate.asp#ourstudents)

For information on the CSF program, we recommend you contact our colleague Adam Golub at (714) 278-5899 or agolub@fullerton.edu.

The AMST program at the University of Wyoming is well known for its emphasis on public practice, including opportunities for what that program delineates as “external internships” (i.e., through off-campus partnerships). One feature of this program which we found particularly helpful was its tightly focused student learning outcomes and associated assessment rubrics. These are the University of Wyoming’s core learning outcomes:

**Outcome 1:** Students interpret a variety of objects significant to the study of American cultures.

**Outcome 2:** Students demonstrate professional competence in writing and speaking.

**Outcome 3:** Students produce professional research for a well-defined community (scholarly, public, or an appropriate combination).

**Outcome 4:** Students prepare themselves for work beyond the MA in various capacities. (See http://uwadmweb.uwyo.edu/AMS/N_assessment_ALL.asp#MA_in_American_Studies).

For additional information on the program at the University of Wyoming, we recommend that you contact the Director: **Eric J. Sandeen**, Program Director, Professor of American Studies, Cooper House, Dept. 4036, 1000 E. University Ave. Laramie, WY 82071; (307)766-3898.
Because the MA programs we studied did not exhibit the emphasis on global learning and the vision for transnational American Studies we feel is crucial for KSU’s program, we also examined several exemplary Ph.D. programs at aspirational institutions. These include the programs at the University of Maryland, College Park, the University of Michigan, and the University of Minnesota (one of the oldest AMST programs in the country). See overviews of these programs at the URLs listed below:

http://www.amst.umd.edu/About%20Us/Graduate/index.htm

http://www.lsa.umich.edu/ac/grad

http://cla.umn.edu/american/grad/phdreq.html

While all these programs, as well as others discussed in sections 3 and 4.8, have helped to shape our planning, we believe the M.A. at Kennesaw State University will be unique in its blending of a global vision of American Studies with opportunities for local civic engagement. Overall, American Studies at Kennesaw State is an interdisciplinary program very closely aligned with the particular mission of the university and the needs of area communities. With a writing-intensive pedagogy and a commitment to project-based learning, the AMST will be linked to the professional development needs, interests, and abilities of students, their workplaces, and their larger community. Through an emphasis on diversity, a commitment to interdisciplinarity, and promotion of civic engagement, the M.A. in American Studies will offer a degree program effectively aligned with the university’s strategic vision and with important trends in AMST as an academic field.

7. Inventory of pertinent library resources. Indicate available library resources, including basic reference, bibliographic, and monographic works as well as major journal and serial sets; include any on-line resources which are pertinent to the program. How do library resources compare to those at institutions listed in section 6? What additional library support must be added to support the proposed program, and what is the plan for acquiring this support?

Please see detailed inventory of holdings in the appendix. KSU has adequate library resources to support the program, especially through the increasing access to research materials provided by digital resources. New online subscriptions and book purchases to support the program can be managed through normal growth patterns for the library collections. Indeed, a recent increase in holdings for the library and a commitment to enhanced funding over the long term bode well for the AMST program’s research needs.

KSU already holds digital and/or paper copy subscriptions to the major journals used for research in American Studies, including the following: American Quarterly (the major journal of the American Studies Association), American Literature, American Literary History, American Nineteenth-Century History, American History, American Studies International, Americas (Spanish), America’s Civil War, Journal of Colonialism and
KSU’s archival collections have grown substantially in recent years. New storage facilities and staff to support accession will help encourage additional donations to the collection, in line with the Cobb County NAACP records recently acquired. Such primary materials will provide outstanding learning opportunities for M.A. students in AMST.

KSU’s library resources compare favorably with those at the peer M.A.-granting programs described in section 6. Perhaps even more important, KSU has a particularly fortunate location for study of historic sites and locales exhibiting trends in public life—an endeavor central to work in American Studies today. For instance, the Auburn Avenue Library, the Atlanta History Center, the Carter Center, and nearby collections at sister institutions such as Emory and the University of Georgia will be readily accessible to our students. In addition, public history sites such as New Echota (capital of the Cherokee Nation during the 19th century) and the Kennesaw Mountain battlefield are within easy driving distance of the campus.

Given its emphasis on public partnerships and civic engagement, this M.A. program will place a premium on primary research in non-academic settings, alongside tradition, library-based research. Students in the AMST program will benefit from the vibrant social and political life, shifting geographic and population trends, political activities, environmental changes, and developments in the built environment of northwest Georgia. Indeed, the entire region will be available as a living library of engaged scholarship.

8. Describe the desired qualifications of the students who will be recruited and admitted to the proposed program, including ethnic populations that will be targeted.

Basic requirements for admission to the M.A. in AMST will be

- a bachelor’s degree in an appropriate field in the humanities, business, arts or social sciences (e.g., history, English, anthropology, political science, sociology, cultural studies, foreign languages) and from an accredited institution;
- professional goals and abilities consistent with the program mission, as outlined in an a potential student’s formal letter of application;
- analytical skills compatible with program curriculum as evidenced by GRE scores and/or prior course work;
- communication skills as exhibited by GRE scores, prior course work, and/or a writing sample;
- basic skill in or commitment to acquiring abilities for using a foreign language for cross-cultural communication;
- evidence of a commitment to inter-cultural study, diversity, and inclusion, as demonstrated in application letter and/or past course work.
An applicant will submit:

- Official transcripts from prior college/university course work, with evidence of an appropriate undergraduate degree’s having been awarded;
- GRE scores, unless applicant is applying from outside the United States;
- Evidence of foreign language proficiency (e.g., transcript showing grade of C or above in 2000-level foreign language study) if the applicant wishes to have fulfilled the language requirement upon entry to the program;
- A letter of application addressing the applicant’s study and career goals and demonstrating an appropriate match between those goals and the program’s content;
- An optional two-page CV or resume;
- An optional letter of recommendation from an academic reference.

The professional profile of students we expect to enroll in this M.A. program is consistent with the description of membership in the American Studies Association (ASA), the primary professional organization in the field. The ASA describes its membership as follows:

Chartered in 1951, the American Studies Association now has more than 5,000 members. . . . They include persons concerned with American culture: teachers and other professionals whose interests extend beyond their [discipline-based] specialty, . . . museum directors and librarians interested in all segments of American life, public officials and administrators concerned with the broadest aspects of education. They approach American culture from many directions but have in common the desire to view America as a whole rather than from the perspective of a single discipline.

See [http://www.georgetown.edu/crossroads/AmericanStudiesAssn/about/](http://www.georgetown.edu/crossroads/AmericanStudiesAssn/about/)

The profile is also consistent with the ASA constitution’s definition of American Studies as an object of academic study:

Sec. 2 The object of the association shall be the promotion of the study of American culture through the encouragement of research, teaching, publication, the strengthening of relations among persons and institutions in this country and abroad devoted to such studies, and the broadening of knowledge among the general public about American culture in all its diversity and complexity.

See [http://www.georgetown.edu/crossroads/AmericanStudiesAssn/about/asaconst2000.htm#article-1](http://www.georgetown.edu/crossroads/AmericanStudiesAssn/about/asaconst2000.htm#article-1)

Given the content of the proposed curriculum, our recruiting efforts should attract applicants from numerous ethnic groups currently under-represented in graduate programs within the University System of Georgia. For instance, we expect students to be drawn to our inclusion of Latino Studies and Asian Studies content in a range of course offerings, as well as opportunities to do practicum work with local immigrant communities from a range of ethnic backgrounds. At KSU, we will especially target
undergraduates enrolled in the African and African Diaspora undergraduate major and the minors in Native American and Asian Studies.

As outlined earlier in this proposal, our partnerships with institutions that offer American Studies overseas will allow us to target international students, whose presence in the program will enrich the learning experience of local Georgians and all others in the program. Like U.S.-based business and community leaders who recognize the need for an American Studies program within the University of Georgia system, a number of KSU’s international partners have encouraged development of this proposal. International students stand to benefit in a wide range of ways from enrolling in an M.A. in American Studies. Whether they hope for careers in the U.S. or for continued interactions with U.S. connections after returning home, international students and their employers can clearly benefit from a program focused not just on U.S. studies but on cross-cultural exchange. (See, for instance, Henry Yu, “How Tiger Woods Lost His Stripes: Post-Nationalist American Studies as a History of Race, Migration, and the Commodification of Culture,” in Post-Nationalist American Studies, ed. John Carlos Rowe). Our own program’s ongoing exchanges with an American Studies faculty and student group in Morocco have been helpful to our planning along these lines. For instance, these interactions have underscored the sustained benefits U.S. students derive from comparative study of American culture and the attraction that study of “America” has among international students, whom we envision as an important contingent in the M.A. program’s population. Bringing international students together with U.S.-based professionals in the classrooms for KSU’s American Studies M.A. will, in turn, produce long-standing benefits for the state’s social, economic, and political environment.

9. Facilities—Describe the facilities available for the proposed program. How do these facilities and equipment compare to those of excellent programs elsewhere? What new facilities and equipment are required, and what is the plan for acquiring these facilities and equipment?

KSU is well positioned in terms of facilities to deliver a program comparable to excellent ones elsewhere. The M.A. program in American Studies will be housed in the new Social Sciences building at KSU, which opened in the winter term of 2007. This “green” building has won accolades from students, faculty, and administration for its state-of-the-art classroom spaces, organized in a wide range of formats, as well as for its attractive and highly functional office spaces, its large public areas (including auditorium-style facilities and public social spaces), and its ability to provide the newest in technology-enhanced teaching.

The strong commitment that the College of Humanities and Social Sciences has made to the proposed program is reflected in its having been assigned shared space in an interdisciplinary suite of offices linking faculty from several related enterprises (e.g., Gender and Women’s Studies, African and African Diaspora Studies).

Classroom space and technology are already adequate to support the delivery of courses for the program. Office space for teaching faculty has been identified from rooms on-hand. (A number of program faculty members already have office space in their current home discipline departments within the Social Science building or nearby buildings serving humanities programs.) Office space for the director is already available
in the new Social Sciences building. Office space for the secretarial/administrative staff member who will be hired to support the program is available in the suite where American Studies coordinators are already positioned. Overall, Kennesaw State has all facilities needed to launch the program.

KSU’s new Social Sciences building has outstanding facilities for delivery of the proposed M.A. program. Since the primary audience for the program will be working professionals, courses will be delivered in the evening. While classroom space is tight during the day in the Social Sciences building due to KSU’s burgeoning undergraduate population, some classrooms are vacant in the evening due to lower demand for courses during that time period. Therefore, assigning American Studies M.A. courses to the evening hours will help maximize our use of the new building. Given the M.A.’s focus on cultural production and critique, students will clearly benefit from the state-of-the-art instructional technology available in the new Social Sciences building’s classrooms.

Looking ahead to the launch of the American Studies M.A., several faculty members relocated their offices into the new building when it opened, to facilitate program planning. The building has adequate space to accommodate new hires who will work in the program as well.

10. Administration
Director:
As an interdisciplinary program, the M.A. in American Studies at KSU will be administered under the leadership of the dean’s office for the College of HSS. Building upon such successful on-campus models as the Professional Teacher Education Unit, the program draws faculty from multiple departments and colleges. Like some PTEU programs in teacher preparation (e.g., the M.A.T.) and graduate studies in education, and like the Master of Arts in Professional Writing and the Master’s degree in Conflict Management, the program will be led by a director rather than a department chair. Curriculum will be managed by a committee of faculty teaching in the program.

Program Faculty:
Program faculty have already been identified and have formally affiliated with American Studies, several through formal joint appointments. Faculty have collaborated with the Dean of HSS to develop a shared governance document for the program and have followed its guidelines in developing curriculum. A committee from within this group has also developed expectations for promotion and tenure of joint-appointment faculty members. Clear expectations for service to the program (e.g., committee work) have been articulated and communicated to chairs in discipline departments where many program faculty are tenured; those faculty have woven these expectations into the annual review documents and faculty performance agreements they prepare annually for submission to department chairs. These measures ensure that the program will have more than adequate support for teaching and service.

Staff:
American Studies coordinators for the undergraduate minor and the director for the M.A. are already housed in a shared administrative space with other HSS interdisciplinary programs (e.g., Gender and Women’s Studies, African and African
Diaspora Studies) in KSU’s new Social Sciences building. Bringing administrative leadership for these programs together has promoted collaboration and efficiency and has begun the process of building a staff infrastructure that can help the transition to launching the M.A.

Consistent with the pattern for other M.A.-level degrees in the College (e.g., the Master of Arts in Professional Writing and the Masters in Conflict Management), a dedicated staff position to support the program will be created before actual start-up. In the meantime, the administrative manager and student assistants in the interdisciplinary HSS suite are providing staff support.

11. Assessment—Indicate the measures that will be taken to assess the effectiveness of the program and the learning outcomes of students enrolled.

a) program assessment—the program as a whole

The program will be assessed on an ongoing basis. Components supporting this effort may include the following: exit interviews and/or online surveys with graduates; online surveys of (or interviews/focus groups with) graduates who completed the program several years earlier; and/or a focus group or focus groups of employers who have hired graduates.

A crucial part of program assessment will be to rotate detailed evaluation of students’ experiences (and their degree of success in attaining learning outcomes) across the required courses, focusing on one per year: AMST 7000, AMST 7100, AMST 7500, and AMST 7900. This process will include review of representative formative evaluations for the required courses and whole-class questionnaires focused more on course content and students’ self-assessments than on the individual teaching effectiveness of an individual instructor. To develop summative instruments for assessing the required courses, on a rotating basis, we will adapt models from the M.S. in Conflict Management, which has developed a series of surveys students can take after completing various core courses.

As one example of a broad-based program assessment tool we plan to use, please see in the appendix the draft exit survey we plan to administer to all program graduates. This survey is an adaptation of one already being used quite effectively for the Master of Arts in Professional Writing, also in the College of Humanities and Social Sciences.

b) assessing students’ achievement of learning outcomes

To assess individual students’ level of success achieving the program’s learning outcomes, several measures will be used, including the following:

1) A rubric rating students as meeting, not meeting, or exceeding expectations in regard to learning outcomes emphasized in each core course (i.e., collaborative skills in the methods class [AMST 7100] and understanding of diversity and inclusion within American Studies scholarship in the AMST 7000 course).

2) A rubric rating students as meeting, not meeting, or exceeding expectations for learning outcomes linked to the experiential learning requirement;
3) A rubric rating students as meeting, not meeting, or exceeding expectations for the capstone, with those expectations (and specific learning objectives) derived primarily from the student’s own capstone proposal.

For a list of learning outcomes and a tracking of when they will be assessed, please see the distribution requirements chart earlier in this proposal for program learning outcomes.

12. Accreditation—Where applicable, identify accrediting agencies and show how the program meets the criteria of these agencies. Append standards and criteria to the proposal. Provide evidence that the institution has notified SACS of its intent to apply for a change in degree level, if appropriate.

There is currently no accrediting agency for programs in American Studies. However, the M.A. program in American Studies will be closely aligned with best practices and program models promoted by the American Studies Association.

No SACS review will be needed,

13. Affirmative Action Impact—Indicate what impact the implementation of the proposed program will have on the institution’s desegregation and affirmative action programs. Include information relating to faculty, staff, administrators, and students.

Given the content of its curriculum, goals and objectives of the program, the M.A. in American Studies will have a highly positive impact on the recruitment and retention of faculty and students from underrepresented groups.

Recruitment of students and faculty from underrepresented groups will continue to be a priority. At present the American Studies faculty already includes a number of members from underrepresented groups (i.e. African, African American, international). KSU, CHSS, and American Studies already benefit from KSU’s location in the Atlanta metropolitan area and the changing demographics in the north Georgia area in the last five years. The university’s rapid growth (and concomitant program development opportunities) also are attractive to many potential recruits. CHSS and AS already have implemented practices that faculty have identified as important to retention -- funding for professional development, flex-time, flexible working structures that allow for fulfillment of family obligations, and a 360 review of administrators. Additionally, the AS coordinator was significantly involved in the recent hiring of the campus’s new Chief Diversity Officer and expects to maintain a close relationship with that office. This partnership will help the AS program adopt “best practices” in developing and maintaining a supportive environment for underrepresented faculty, staff, and students.

To recruit, maintain, and graduate students from underrepresented groups, the AMST faculty are committed to creating a supportive academic environment, strong and active mentoring, and collaborative learning between students and faculty – all practices that
should support the retention, progress, and graduation rates of underrepresented students. Various faculty-led programs and initiatives are already in place that enhance student-faculty collaboration and mentoring opportunities, including an internship that involves students in academically rigorous community-based research, and a graduate capstone course that requires students to develop a research project or a project using interdisciplinary methods from American Studies to investigate questions consistent with the program’s mission and the student’s professional goals. Additionally, many courses in the program utilize project-based learning, which by its very nature increases faculty-student interaction and fosters constructivist learning. Additionally, some individual faculty members have adopted learner-centered pedagogy in their classrooms, including the use of student-led goal-setting, research, and assessment. AMST already sponsors and co-sponsors public programs showcasing work by and about underrepresented communities and will expand this work when the MA program is launched. Toward this end, AMST maintains a close relationship and co-sponsors programs with Gender and Women’s Studies, Asian Studies, Peace Studies, Environmental Studies, and African and African Diaspora Studies—all of which are linked under a new program cluster of Cultural and Regional Studies in the College of Humanities and Social Sciences. Through such collaboration, the program seeks to create a dynamic, learning environment beyond the classroom that enhances the appreciation for the range of American identities and practices and the human experience itself.

The AMST program is also committed to continually assessing its progress toward affirmative action goals. With that in mind, its faculty will regularly complete a SWOT analysis around issues of diversity and inclusion. As soon as the program proposal is accepted, the faculty will complete a five-year plan toward recruiting and maintaining a diverse body of faculty and students. They will be aided in that regard by data already assembled over the past two years as part of KSU’s Diversity and Equity Assessment Initiative, co-facilitated by KSU Legal Affairs director Flora Devine and AMST faculty member Sarah Robbins. Looking ahead, the AMST program plans to serve as a partner and resource for KSU’s new Chief Diversity Officer, who is now beginning work on a new strategic plan for diversity and inclusion at Kennesaw State.

14. Degree Inscription: M.A. in American Studies; CIP code: 05.0102
15. Fiscal and Enrollment Impact, and Estimated Budget. Complete the following pages to indicate the expected EFT and head count student enrollment, estimated expenditures, and projected revenues for the first three years of the program. Include both the redirection of existing resources and anticipated or requested new resources. Institutional commitment of funds should be consistent with the centrality and level of priority that are assigned to the program in the proposal. Second and third-year estimates should be in constant dollars—do not allow for inflationary adjustments or anticipated pay increases. Include a budget narrative that is descriptive of significant line items and the specific redirection of resources envisioned.

1. ENROLLMENT PROJECTIONS

Enrollment projections for this program have been based upon the history of a comparable Master’s degree program at KSU (the Master of Arts in Professional Writing) and programs at sister institutions with a similar profile (e.g., public, professionally oriented). The program can be expected to grow over time consistent with institutional planning.

<table>
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<th>FY 1 First Year</th>
<th>FY 2 Second Year</th>
<th>FY 3 Third Year</th>
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<td>B. Course sections satisfying program requirements</td>
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<tr>
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</tr>
<tr>
<td>2. new</td>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
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<td>972 (18 sections x 18 students each)</td>
<td>1242 (23 sections x 18 students each)</td>
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II. COSTS/BUDGET

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B. Personnel—New Positions

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C. Start-up Costs

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<td>Equipment</td>
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<td>Other</td>
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<td>Total Start-up</td>
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D. Physical Facilities – 0 new cost

E. Operating Costs

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<td>Other</td>
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<tr>
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TOTAL COSTS

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<th>YR 1</th>
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<tr>
<td>Reassigned personnel</td>
<td>182,000</td>
<td>221,000</td>
<td>239,000</td>
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<tr>
<td>New personnel</td>
<td>57,400</td>
<td>117,400</td>
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<tr>
<td>Start-up</td>
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<td>Phys. facilities</td>
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III. REVENUE SOURCES

A. SOURCES OF FUNDS

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<td>Student fees</td>
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<th>YR 1</th>
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<td>Grand total revenues</td>
<td>254,400</td>
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BUDGET NARRATIVE

II. Costs

II A. Personnel:
No new faculty members are required to start up the M.A. in American Studies. The equivalent of 1 faculty member will be reassigned (i.e., 4 faculty members for one course each per term). The Program Director will be a senior faculty member or administrator re-assigned to this position for administrative and teaching duties.

II B. New personnel:
One administrative staff position will be needed at launch, as outlined earlier, to handle graduate applications, coordinate scheduling, support needs of foreign students, assist with program-to-student communications, and manage tasks associated with program capstones and graduation.

Once the program is operating and enrollment grows, we project that one additional full-time, tenure-track faculty member will be needed every 2-3 years, though each of these hires would have additional teaching responsibilities within the College of HSS. Cost for this faculty member will be covered by new enrollments associated with the program.

II C. Start-up costs

One-Time Startup costs
   Approximately $2,000 for printing and distributing brochures to advertise the program to its core audiences

   No additional facilities are required for the program.

II D. Physical Facilities –0 new cost (Existing classrooms and offices are adequate.)

II E—Operating Costs
   Projected operating costs are based upon comparisons with other M.A. programs in the College and would include normal office supplies, equipment, and travel for faculty

III. REVENUE SOURCES

New tuition:
   1) year one: 495 credit hours x $178 tuition per credit hour = 88,100
   2) year two: 972 credit hours x $178 tuition per credit hour = 173,016
   3) year three: 1242 credit hours x $178 tuition per credit hour = 221,076
Anticipated Grants and contracts:

Given the program’s emphasis on civic engagement and community outreach, there is solid potential for securing grant funding, particularly in the areas of community studies and humanities curriculum development. Likely funders include the National Endowment for the Humanities, the Rockefeller Foundation, the Kellogg Foundation, and the Ford Foundation. (While such funds will substantially enhance the quality of the program, they are not accessible for day-to-day administrative costs.)

Faculty who will be active in the M.A. have already secured substantial grants in the past from such funding agencies as the National Endowment for the Humanities, the Georgia Humanities Council, the National Writing Project, and the DeWitt Wallace Readers’ Digest Foundation. The prestige and intellectual energy associated with an M.A. program will enhance faculty members’ ability to attract similar grants in the future.

Other Avenues for Partnerships, Program Extensions, and Additional Revenue

The American Studies program, with its emphasis on cross-cultural exchange, migration and diasporas, civic engagement and informed citizenship, will contribute to and augment community outreach programming (e.g., conferences, workshops) offered by various centers and program on campus, including the Center for Hispanic Studies, Center for Development of Asian Studies, and the Institute for Global Initiatives. Expanded program offerings linking American Studies with such partners might take the form of special Maymester courses; summer, or evening courses on American culture for targeted business cohorts and workers from non-profit settings; as well as NEH-funded summer curriculum development institutes for schoolteachers not formally enrolled in the program.

Note: Although these income sources are likely, we have not included them in the 3-year budget, so as to avoid budgeting “soft” funds for basic program costs. Income from grants and contracts will be used to augment such areas as graduate assistant funds, library and other teaching resources.
## Appendices

<table>
<thead>
<tr>
<th>Topic/Item</th>
<th>Appendix #</th>
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<tbody>
<tr>
<td>Changing Demographics in Northwest Georgia</td>
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<tr>
<td>Chronology of Program Development in American Studies--KSU</td>
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<tr>
<td>Potential Internship Sites</td>
<td>3</td>
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<tr>
<td>Draft Guidelines for Capstones</td>
<td>4</td>
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<tr>
<td>Draft Administrative Calendar</td>
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<td>Inventory of CVs for Program Faculty</td>
<td>6</td>
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<tr>
<td>Library Holdings in American Studies</td>
<td>7</td>
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<tr>
<td>Draft Exit Survey for Program Assessment</td>
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Appendix #1

ARC Data on Increasing Diversity in Northwest Georgia

The Atlanta Regional Commission’s recent portrait of northwest Georgia’s shifting population trends documents one need driving KSU’s proposal for an M.A. in American Studies. The profile of residents in our region is changing, so a curricular program that will prepare students for productivity and civic leadership in a region with increasing diversity is essential. According to ARC data:

“The vast majority of the 20-county region’s growth this decade has come from non-whites, according to recent data from the U.S. Census Bureau. Some 75 percent of all growth since 2000 has come from non-whites, with the African-American population adding the most . . . . [B]etween 2000 and 2006, the Census Bureau estimates that the 20-county Atlanta region added more than 371,000 African-Americans, which is approximately 41 percent of all growth experienced during the period. To put this in perspective, only one other state, Florida, added more African-Americans during that time. (See www.census.gov/popest/estimates.php).

In 2000, the White, non-Hispanic population comprised 60 percent of the 20-county’s total population. In just six years, that share has dropped to 54 percent, while every other race/ethnicity has increased their shares. The share of Hispanic population jumped from seven percent in 2000 to 10 percent by 2006; African-American share increased from 28 percent to 31 percent, and the Asian population went from a share of 3.3 percent in 2000 to 4.1 percent in 2006.” (See “Regional Snapshot: Region’s Diversity Booming,” May 2008 ARC Report).
Appendix #2
Chronology of Program Development
American Studies Graduate Program for KSU

**Summer and Fall, 1999**
The Kennesaw Mountain Writing Project, KSU’s National Writing Project site, prepares a major American Studies grant proposal to the National Endowment for the Humanities for the Keeping and Creating American Communities project, with a budget of approximately $230,000. Once the proposal is funded in the spring of 2000, implementation begins. See information on the KCAC program at [http://kcac.kennesaw.edu/](http://kcac.kennesaw.edu/).

**Summer 2000**
First of several summer institutes for the KCAC project held, with a number of KSU faculty members contributing as consultants (e.g., LeeAnn Lands, Tom Scott).

Work continues on the KCAC program, with many productive community connections and partnerships developing through the project. Numerous other community partnerships develop from grant-funded projects and through KSU’s Center for Regional History and Culture.

**Summer 2003**
Small faculty interest group has informal discussions about the potential for American Studies academic programs at KSU. Consistent with the early history of American Studies as an interdisciplinary field, faculty in this group are drawn mainly from history and English departments, and a number of them have a strong track record of past collaborations. Dede Yow and Tom Scott, for example, have team-taught courses on Georgia history and Georgia literature for years already.

**AY 2003-04**
LeeAnn Lands and Sarah Robbins meet with their respective chairs in English and History/Philosophy, individually and then together, to discuss approaches for program-building. After conferring with administrators from the HSS deans’ office, the faculty team sets priorities for program planning. Pilot courses in American Studies at the undergraduate level are developed, using joint listings of HIST and ENGL prefixes, with Lands and Robbins alternating teaching. Additional faculty join the team.

**Summer 2004**
Program planning meetings held. In consultation with chairs and deans, group prioritizes the undergraduate minor and the graduate M.A. as key goals and gathers information on comparable programs around the country.

**AY 2004-05**
Faculty team meets regularly to envision program framework for the proposed master’s degree. Lands and Robbins meet with a number of program directors during the American Studies Association
convention to gather data and advice. To prepare individual course proposals, teams of two to three faculty are formed for each class, being sure that more than one disciplinary perspective is represented on each course planning team. Faculty members who are team-teaching classes at the undergraduate level draw on their work in planning several of these proposals. In addition to Dede Yow and Tom Scott, for example, who are team-teaching on Georgia Culture, Linda Niemann (English) and Kaye Reeve (history) develop a class on the American West.

Initial draft proposal for the M.A. proceeds through all layers of internal review on campus. Letters of support from faculty and administrators leading similar programs around the country, as well as from community leaders, are gathered for the program’s submission to Board of Regents.

Proposal for the undergraduate minor is drafted.

Two collaborative book projects from KCAC program are published—Writing Our Communities (NCTE) and Writing America (Teachers College Press, Columbia U). Additional civic engagement programs led by various AMST faculty members are flourishing, including Summerhill project led by LeeAnn Lands.

**Summer 2005**

With support from the Dean of Graduate Studies’ budget for faculty development, about half of the AMST faculty team works to support each others’ individual scholarly projects in American Studies by meeting in person and virtually to provide feedback to emerging drafts of course syllabi, conference presentation materials, and research.

**AY 2005-2006**

Proposal for the undergraduate minor is completed and begins process of curricular review in the college and university.

New American Studies Association president Karen Halttunen singles out the KCAC program in her installation speech as a national model of public work in the field. Teachers affiliated with the National Writing Project site join Lands’ work on the 1906 Coalition to Remember the Atlanta Race Riots, bringing community partners to campus for a mini-conference in January.

**AY 2006-07**

Courses in the undergraduate minor are offered with AMST prefixes. Positive enrollment patterns emerge and continue. AMST faculty meet regularly as a program faculty group. Meetings include a regular feature of “American Studies in Practice,” with various faculty members sharing their current research in AMST, as well as successful teaching practices. Scholars from other institutions give lectures facilitate professional development workshops for KSU’s AMST faculty—e.g., Kim Wallace-Sanders of Emory University.

Taking Place project, led by LeeAnn Lands, builds new community partnerships for studying local culture.

**AY 2007-08**

Regular faculty gatherings, including the ongoing American Studies in Practice feature, continue. Student leaders form KASA, an alliance of faculty with interests in American Studies. A program website is launched.

Positive enrollment patterns in undergraduate AMST courses continue, with a number of cross-listings established for some classes to be linked to other interdisciplinary programs in the College of Humanities and Social Sciences—e.g., Gender and Women’s Studies.

Scholars from other institutions visit KSU to facilitate professional development workshops for faculty—e.g., Vicki Ruiz, Michael Elliott and Gilbert Gonzalez.

Searches launched for specialists in Latino Studies to be jointly appointed in English and History/Philosophy; both searches are successful, bringing Ken Maffitt and Emron Esplin to KSU.
M.A. letter of intent is submitted to the Board of Regents. BOR staff provide feedback, including several questions for clarification. AMST faculty prepare and submit response report.

**July 2008**
BOR staff indicate response report has successfully addressed all queries. KSU is invited to submit a formal proposal for the M.A. in AMST.

**Fall 2008**
Faculty collaborate to prepare the formal proposal for submission to the BOR.
AMST faculty partner with the Shaw Chair of Economic and Labor History and the Coles College of Business to plan a symposium series on American Business in a Global Context for the 2009-10 academic year. Collaborative events and cross-listed courses with other interdisciplinary programs in HSS continue to expand.
Appendix #3:
Potential Internship Sites for M.A. Students in American Studies

- American Association of University Women
- Atlanta Feminist Women’s Health Center
- Atlanta Gay and Lesbian Chamber of Commerce
- Atlanta Gay Men’s Chorus
- Atlanta History Center
- Atlanta Reproductive Health Centre
- Aviation Museum, Marietta Georgia
- Bartow History Center
- Booth Museum of Western Art
- Cherokee County Historical Society
- Chieftains Museum
- Chief Vann House
- Christian League for Battered Women – Tranquility House
- Cobb County Youth Museum
- Cobb Landmarks and Historical Society
- Cool Girls
- Dad to Dad
- David Atlanta Magazine
- Dekalb Rape Crisis
- Family Pride of the South
- FAPT (Fathers Are Parents Too)
- Georgians for Choice
- Georgia Breast Cancer Coalition Fund
- Georgia Coalition Against Domestic Violence
- Georgia Fatherhood Program
- Georgia Humanities Council
- Georgia Office of Women’s Health
- Georgia State University Title IX Office
- Georgia Trust for Historic Preservation
- Gone with the Wind Museum
- Hispanic Health Coalition of Georgia
- Historic Preservation Division, Department of Natural Resources
- Imagine It! The Children’s Museum of Atlanta
- Jewish Federation of Greater Atlanta
- Kennesaw Mountain National Battlefield
- League of Women Voters
- Marietta-Cobb Museum of Art
- Marietta Museum of History
- Oak Hill and the Martha Barry Museum
- Out On Film
- Planned Parenthood of Georgia
- Rome Area History Museum
- Rome, Georgia Main Street Program
- Root House Museum
- Roswell Historical Society
- Sisters Network
- Southeastern Museums Conference
- Southern Museum of Civil War and Locomotive History
- Whitfield-Murray Historical Society
- YWCA of NW Georgia Rape Crisis Center
- YWCA Sheltering Hands and Battered Women’s Shelter

Note: Faculty members working in the interdisciplinary programs housed in HSS have established connections with each of the above organizations, which have in turn agreed to serve as sites for internships and other experiential learning endeavors. In many cases, undergraduate students in our programs have already done work at these sites.
Appendix #4

Draft Guidelines for Capstone Projects

M. A. in American Studies

THESIS OR PROJECT

TO BE SUBMITTED IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE MASTER OF ARTS IN AMERICAN STUDIES DEGREE

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

KENNESAW STATE UNIVERSITY

AMST 7900: Capstone

A thesis or a project using interdisciplinary methods from American Studies to investigate questions consistent with the program’s mission and the student’s professional goals. Students work with faculty advisors to choose develop a proposal, carry out research related to their topic or project aims, and complete a product drawing on the content of program courses and integrating it with new, individualized study.

Pre-requisite: at least 18 credit hours in the American Studies graduate program.

DEFINITION

Capstone projects are the culmination of the student’s work in the American Studies program. Candidates for the master’s degree demonstrate their achievements in one of two formats:

- The American Studies Research Thesis
- The Final Project

The nature of these capstone options is described below.

Both capstone formats require a preface of self-assessment and reflection that contextualizes the project within the student’s work in American Studies. The preface should relate the materials in the capstone project to the student’s development during the program, joining together academic understanding of the field of American Studies, with the student’s professional goals.

THESIS OPTION

Research Thesis Description, Content and Length

The research thesis should demonstrate a student's ability to carry out independent research. When choosing a topic, the student should take into consideration his or her background and interests, accessibility of research materials, and
the probable significance of the project to the field of American Studies. Students are required to follow the procedures established by the Institutional Review Board (IRB) for all research involving human participants.

A suitable topic for the thesis option will, like the American Studies program at KSU, be interdisciplinary in nature, conceptualized to draw upon the student’s prior course work and additional research. Research and writing of the thesis should draw upon interdisciplinary approaches for scholarly production consistent with work being done in American Studies on the topic the student has selected.

The total length of the research thesis may vary depending on the topic and blend of methodologies employed. The final length should be based on consultation with the student's thesis committee, as this committee will ultimately approve or reject the project. However, as a general guideline, the thesis should be a minimum of 50-60 pages in length, including bibliography.

THE PROJECT OPTION

Project Description, Content and Length

The American Studies practicum invites students to carry out a project that contributes to culture-making in the field by synthesizing and applying knowledge from course work in the program. For students choosing the practicum option, the project will exhibit learning outcomes consistent with more traditional capstone experiences. Whatever the focus of the practicum, students selecting this option will write a reflective essay synthesizing knowledge of American Studies within the context of their applied project and highlighting connections between scholarship in the field and the work achieved through the capstone. This essay should include appropriate citations and a bibliography appropriate for the student’s topic of applied scholarship. The length of this narrative should result from consultation with the student’s capstone committee. However, a minimum length should be 25 pages, not including any written material prepared as part of the practicum project itself.

Several examples of the practicum option are briefly characterized and then described in more detail below. These examples are meant to be illustrative rather than prescriptive.

I. A detailed plan for and analysis of a proposed museum exhibit
II. A curriculum development project
III. A website with content focused on an American Studies topic or set of issues

I. Detailed plan for and analysis of a museum exhibit

A practicum envisioned as a museum exhibit might have as its core product a concept paper addressing a topic from current American Studies scholarship as it would be presented to a particular audience in a specific type of museum. For example, if proposing an American Studies exhibit for an art museum, the student might envision a focus such as "Early American Portraiture: A Meditation on the Promise and Reality of American Culture." In planning for this exhibit, the student might compare pre- and post-Revolutionary portraits to illustrate how the American Revolution shaped visual culture of the emerging nation. For a history museum, a student could describe an exhibit organized around a topic such as “Coming to America,” which might present the experiences of two different families who immigrated to the United States, one from nineteenth-century Ireland and the other from twenty-first century Iran. In developing a detailed plan, the student might explain how specific components of the exhibit would
treat such topics as imagined versions of America versus lived experience, issues of double consciousness, and/or ways that technologies have shaped immigrants’ daily lives in differing ways. Similarly, for a natural science museum, a student’s practicum might examine a topic such as “America, the Environment, and the Global Economy” as it would be presented for an audience of elementary and middle school children visiting a science museum. In this case, the student might describe how materials from an array of sources could be used to introduce the museum’s audience to the exhibit topic, by drawing from literature (Silent Spring), film (Jurassic Park), photography, and artifacts from everyday life.

In each of the cases, the practicum product could include an interpretive essay, diagrams of the proposed exhibit space, examples of primary materials to be used in the exhibit, a short exhibition fact sheet, label copy for each artifact, and a plan for evaluation of the exhibit (including audience response), as well as explication of how the plan itself draws upon relevant American Studies scholarship.

II. A curriculum development project

A curriculum development practicum might have as its core product a very detailed teaching unit as it would be presented to a particular academic audience—e.g., an introductory American Studies class for university undergraduates, an AP history course in a public high school, an interdisciplinary workshop team-taught by two middle school teachers, or a group of students and teachers attending a multi-day conference organized around an American Studies theme (e.g., the anniversary of the publication of a culturally significant novel or film, the exploration of a particular historic site). As a specific example, a unit might be planned for a high school American literature course exploring the Civil Rights Movement as depicted in literature and film. In planning for this unit, the student might draw from a wide range of sources, carefully explaining how learning activities as well as specific unit content are selected and organized around concepts from current American Studies scholarship. Similarly, a student could describe and analyze a unit introducing undergraduates to major methodologies used in American Studies today. In this case, the unit could include both explanations of specific assignments for students to do, descriptions of classroom activities and field trips, as well as summaries of content for lectures and discussions. A practicum developing materials for a public history site might include such items as pre-visit study guides, written directions for learning activities to be carried out at the site, and post-visit curriculum for classroom use, as well as detailed analysis of the links between these materials and the M.A. student’s study of the topic from an American Studies perspective.

III. Website Project

For this option, a student could develop a Web site displaying an on-line thesis that addresses a topic relevant to American Studies. The final product would be the equivalent of a 50-page traditional manuscript thesis. The purpose for creating an on-line thesis would be to display a multimedia presentation that can not be organized and demonstrated in a traditional manner. The online project might present: (1) an interpretive essay, including citations and a bibliography, with an argument that incorporates visually rich evidence, while it also demonstrates the significance of the
work to the field of American Studies; (2) numerous artifacts with detailed labels for each photograph, film clip, or document that you plan to include in your presentation; and also (3) links to relevant internet material. The practicum would adhere to KSU guidelines for electronic media

Example Topics

(1) African-American women’s representations in American films.
(2) The cultural work of photographs/film clips from the Great Depression
(3) The effects of media bias on American public policy

For an example of an online thesis, visit the following website:

STYLE MANUAL
The written portion of the capstone project should be prepared following the format of the Chicago Manual of Style, 15th edition.

PROCEDURES
Petition to Graduate

Candidates must petition to graduate at least one semester prior to enrolling for the capstone. Before students can petition to graduate, they must have a cumulative GPA of at least 3.0. The student must obtain the Program Director’s signature on the “petition to graduate” form before submitting it to the business office and the Registrar.

Capstone Committee

During the term prior to preparing and revising the capstone proposal, the student will consult with a faculty advisor and/or the Graduate Director about appropriate members for the committee. The two committee members should be familiar with the student’s work in the program. A student should have studied with his or her supervising faculty members in at least one course before inviting those faculty members to serve as the capstone committee. After the student has secured the agreement of both committee members, the student will inform the American Studies Graduate Director by turning in a “capstone committee selection” form.

Capstone Committee Responsibilities for Faculty

The capstone committee consists of two faculty members with shared responsibilities. These responsibilities include advising the student about

1. drafting and filing a Capstone Proposal well before the last day of classes in the term preceding enrollment for the Capstone.
2. determining the focus, format, and methodology of the capstone project
3. planning the shape and content of the capstone’s interpretive essay
4. assembling a reading list or avenues of research
5. creating a schedule and timeline for completing research and writing
6. monitoring the schedule of tasks and the timeline, taking into account the official incomplete policy in the Graduate Catalogue
Facilitating the completion of the project by

1. reading drafts of documents, annotating the drafts, and providing feedback in a timely fashion
2. conferencing with the student about tasks and timeline
3. conferencing with the student regarding theoretical issues and/or readings for the capstone project
4. reading and approving the final versions of capstone projects
5. participating in formal evaluation of the project
6. signing all attendant documents verifying completion of the project

**Proposal**

Before beginning work on the capstone project, the student must prepare a proposal and have it approved by the committee. The student must have the proposal approved and the cover sheet signed by all committee members by the last day of classes in the term preceding the first term of enrollment.

The proposal should include

- a detailed statement of the rationale for the capstone project
- a list of the components of the project
- a plan for the research, drafting, revision and/or production of the elements of the project
- a timeline for the completion of the parts of the project
- a definite agreement on how the student will get advice from committee members about project materials and how the student will respond to that advice, e.g., meetings, e-mail attachments, etc.

A copy of the approved proposal and the completed, signed cover sheet (see appendix A) should be submitted to the Graduate Director for the student's file. The Graduate Director will then clear the student for enrollment in AMST 7900.

**Completion of the Capstone Requirement**

Students complete the capstone by way of a two-step process:

1) The student schedules an hour-long defense of the project with the committee and other colleagues choosing to attend. The defense must take place at least three weeks prior to the date of graduation.
2) The student will publicly present the project along with colleagues graduating in the same term. The student must consult with faculty committee members while preparing a presentation of about 10-15 minutes. All students choosing this option will present together during the last week of classes on a date set by program administrators.

After the student completes the public presentation or defense, the committee members sign the **Certificate of Approval** (appendix B). When the student has made all corrections required by the committee, the committee members sign the **Notice of Completion** (appendix C). The American Studies support staff forwards the notice to the Registrar.
Grading

AMST 7900 receives a grade of "S" or "U." "S" indicates that credit has been given for completion of the capstone. "U" indicates unsatisfactory performance.

STATEMENT OF RESPONSIBILITY

Each student is responsible for adhering to the requirements set forth in this document.

Final Deposit of Capstone Project Copies and Fees

After the committee members sign the corrections section of the Notice of Capstone Completion, the student deposits copies of the thesis or (in the case of a practicum) the explanatory essay in the KSU Library.

A Certificate containing the original signatures of the student's committee should be submitted with the first Library copy for final deposit. A copy of the signed certificate must be included with each additional copy of the capstone project.

Students must make an appointment to take the capstone project to the library for binding. Call 770-423-6196 or e-mail eriley@kennesaw.edu to make an appointment. Hours available for appointments are Monday - Friday, 7:30 a.m.-5:00 p.m.

The student must provide three unbound copies of the capstone project. (Two are for the library; and one is for the American Studies Program office.) The first copy must be on 8.5 X 11”, 25% rag content (linen or cotton) paper. The additional two copies must be on 8.5 X 11” standard bond paper. The library pays for the binding of all three copies.

The student may submit additional personal copies for binding. The student must pay for the binding of any personal copies. The charge for binding is approximately $16.00 a copy plus sales tax. Binding services can be obtained and paid for in the Technical Services Department in the basement of the Sturgis Library. Payment is accepted in the form of check or money order only. Make checks or money orders payable to National Library Bindery. Cash, credit or debit cards will not be accepted. Payment must accompany the capstone project when it is taken to the Library for binding. Binding takes approximately 4 - 6 weeks. The student will be notified by phone when the copies are received.

Copies must be deposited with the library, no later than one week prior to graduation.

Then the Graduate Director signs the Notice of Completion and forwards the notice form to the Registrar.

Any student who fails to meet the final deposit deadline is automatically removed from the graduation list.

ARRANGEMENT OF THE MANUSCRIPT: PRINT OPTION

The capstone project should include:

1) A title page (see appendix D)

2) A certificate of approval page (see appendix B)
The Certificate of Approval containing the original signatures of the student's committee should be submitted with the first library copy of the capstone project for final deposit. A photocopy of the signed Certificate must be included with each additional copy. The Certificate is counted as page ii of the capstone project, but the number is not typed on the page.

3) An optional acknowledgment page

Here the student has the option of making a brief statement of gratitude for special assistance.

4) A table of contents page

5) The text of the entire capstone project, if it is a thesis, or the explanatory essay, if the capstone has been a practicum project.

7) A curriculum vitae, biography, or résumé (not to exceed three pages)

**FORMAT AND APPEARANCE**

A. Paper

The first copy of the portfolio must be on 8.5" x 11", 25% rag content paper. Additional copies must be on 8.5" x 11" standard bond paper. The same paper must be used throughout each copy.

B. Preparation of Manuscript

1. Printing

Laser print the manuscript.

Certain symbols, characters, or special markings and other fonts not available to certain printers must be drawn neatly and uniformly by hand with black, permanent, drawing ink.

The final copy should be a clean, correctly printed copy with no detectable corrections. No erasures, crossouts, strikeovers, insertions, correction fluid, or tape permitted.

2. Margins

Each page must have a margin of 1.5" on the left and 1" on the other three sides. On the first page of every major division (e.g., chapter, table of contents, references, etc.), a 2" margin is required at the top. All tables and figures must conform to the margin requirements (photographic reproduction--with enlargement or reduction--may be necessary).

A subhead at the bottom of the page must have at least two full lines of type below it, or it should begin on the next page.

3. Page Numbering

Beginning with the title page, every page is assigned a number. The preliminaries are numbered in lower-case Roman numerals placed without punctuation in the center of the page at least 3/4" (5 lines) from the bottom of the page. The title page and the certificate of approval are considered to be pages i and ii, but numbers are not typed on these pages.
Text and reference pages are numbered consecutively in Arabic numerals beginning with 1 on the first page of the text. The numbers are placed without punctuation in the upper right corner 1 inch from the right and at least 3/4" (5 lines) from the top of the page. All pages of the text and reference material, including appendices, references, and cover sheets (if used) are counted and numbered.

4. Spacing

The general text of the capstone project is double-spaced. Single spacing is used for long tables, itemized or tabular material, footnotes, and multi-line captions. Long quotations and reference entries should be spaced following Chicago style.

Photographs can be printed from the negatives on 8.5” x 11” photographic paper to eliminate the problems involved in attaching photographs to thesis paper. Charts, maps, drawings, etc., may be photographed on 8.5” x 11” photographic paper. If illustrations are mounted, dry mounting or permanent paper cement (dried under weight) may be used. Do not mount with rubber cement, glue, photo-mouting corners, tape, or staples.

Use of oversized material should be avoided. If a folded page must be used, the folded edge should be at least ¼” from the right edge of the manuscript to avoid cutting at the bindery. The page number should appear in the upper right hand corner of the folded page in alignment with the pagination in the text. Large materials may be folded and inserted in a pocket in the appendices.

**ARRANGEMENT OF THE MANUSCRIPT: DIGITAL OPTION**

For students choosing the digital option, guidelines for the presentation of materials on KSU-sponsored Web sites must be followed. Consult with the American Studies graduate program director or refer to sample material on the American Studies program website for information about these guidelines.
This is to certify that the Capstone Project of

__________________________________

has been approved by the committee

for the capstone requirement for

The Master of Arts in American Studies

in the College of Humanities and Social Sciences

At the (month and year) graduation

Thesis/project Committee:

__________________________________

Member

__________________________________

Member

APPENDIX #5
AMST PROGRAM ADMINISTRATION CALENDAR – 2009
TENTATIVE TIMELINE
### Spring semester 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 15</td>
<td>Deadline for admission applications</td>
</tr>
<tr>
<td>Mar. 25</td>
<td>Faculty evaluates admission applications, 10:00-5:00.</td>
</tr>
<tr>
<td>Apr. 15</td>
<td>Letters sent to applicants.</td>
</tr>
<tr>
<td>May 1</td>
<td>Faculty applications for GRA positions due</td>
</tr>
<tr>
<td>May 15</td>
<td>Response date for applicants</td>
</tr>
<tr>
<td>June 1</td>
<td>GRA positions assigned to faculty based on competitive applications</td>
</tr>
</tbody>
</table>

### Summer 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2</td>
<td>First orientation session (1 of 3 options)</td>
</tr>
<tr>
<td>July 10</td>
<td>Student applications for GRA positions due to faculty</td>
</tr>
<tr>
<td>July 15</td>
<td>GRAs selected by faculty</td>
</tr>
<tr>
<td>July 23</td>
<td>Second orientation session (1 of 3 options)</td>
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### Fall semester 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 15</td>
<td>First day of classes</td>
</tr>
<tr>
<td>Aug. 24</td>
<td>Final orientation for incoming students</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Applied Learning Workshop for students</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Capstone Workshop for faculty and students</td>
</tr>
<tr>
<td>Nov 15</td>
<td>Last date to request approval of Applied Learning Options for spring 2010</td>
</tr>
</tbody>
</table>
APPENDIX #6

PROFILES

Affiliated Program Faculty

M.A. in American Studies
JANE BARNETTE
Assistant Professor of Theatre

EDUCATION:
Ph.D. Theatre, University of Texas at Austin
M.A. Theatre, University of Texas at Austin
B.S. Theatre & Women’s Studies, Northwestern University

CURRENT TEACHING:
TPS 4999 Senior Seminar in Contemporary Theatre/Performance
TPS 4523 Theatre History/Theory II (Neoclassicism—Modernism)
TPS 4513 Theatre History/Theory I (Ancients—Renaissance)
TPS 1107 Arts in Society
TPS 1500 Introduction to Theatre Studies
TPS 3500 Dramaturgy

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

Peer-Reviewed Print Publications

Refereed Published Creative Works:

Non-Refereed Published Creative Works:
Note: all of the following entries were published within programs for performances produced by the Department of Theatre and Performance Studies at KSU.

Refereed Book Reviews:

EXPECTED RESPONSIBILITIES IN THIS PROGRAM:

AMST 7000 American Studies Scholarship Issues and Scholarship
AMST 7210 Historical Period
AMST 7300 American Cities, Suburbs, and Countryside
AMST 7420 Popular Culture in America
AMST 7100 American Studies Methods (Performance of Scholarship)

Curriculum development; campus events (e.g., live performance; museum study); capstone committee participation
EDWARD K. CHAN
Associate Professor of English

EDUCATION:
Ph.D.  English, University of Rochester
M.A.  English, California State University, Fullerton
B.A.  English, University of California, Riverside

CURRENT TEACHING:
Kennesaw State University
- AMST 3710  U.S. in the World
- AMST 3760  American Identities (emphasis: Race and Identity)
- ENGL 1101  Composition I
- ENGL 1102  Composition II
- ENGL 2110  World Literature
- HON 3000  Honors Colloquium (emphasis: Race and Utopia)
- KSU 1101  First-Year Seminar (emphases: American Studies, International Film, Gender)
- RGTE 0199  Regents’ Writing Skills
- RGTR 0198  Principles of Reading for the Regents’ Test

Kobe College (Japan)
- E205  Reading, Writing, and Discussion (emphasis: American Culture)
- E277  American Studies (literature and film)
- E320  Advanced Composition
- E375  Cinematic Transactions between Japan and the West
- E602  Special Studies in American Literature (PhD seminar)

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):
Peer-Reviewed Publications


Other Publications


Presentations


Co-chair of panel, “Excess and Scarcity” (sponsored by the Literary Criticism Discussion Circle), South Atlantic Modern Language Association annual conference, Atlanta, GA, November 6, 2005

“The Exotification of Nostalgia or the Nostalgiafication of Exotica?” 120th annual convention of the Modern Language Association, Philadelphia, PA, December 29, 2004

“Food and Cassette: a Phenomenology of Fetish Objects,” 43rd annual meeting of the Society for Cinema and Media Studies, Minneapolis, MN, March 7, 2003

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: teaching; curriculum development; campus events (e.g., film series); cultivation of international partnerships.
JIM ELLEDGE
Professor of English
Director, MA in Professional Writing Program
Director, Writers Workshops of Puerto Rico

EDUCATION:
B.A. Eastern Illinois University
M.S.L.S. Eastern Illinois University
Ph.D. University of Illinois at Chicago

CURRENT TEACHING:
- Poetry writing on both graduate and undergraduate levels (WRIT 3100, PRWR 6470, and PRWR 7500)
- Creative Research for Writers (PRWR 7900), a course I designed specifically for MAPW Program students

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

Editing Projects
- A three-volume “set” that is a collection of essays, its chief goal is to present an encyclopedic overview of the place and performance of glbtq individuals within US popular culture.
  - Volume I. Film, TV, Radio, and the Internet
  - Volume II. Music, Theater, Popular Art, Fashion, and Popular Literature
  - Volume III. Sports, Leisure, and Lifestyle

Books of Poetry
- Excerpts from a larger, unpublished collection of prose poems entitled *H*
- Winner of the Lambda Literary Award in gay male poetry, sponsored by the Lambda Literary Foundation of New York, NY
- Winner of the Georgia Author of the Year award in poetry, sponsored by the Georgia Writers Association of Kennesaw, GA
- Finalist for the Thom Gunn Award in gay male poetry, sponsored by the Publishing Triangle of New York, NY

Service to AS program:
- Member, Search Committee, Border Studies/Latino Studies Position, a joint appointment in the American Studies Program and the Department of English, Kennesaw State University, Spr. 2007. I was responsible for studying each candidates’ application, for voting on whom to interview via telephone conversations then whom to interview on campus; for interviewing a candidate at the Modern Language Association’s annual conference; and for voting on which candidate to offer the job.

- Member, Promotion & Tenure Planning Committee, American Studies Program, Spr. 2007-Fall 2008. I helped to write and revise guidelines for promotion and tenure for faculty with joint appointments within the American Studies Program and another program or department. This includes taking into consideration not only what faculty members of an American Studies Program might need to address in their bid for tenure and promotion in that program but also what they might need to address within their “home” departments.

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Curriculum development, teaching.
EMRON ESPLIN  
Assistant Professor of English and American Studies

EDUCATION:
PhD  Michigan State University  
MA  Brigham Young University  
BA  Brigham Young University

CURRENT TEACHING:
- ENGL 2110: World Literature. (Detective, Fantastic, and Horror Fiction of the Americas) KSU. Fall 2008.

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

Scholarly Journal Articles

Organizer of Sessions at Academic Conferences
“Faulkner and Latin America.” At the upcoming Faulkner and Chopin Conference. Southeast Missouri State University’s Center for Faulkner Studies. October 2008.
“Mestizaje, Mestiçagem, and Miscegenation: Mixing with the Other in the Americas.”

Moderator at Academic Conferences

Academic Conference Presentations

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: curriculum development; campus events (e.g., film series); cultivation of international partnerships; teaching at least one course per year.
HANNAH BLEVINS HARVEY
Assistant Professor of Performance Studies
Director of The KSU Tellers
Coordinator of Performance Studies Events

Ph.D. The University of North Carolina at Chapel Hill
M.A. The University of North Carolina at Chapel Hill
B.A. Furman University

CURRENT TEACHING:
• Introduction to Performance Studies
• Senior Seminar in Performance Studies: Oral Traditions and Performance Ethnography
• Arts in Society: Theatre and Performance
• Storytelling Practicum
• Performing Culture
• Performing Literature
• Adapting and Staging Literary Texts
• The American Body in Performance (AMST, will teach summer ’09)

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

Peer-Reviewed Publications

Presentations:


**Academic Awards**
- 2004: Dan Crowley Memorial Research Award—Presented by the American Folklore Society, Storytelling Division. $100 award.
- 2003: Outstanding Achievement Award in Performance Studies—Presented by the Department of Communication Studies, UNC-CH.

**Performance Awards**
- 2007: American College Theatre Festival Meritorious Achievement Award for Excellence in Directing, for Out of the Dark, KSU campus.
- 2007: The British Theatre Guide gave a 4-star review for Beowulf and Beer, directed by Harvey.
- 2005: Special Initiative Award—Presented to Wordshed Productions by the Department of Communication Studies, UNC-CH.
- 2004: Independent Magazine named Hannah Blevins one of the Best Supporting Actresses of the Year for the role of Louise in A Paradise It Seems: The Short Stories of John Cheever.
• 2004: Independent Magazine named A Paradise It Seems one of the Best 10 Performances of the Year in Raleigh-Durham-Chapel Hill.
• 2004: Classical Voice of North Carolina: Robert’s Reviews named A Paradise It Seems one of the Top 10 Performances of the Year in Raleigh-Durham-Chapel Hill.
• 2004: Independent Magazine named Wordshed Productions named one of the Top 10 Theater Companies in Raleigh-Durham-Chapel Hill.
• 2004: The British Theatre Guide gave a 5-star review to A Paradise it Seems, with a by-name mention for Harvey.

Fellowships
• 2006: Dissertation Fellow, The University of North Carolina at Chapel Hill. Highly-competitive, university-wide, non-service award. Tuition, fees, benefits, and semester-long research stipend totaling ~$11,000.
• 2001-2004: Teaching Fellow, The University of North Carolina at Chapel Hill. Tuition waiver, benefits, and yearly stipend of ~$15,000.

Workshops:
• Fall, 2005: Basic Acting and Characterization. Harvey, Hannah Blevins. 1-day intensive workshop. Presented at Hope Church, Dallas, GA.
• Fall, 2003: Facilitating Lifestory Writing: Overcoming Sensory, Cognitive, and Language Barriers. Ryan, Ellen B., Hannah Blevins, and Ann P. Anas. Workshop on facilitating intergenerational storytelling and the use of performance ethnography in psychological counseling. Presented at Canadian Association on Gerontology Conference, Toronto, Canada. [Due to SARS, I was unable to attend the conference and participated via video and PowerPoint contributions.]

Performance Work: 2006-present
• Reader, Tom Thumb the Great. Faculty reading, KSU, 2007.
• Artistic Director of The KSU Tellers, touring storytelling company, 2006-present. http://ksutellers.kennesaw.edu
• Director, Beowulf and Beer. Original adaptation by Hannah Harvey and The KSU Tellers. The Edinburgh Fringe Festival, August, 2007.
• Actor: Orson Welles’ War of the Worlds. Faculty reading, KSU, 2006.

Performance Work: 2005
• Adaptor/Director/Actor/Choreographer: Out of the Dark: The Oral Histories of Appalachian Coal Miners. Original adaptation of oral histories of Appalachian Coal miners—movement and spoken word, produced by Wordshed Productions.
• Documentary Videographer/Ethnographer: The Madison County Project: Documenting the Sound by Martha King and Rob Roberts. Original documentary of ballad singers in Madison County, NC, a follow-up of John Cohen’s 1970 work The End of an Old Song.

Performance Work: 2004
• Co-Adaptor/Actor, A Paradise it Seems: The Stories of John Cheever—Chapel Hill, NC. Original adaptation of three short stories by John Cheever, produced through Wordshed Productions.
• Actor/Dancer/Co-Choreographer/Co-Director/Co-Adaptor, Rime: Woman Bird and Beast. Original adaptation of “Rime of the Ancient Mariner” and three poems based on the myth of Leda and the Swan. 50-minute movement and spoken-word piece, produced by Wordshed Productions

Performance Work: 2003
• Adaptor/Director/Actor/Co-Choreographer: Coming Home: Memories From the Heart of Appalachia. Conducted Ethnographic interviews with Tom Little, a 79-year-old Appalachian native, and developed his oral narrative into a three-woman hour-long performance piece involving original live music, song, modern dance, shadow art, video media, and borrowing elements from traditional Japanese Bunraku art. Project funded in part by Wordshed Productions.
• Actor, As You Like It. Played role of Audrey. Directed by Derek Goldman, Streetsigns Productions.
• Co-Videographer: Finding Beulah Mae. Wordshed Productions

PROFESSIONAL SERVICE:
• Managing Editor, Storytelling Self Society. Fall 2008-present
• Guest Co-Editor, Storytelling Self Society. Spring 2008
• Reviewer, Storytelling Self Society. Fall 2007
• Articles Editor, Greenville Magazine, Greenville, SC. Fall 1999

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: teaching; curriculum and program development; campus events; cultivation of community partnerships.
TIMOTHY HEDEEN
Associate Professor of Conflict Management

EDUCATION:
Ph.D. Syracuse University
M.A. Syracuse University
B.A. Syracuse University

CURRENT TEACHING:
- POLS 4470 – Alternative Dispute Resolution
- POLS 4480 – Practicum in ADR
- POLS 4400 – Directed study in Negotiation
- CM 7200 – Theories of Conflict; Negotiation
- CM 7205 – Mediation clinic
- CM 7300 – Interpersonal and Inter-group Conflict
- CM 7305 – Advanced Skills: Train-the-Trainer clinic
- CM 7500 – Dispute System Design
- CM 7700 – Field project/Practicum
- CM 7705 – Advanced Applied Skills: Grantwriting and Evaluation

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

Peer-reviewed articles:
Timothy Hedeen, “Challenging conventions in challenging conditions: Thirty-minute mediations at Burning Man,” (under review at Conflict Resolution Quarterly)
Timothy Hedeen, Ansley Barton and Susan Raines, “Foundations of Mediation Training: A Literature Review of Adult Education and Training Design,” (under review at Family Court Review)


Additional print publications:

Timothy Hedeen, “Mediation as Contact Sport? Issues of Fitness and “Fit” Arising from Georgia’s Wilson v. Wilson” (under review at Dispute Resolution Magazine)


Online publications:


EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Curriculum oversight, student advisement, teaching related to Social Movements
LEEANN LANDS  
Associate Professor of History and American Studies  
Associate Coordinator, American Studies Program

EDUCATION:
Ph.D. Georgia Institute of Technology  
M.A. Florida Atlantic University  
B.S.E. University of Florida

CURRENT TEACHING:  
- AMST3700/HIST4490/ENGL4490 American Studies: Principles and Methods  
- AMST4490 Housing and Homelessness in American Culture  
- HIST2112 U.S. since 1890  
- HIST2270 Intro to Themes in History  
- HIST3325 Introduction to Public History  
- HIST3326 Historic Preservation  
- HIST3500 Topics in Urban and Suburban History (in proposal)  
- HIST4426 Documentation and Interpretation  
- HIST4490 Historians and Historic Sites in Civic Life  
- HIST4490 20th Century City

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

Books  
*Housing Landscapes, Segregation, and the Culture of Property: Atlanta 1880 to 1950.*  

Papers and book chapters (peer-reviewed):  

Grants and Contracts  


Other Creative Activity and Public Scholarship:


AWARDS:

- Georgia Board of Regents’ Scholarship of Teaching and Learning Award (Department/Program -- Summer Hill Project), 2005-06
- Finalist, University Distinguished Teaching Award, Kennesaw State University, 2006
- College of HSS Distinguished Teaching Award, Kennesaw State University, 2004-05
- College of HSS Seizing the Momentum Award (in recognition of the Summer Hill Project), Kennesaw State University, 2005
- Public History Program, Kennesaw State University’s nominee for the KSU Board of Regents’ Scholarship of Teaching and Learning Award (Department/Program), 2003-04

PROFESSIONAL MEMBERSHIPS:

- Association of American Geographers
- American Association of University Professors
- American Studies Association (Programs and Centers committee, 2008-09)
- Council on Undergraduate Research
- Social Science History Association
- Society for American City and Regional Planning History
- Southeastern Division, Association of American Geographers
- Urban History Association (Board of Directors, 2006-08)

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Scheduling of interdisciplinary programs; student advisement; teaching.
CATHERINE M. LEWIS
Associate Professor of History and Women’s Studies
Director, Museum of History and Holocaust Education
Coordinator, Public History Program

EDUCATION:
Ph.D.  University of Iowa

M.A.  University of Iowa

B.A.  Emory University

CURRENT TEACHING:
• Sport and American Culture
• History and Memory
• Survey of U.S. History I (contact-1865)
• U.S. Women’s History I (contact-1865)
• The History and Meaning of the Holocaust
• Gender and Sport (Directed Study)
• The Third Reich (team taught)
• Introduction to Public History
• Museum Studies
• U.S. Women’s History II (1865-present)
• Senior Seminar
• Women and Islam (team taught)

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):
Books (* denotes peer review by university press or publication in a peer reviewed journal)
Articles, Book Entries, Museum Catalogs, Videos, Study Guides, Online Publications (* denotes peer review by university press or publication in a peer reviewed journal)

“Building Successful Partnerships Between Museums and Universities,” Perspectives (American Historical Association newsletter), forthoming*


Coordinator, two digital teacher’s guides to accompany two exhibitions (“The Life and Legacy of Ivan Allen Jr.” and “From Atlantic Steel to Atlantic Station”), November 2005-January 2006.
Producer, “Bobby Jones and the Quest for the Grand Slam” and “From Atlantic Steel to Atlantic Station” with Bissell-Ferguson Communications, 2005-2006


Co-author, As Gold Refined by Fire: A History of Brenau University, 1878-2003, an online illustrated history of the university.


Exhibitions Curated and/or Coordinated (* denotes peer review)
This Is Woodward, Atlanta History Center and Woodward Academy, fall 2007
The Heroic Present: The Gypsy Photographs of Jan Yoors, Kennesaw State University, spring 2008*
Parallel Journeys: World War II and the Holocaust Through the Eyes of Teens, Kennesaw State University (January 18, 2007)*
The Legacy of Ivan Allen Jr., Atlanta History Center and Georgia Tech (March 2006)*
From Atlantic Steel to Atlantic Station, Atlanta History Center and Atlantic Station (fall 2006)*
Kennesaw State University Hall of Fame, KSU Convocation Center (November 2005).
A History of Kennesaw State University Athletics, KSU Convocation Center (November 2005).
The History of Regional Planning in Metro Atlanta, Atlanta History Center and the Atlanta Regional Commission (August 2005)*
Coordinator, *The Story of Summer Hill*, permanent exhibition in collaboration with Dr. LeeAnn Lands for the Etowah Area Consolidated Housing Authority (May 2005)

*Bobby Jones and the Quest for the Grand Slam*, traveling exhibition for the Atlanta History Center (April 2005)*

*Golf and Glory at the Masters*, temporary exhibition for Augusta National Golf Club (April 2005)

*Piedmont Hospital: A Century of Compassion and Care*, permanent exhibition, Piedmont Hospital (February 2005)

Coordinator, *One Hundred Years at Piedmont Park*, permanent exhibition, Piedmont Park Conservancy (December 2004)

*The Gateway to Health and Happiness*, permanent exhibition, Ojai Valley Inn & Spa, Ojai, California (November 2004)

*Kennesaw State University: A Rising Star Turns 40*, traveling exhibition curated with Dr. Tom Scott, Kennesaw State University (April 2004)

*Mark Trail: Adventures in Nature*, permanent exhibition, Georgia Mountain History Museum (March 2004)


*Delta Air Lines: Celebrating 75 Years of Service*, Atlanta History Center and Delta Air Lines (March 2004)*


Coordinator, *Enterprising Women: 250 Years of Women in Business*, traveling exhibition organized by the Schlesinger Library (July 2003)

*Atlanta’s Defining Women* (with Frances Westbrook), temporary exhibition, Atlanta History Center (July 2003)


**Presentations** (Chair = academic conference session chair; panelist = academic conference workshop or roundtable participant; presenter = academic conference presentation of formal paper; comment = academic conference comment on panel; guest lecture = invited community presentation; co-facilitator = university workshop or discussion; Keynote speaker = invited keynote for academic conference)

**International, National, and Regional Conferences**

Chair and Panelist, “Making University and Museum Partnerships Work,” American Historical Association (January 4-7, 2007)
Panelist, “Perfect Partnerships,” Southeastern Museums Conference (October 18, 2006)
Panelist, “Managing Effective Partnerships with Universities,” American Association of State and Local History (September, 13-16, 2006)
Presenter, “The Importance of Interdisciplinary Teaching,” American Studies Institute, The Lovett School, (June 12, 2006)
Presenter, “Native Places and Contested Spaces: Museums, Multiculturalism, and Interpretive Authority,” American Studies Association (November 4, 2005)
Panelist, “Taking the Mystery Out of Your History,” American Association of State and Local History (September 23, 2005)
Chair, “Not All Moonlight and Magnolias: Exhibiting the American South,” American Studies Association, Atlanta, Georgia (November 2004)

Honors
Distinguished Scholarship Award, College of Humanities and Social Sciences, 2008
Finalist, Foundation Prize, College of Humanities and Social Sciences, 2008
Commendation from Governor Sonny Perdue for Holocaust Education Program (January 18, 2007)
Foundation Prize for The Changing Face of Public History (2006)
Outstanding Faculty Award, Brenau University Panhellenic Council (2003)
Professional Equity Grant, Conference on College Composition and Communications (March 19-22, 2003)

EXPECTED RESPONSIBILITY IN THIS PROGRAM: Cultivation of international and community partnerships; teaching.
KENNETH F. MAFFITT
Assistant Professor of History and American Studies

EDUCATION:
Ph.D. University of California, San Diego
M.A. Stanford University
B.A. Washington University in St. Louis

CURRENT TEACHING:
- Colonial and Modern Latin American history
- History of Mexico
- United States history surveys
- Latin America and the World
- Immigration and diasporas
- Cities and suburbs
- Human rights

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):
Books:

Articles:


Reviews:

Presentations:


National Awards and Fellowships

- Research Fellowship, Center for U.S.-Mexican Studies, 1997-98.
- Fulbright Fellowship, Fulbright-García Robles Foundation, Mexico City, 1996.

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Graduate internship committee; MA program planning; Projects relating to local immigrant communities, labor, immigrant services, intercultural relations; teaching
NINA YERMAKOV MORGAN
Associate Professor of English

EDUCATION:
Ph.D. University of California, Riverside
M.A. University of California, Riverside
B. A. University of California, Riverside

CURRENT TEACHING:
• English 2110 World Literature
• English 1101 & 1102 Composition
• English 4220 Critical Theory
• English 4230 Theory-based Studies of Literature
  (“Globalization, Literature and Gender”)
  (“Derrida, Literature and Deconstruction”)
• English 4580 20th C World Literature
  (“Reading the Political”)
  (“Latin American Literature”)
  (“The Body Under Power”)
• English 2140 Introduction to Genre
• English 3220 Film Studies
• English 3230 Literary Genre: “Politics and Theatre”
• English 366 Multi-Ethnic American Literature
• English 4400 Directed Studies

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):
Books:
Edward Said and Jacques Derrida: Reconstellating Humanism and the Global Hybrid,
cooredited by Mina Karavanta and Nina Morgan, Cambridge Scholars Press,

Refereed journals
“Hauntological Hegemony and Other Ghosts in Contemporary Asian Literature.”
(“Hegemonia spectral y otras fantasmas el la literature asiatica y asiatico-
“Locating the Space of Fiction: The Revenance of History in the Poetry of Shirley

Refereed chapters in books
“‘Another Insistence: Humanism and the Aporia of Community” co-written with Mina
Karavanta in Edward Said and Jacques Derrida: Reconstellating Humanism and
the Global Hybrid (forthcoming, 2008)
“Introduction: Humanism, Hybridity, and Democratic Praxis” co-written with Mina
Karavanta in Edward Said and Jacques Derrida: Reconstellating Humanism and
the Global Hybrid (forthcoming, 2008)
Non-refereed journal articles

Encyclopedia entries

Presentations (Refereed or invited)
“The Casablanca Connection: Two Universities Building a Moroccan American Studies Connection” in Networks: Interrelationships, Characterizing the Subjects We Study and Our Methods of Studying Them, MLA Annual Convention, December 2007
“American Popular Culture and the New Identity” Hassan II University, Morocco, November 2007 (invited)
“Derridean Centers” University of Athens, Greece, July 2007 (invited)
“Look how I have changed the World” Derridean Impossibility and Justice-to-Come in Joan Anim Addo’s Imoinda, or She who will Change her Name” Goldsmiths University of London, England April 2007
“Where Have All the Feminists Gone? How Third World Activism Is Taking Center Stage in Feminist Theory” MLA Annual Convention, Washington, DC, December 2005
“Demonstrating Feminisms: Globalization, Activism, and the Promise of Representation” University of Athens, Greece. May 2004 (invited)
“Feminism from the Beginning” University of Athens, Greece. May 2004 (presentation to students, invited)
“Critical Theory as an Apparatus of Cultural Studies” University of Arizona H/P Fellows’ Seminar in Mexican History in Oaxaca, Mexico, July 2004 (invited)

GRANTS:
2007 QEP Grant for International Faculty Exchange
2005 Center for Teaching and Learning Grant for Scholarship
2004 East West Center for Institute on Korea in Seoul, Korea
2004 Institute for Global Initiatives Travel Grant to Honolulu, Hawaii
2003 Center for Teaching and Learning Travel Grant to Arizona

SERVICE TO THE PROFESSION:
Reprise Editor, *Journal of Transnational American Studies* (2007-)
Guest Editor, *Review of Japanese Culture and Society* (1990-91)

PROFESSIONAL MEMBERSHIPS:
Modern Language Association
American Studies Association
American Comparative Literature Association

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Cultivation of international partnerships; management of international programs; teaching
EDUCATION:
Ph.D. University of California Berkeley
B.A. University of California Santa Cruz

CURRENT TEACHING:
ENGL 1102 Composition 2
ENGL 2110 World Literature
ENGL 3130 Creative Nonfiction
PRWR 6520 Creative Nonfiction
PRWR 7500 Advanced Creative Nonfiction:
PRWR 6410 Feature Writing
ENGL 4490 Feature Writing
ENGL 4560 Literature and History of the American West

SCHOLARSHIP AND PUBLICATIONS:
Books:


Other publications and presentations (since 2003):
Anthologies:

Articles and Nonfiction Stories:
“Mean Old Nontraditional Blues,” Railroad Heritage March, 2007
“The Lord of the Night,” Trains Magazine, September and October, 2006

Book Reviews:
Steel Drivin’ Man: John Henry, the Untold Story of an American Legend by Scott Reynolds Nelson, Technology and Culture, May, 2007
“Gospel Tracks Through Texas by Wilma Rugh Taylor,” Railroad History 2007
“Wives of Steel” by Karen Olson,” Technology and Culture, April 2007
“Once Upon a Town: The Miracle of the North Platte Canteen by Bob Greene,” Railroad History Fall/Winter 2004

Local Presentations:
“Two Mexicos,” American Studies, Kennesaw State University, October 26, 2006
“Lawrence Switcher,” Georgia College and State University, Dahlonega, GA, October 11, 2004
“Cacaxtla,” English Hour, KSU, April 6, 2004

Regional Presentations:
“The Lord of the Night,” Southwest/Texas Popular Culture Association and American Culture Association Conference, Albuquerque, New Mexico, Feb 14-17, 2007
“Teaching the American West through Film, Literature and History,” Southwest/Texas Popular Culture Association and American Culture Association Conference, Albuquerque, New Mexico, Feb. 8-11, 2006
Workshops: color terminology, writing about work, finding an authentic voice, North Carolina Writer’s Association Conference, Asheville, North Carolina, November 2005

National and International Presentations:
“The Lord of the Night,” reading at Penn State, Pennsylvania, April 2007
“Hospital Yard,” McLean County Museum of History, Bloomington, Ill, Oct 18, 2005
“The Lord of the Night,” Illinois State University, Bloomington, Ill, October 18, 2005
“Fortaleza de la Mujer Maya,” American Studies Association national conference, Atlanta, GA, November 13, 2004
Workshop in writing nonfiction, Fortaleza de la Mujer Maya, San Cristobal de las Casas, Chiapas, Mexico, August 1-7, 2004.
“Boomer in a Boom Town,” and panel discussion, Spring Literary Festival, Western Carolina University, March 31-April 2, 2004
“Labor Reporting by and for Women,” International Labor Communications Association AFL-CIO/CLC, Orlando, FL, November 14, 2004

GRANTS AND AWARDS:
- Faculty Development Grant, KSU, June 2002
- Year of Mexico Teaching Module Award, June 2002
- Master Scholarship Award, Kennesaw State University, Summer 2000.
EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Teaching; public programs; cultivation of international partnerships
EDUCATION:
Ph.D. Loyola University of Chicago
M.A. Loyola University of Chicago
B.A. Judson College

CURRENT TEACHING:
Hist 1110 World Civilizations
Hist 2111 America to 1890
Hist 2112 America since 1890
Hist 2270 Intro to Themes in History
Hist 3305 The World Since 1945
Hist 3307 Introduction to the European Union
Hist 3332 US Social and Cultural History II
Hist 4410 Colonial Period through American Revolution
Hist 4411 America to 1837
Hist 4454 Twentieth Century Europe
Hist 4490 The History of French Canada
Hist 4499 Senior Seminar (The Roaring Twenties; Influence of Sport in American History; The Influence of Sport on World History and Culture)

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003)

Peer-Reviewed Publications

Other Publications
Readings in World Civilization, 2 Volumes, Wadsworth/Thomson, published in Fall, 2005

Presentations
“From Spectacle to Sport, the early years of auto racing” Popular Culture Assn, fall 2007
“Access for All, making online classes accessible for people with disabilities” MERLOT international conference, summer 2007/
From White Collar to Overalls and Back, the Creation of the NASCAR Myth,” National Conference of the Popular Culture Association, summer 2006, Atlanta.
“Will the Real Redneck Please Stand Up; the new NASCAR and its fans” Popular Culture Conference, Fall, 2004.
“Reflection on Things Past, Service Learning in History at the National Oral History Conference, St. Louis MO.

PROFESSIONAL SERVICE:
2007, Elected to Executive Committee of EUSP
Assistant editor MERLOT editorial board for history since 2004
Participated in development of Certificate in European Union Studies. The certificate program is now offered at 25 institutions in the Georgia system including Kennesaw State University

EXPECTED RESPONSIBILITIES IN THIS PROGRAM
AMST Sports in America, history, film literature
AMST 7320 Canadian Cultural History and film
AMST 7420 Popular Culture in America
Cultivation of public partnerships
DANIEL J. PARACKA, Jr.
Director, International Services and Programs
Associate Professor of Education

EDUCATION
Ph.D. Georgia State University
M.S. West Chester University,
B.A. St. Andrews Presbyterian College

CURRENT TEACHING:
- America in the World
- Asian Philosophy

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):
“Encouraging Faculty to Use Journaling to Enhance the Cross-Cultural Experience,” in Strategies for Maximizing Education Abroad Resources (NAFSA: Association of International Educators, 2004).

Presentations:
Global Learning for All, NAFSA 57th Annual Conference, Seattle, WA, June 1, 2005.


FUNDED GRANTS:
Fulbright Scholar-in-Residence. Wrote funded proposal to host Dr. Eric Aseka of Kenyatta University, 2006/2007 academic year.
American Council on Education: Global learning for All project (2003-2005),
http://www.acenet.edu/programs/international/global_learning
Fulbright Scholar-in-Residence. Wrote funded proposal as lead institution co-hosting Dr. Belen Calingacion of the University of the Philippines, 2003/2004 academic year.
Fulbright Scholar-in-Residence. Wrote funded proposal as lead institution co-hosting Dr. Raymond Osei of the University of Cape Coast, Ghana 2002/2003 academic year.
NAFSA Mini COOP Grant. Project Title: Intercultural Training for Internationalization Teams, June 2002-June 2003.
USG Global Partnership for the 21st Century Grant. Project Title: The Jiangsu/Georgia Student Teaching Partnership, July 2002-June 2003.

PROFESSIONAL SERVICE:
- Member, Atlanta Area Returned Peace Corps Association (1991 to present).
- Chair, University System of Georgia’s Asia Council (2002 to 2008).
- Lead several CETL Book Club events in conjunction with the Year of Kenya, Spring 2006 and on Afghanistan (Fall 2007).
- Chair, NAFSA Region VII, 2003-2005.

AWARDS:
- Administrative Service Award, Kennesaw State University, May 13, 2005.
- WINGS Award, Kennesaw State University, December 10, 2004.

LANGUAGES
- Proficient in Mandarin Chinese, and Sierra Leonean Krio
EXPECTED RESPONSIBILITIES IN THIS PROGRAM: teaching; campus events (e.g., film series); cultivation of international partnerships.
DAVID B. PARKER
Professor of History

EDUCATION:
Ph.D.  University of North Carolina, 1988
M.A.  University of North Carolina, 1982
A.B.  Duke University, 1979

CURRENT TEACHING:
HIST3304 History of Georgia
HIS3331 U.S. Religion American Religious Life
HIST4499 Senior Seminar (Gilded Age/Progressive Era)
HIST2270 Themes in History (Methodology)
HIST2111 America to 1890
HIST2112 America since 1890

SCHOLARSHIP AND PUBLICATIONS
Books:

Articles, reviews and other scholarship (since 2003):
Signed entry in Encyclopedia of African American History (ABC-Clio) on John Hope Franklin (forthcoming)
Newspaper column, weekly, on various historical topics, in Cartersville Daily Tribune (reprinted on occasion in Macon Telegraph, Atlanta Journal-Constitution,
Presentations:
“Beyond Surrender: Marian Sims, Francis B. Simkins, and Revisionism in Reconstruction South Carolina.” (Georgia Association of Historians, 2007)
“Religion in American History Textbooks: A Brief Historical Overview” (Georgia Association of Historians, 2005)
“The Cornerstone of Bartow County’s History: Historic Identity from the Time Capsule” (Georgia Association of Historians, 2004)

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: teaching; cultivation of community partnerships.
RANDALL L. PATTON
Professor of History
Shaw Industries Distinguished Chair of Business and Economic History

EDUCATION:
Ph.D. University of Georgia
M.A. University of Georgia
B.A. University of Tennessee at Chattanooga

CURRENT TEACHING:
• U.S. Business & Economic History (HIST 3345)
• Georgia History (HIST 3304)
• Recent America, 1939-Present (HIST 4471)
• The New South (HIST 3311)
• U.S. Business and Economic History
• Economy and Society (HIST 7740; new graduate course for M.A. in Adolescent Education)

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):
Work in progress
“Enterprise in a New South,” advance contract with Univ. of Georgia Press.
Article manuscript, “Mills B. Lane and Enterprise in a New South,” under review at Essays in Economic and Business History.
Book chapter (invited submission) on Catherine Evans and north Georgia’s tufted bedspread industry for a volume, Georgia Women, volume II, edited by Ann Chirart, Indiana State University; March 2009 due date.

Book Reviews/Print Journals:
Timothy J. Minchin, Forging a Common Bond: Labor and Environmental Activism during the BASF Lockout (Gainesville: Univ. Press of Florida, 2003), The Journal of Economic History 64 (March 2004), 276-78.

Book Manuscript Reviews

Article Manuscript Reviews

Major Paper Presentations
“Mills B. Lane and Enterprise in a New South,” Economic and Business Historical Society, Montgomery, Alabama, April 19, 2008.

Editorial Boards/Experience
Co-editor (with KSU colleagues Tom Scott, David Parker, and Ann Pullen), 20th century history section, New Georgia Encyclopedia, forthcoming online through Galileo.

Comments at Professional Meetings
Commentator, Southern Industrialization Project session, Southern Historical Association, Birmingham, Alabama, Nov. 4, 2006.
Chair and commentator, session on “Liberals and Conservatives in the Mid-Twentieth Century South,” Organization of American Historians Southern Regional Meeting, July 10, 2004, Atlanta, Georgia.

PROFESSIONAL SERVICE:
Co-organizer (along with Sarah Robbins and others colleagues in KSU’s Gender & Women’s Studies Program) of lecture/workshop series on gender and labor, upcoming in 2008-09.
Co-organizer (along with American Studies colleagues Sarah Robbins, LeeAnn Lands, and others) of lecture and workshop on immigration and labor in American culture, Kennesaw State University, April 2008.
Co-organizer (with KSU’s Burruss Center) of conference on immigrant labor in Georgia, Sept. 2006.

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Teaching; public programs related to business, labor, and culture.
JIM PIECUCH
Assistant Professor of History

EDUCATION:
Ph.D. The College of William & Mary
M.A. University of New Hampshire,
B.A. University of New Hampshire – Manchester

CURRENT TEACHING:
- Colonial and Revolutionary America
- US History, 1787-1877
- US Diplomatic History

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

Books:
Untitled anthology on Nathanael Greene, co-edited with Gregory Massey. Under contract with University of South Carolina Press
Three Peoples, One King: Loyalists, Indians, and Slaves in the Revolutionary South, 1775-1782 (Columbia: University of South Carolina Press, 2008)
The Battle of Camden: A Documentary History (Charleston, SC: The History Press, 2006)

Book chapters and articles:

Miscellaneous scholarship, editing, and reviewing:
Assistant editor, untitled encyclopedia of US civil-military relations, forthcoming from ABC-CLIO, 2009


Battle of Camden historical site in Camden, SC -- wrote the text and provided a list of possible maps, illustrations, and quotations for interpretive signs for the 2008.

“Leadership in the American Revolutionary War,” in forthcoming encyclopedia from ABC-CLIO


Editorial Advisory Board Member for Military History, ABC-CLIO, March 2007-present


Conference Papers and Lectures

“The Loyalist Exodus of 1778,” Society for Military History Annual Conference, Ogden, Utah, April 17-19, 2008

“To Guard Against Any Hostile Attempts … by Our Domesticks’: The Effort to Prevent Slave Insurrection in South Carolina and Georgia, 1775-1776,” Revolutionary Era Consortium, Huntsville, AL, February 29-March 1, 2008


“Nathanael Greene and the Question of Arming Black Soldiers,” Nathanael Greene Symposium, Camden, SC, April 21-22, 2006

“Battlefield Triumphs, Administrative Frustrations: Cornwallis Takes Command in the South,” Camden Campaign Symposium, Camden, SC, April 2-4, 2004


EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Teaching; public programs
KAY AIKEN REEVE
Professor of History

EDUCATION:
B.S. Texas Tech University, 1969
M.A. Texas Tech University, 1972
Ph.D. Texas A&M University, 1977

CURRENT TEACHING:
- HIST 2111: America to 1890
- HIST 3315: History of the American West
- HIST 4461: The Gilded Age and Progressive Era
- HONS.3000 (Various Titles) – 1 credit hour special topics course
- AMST 3750: The American West
- SSED 7797: MED Portfolio (Team Taught Capstone Course)

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

*Articles (peer-reviewed):*

*Presentations*
2006 “Teaching the Faraway Near By: Teaching Western American History Using Film and Museum Collections” at the Annual Meeting of the GAH, April, 2006
2005 “Teaching the American History Survey: An Interactive Panel Discussion of the Methods and Madness of the Survey Course” Panel Discussion/Presentation. Carole Higham, Davidson University, Daniel Dupre, U of NC - Charlotte; Yvonne Frear, Sam Houston State University; Kay Reeve, KSU, Annual Meeting of the OAH, San Jose, Ca., April 2005
2003  “Successes and Challenges of Aligning Graduate Programs with the NBPTS”
Panel Discussion/Presentation Presented with Faculty of the MED in Ad. Ed.)
GAATS Pre-Conference, Atlanta, March 2003.

GRANTS:
2003  U.S. Department of Education: Teacher Quality Grant
      Title: Improving Teacher Quality in Geographic Education
      Project Director: Dr. A. La Rosa; PI Dr. M. Patterson; Co-Author: Dr. Kay
      Reeve FUNDED ($23,678)

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Teach Occasional Offerings of
AMST 7100: Place in America Culture focused on the American West; serve on
Committees to support the Program in curriculum development, assessment, and other areas
as needed; participate in AMST program activities, especially in areas of interaction and
outreach to K12 communities
SARAH R. ROBBINS
Professor of English
Coordinator, American Studies and Gender and Women’s Studies
KSU Foundation Distinguished Professor, Inaugural Designee

EDUCATION:
Ph.D., Interdisciplinary Program in English and English Education; American Studies Focus; University of Michigan, Ann Arbor
M. A. English, University of N Carolina, Chapel Hill; related work in Italian and Medieval Studies
B. A. English, University of N Carolina, Chapel Hill

CURRENT TEACHING:
- AMST 3700 Principles and Methods of American Studies
- AMST 3740 American Popular Culture
- ENGL 3330 Gender Studies
- ENGL 3340 Ethnic Literatures
- ENGL 4460 Nineteenth-Century American Literature
- ENGL 7711 Multicultural Literature in English
- PRWR 6100 Readers for Writers
- PRWR 7960 Capstone, Master’s Program in Professional Writing
- ENED 8701 Applied Theory and Research in Literature

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):
Books:
Description: overview of the life and literary career of Stowe; a teaching text for undergraduates and an introduction for scholars beginning research on Stowe and/or her era. Reviewed in The Journal of American Culture and The New England Quarterly
Reviewed in American Quarterly, Teachers College Record
Writing our Communities: Local Learning and Public Culture. Eds. Dave Winter and Sarah Robbins. Urbana: NCTE, 2005; also authored two essays in the collection.
Reviewed in Composition Forum
Teachers’ Writing Groups: Inquiry, Reflection, and Communities of Practice.
Reviewed by Reference and Research Book News
Grant:
National Endowment for the Humanities, project director, “Keeping and Creating American Communities,” three-year project to develop interdisciplinary resources for collaborative study of local, national, and international American community interactions; $245,000 NEH funds, additional funds from NWP and others.

Selected Peer-reviewed Print Publications (Essays):


“Creating a Shared Space for English Education: The History of a Personal and Professional Collaboration.” English Education. 35.3 (April 2003): 223-244. [with Meribeth Cooper]

Additional Print Publications—Representative Examples:
Brief Monograph:
The Professional Leadership Development Project: Building Writing Project and School Site

Essays:


Writing for the Web:
Website design, writing, editing, and core content development:
Women’s Work in the Long Nineteenth Century Website -Designed, developed and co-edited with Professor Ann Pullen: www.kennesaw.edu/hss/wwork

Keeping and Creating American Communities Website-Designed, developed and co-edited with Traci Blanchard and Marty Lamers: http://kcac.kennesaw.edu/

Invited Lectures and Addresses (Academic Audiences)—Representative List:
“Keeping and Creating American Communities: A Humanities Project Guiding Learning in the Classroom and Beyond,” Visiting Lecture Program, Agnes Scott College, March 2008

“Location, Method, Representation: Using an American Studies Lens to Study a Missionary Teacher’s Career in Africa,” Hassan II University, Casablanca, Morocco, October 2007.


PROFESSIONAL ACTIVITY: Executive Coordinator, American Literature Section, Modern Language Association (MLA); Convention Program Committee, MLA; consultant, National Writing Project (NWP); member Women’s Committee, American Studies Association; editorial boards, Legacy: Journal of Women’s Writing and Bedford American Literature series; reviewer, PMLA, American Quarterly, Signs, NWP@work, College English, American Studies, CCC

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: teaching; administrative support; curriculum development; community outreach; links to national programs and organizations by serving as national officer (e.g., American Studies Association, Modern Language Association)
THOMAS A. SCOTT
Professor of History
Co-Director, Center for Regional History & Culture
Director, Kennesaw State Oral History Project

EDUCATION:
B.S. University of Tennessee, Knoxville, 1964
M.A. University of Tennessee, Knoxville, 1966
Ph.D. University of Tennessee, Knoxville, 1978

CURRENT TEACHING:
HIST 3304 History of Georgia
HIST 2275 Local History Research (undergraduate)
HIST 2112 U.S. History, 1890-Present (our general education class at KSU)
HIST 4425 Oral History (for the Public History certificate program)
HIST 4499 Senior Seminar (History of the American Suburb, scheduled for Spring Semester 2009)
HIST 7710 Local History Research & Resources (graduate for M.Ed. program)

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):

Books:

Book Chapter:

Encyclopedia Entries:
“History of Georgia,” in Encarta (1997)

HONORS AND AWARDS:
2008  Kennesaw State University Distinguished Professor Award
2004  Governor’s Award in the Humanities
2004  Service Award, Cobb Landmarks & Historical Society
1994  Kennesaw State College Distinguished Teaching Award
1991  Kennesaw State College Service Award
1987  Service Award, Cobb Landmarks & Historical Society

BOARDS OF DIRECTORS/BOARDS OF TRUSTEES:
1987-92  Marietta Welcome Center & Visitors Bureau, Vice-Pres.
1985-1994  Memphis Theological Seminary
1993-2006  Friends of Kennesaw Mountain National Battlefield Park
2005-2007  Kennesaw Mountain Historical Association

PROFESSIONAL ORGANIZATIONS:

EXPECTED RESPONSIBILITIES IN THIS PROGRAM: teaching; cultivation of community partnerships; outreach.
RETA UGENA WHITLOCK
Assistant Professor of Gender Studies and Education

EDUCATION:
Ph.D., Louisiana State University, Baton Rouge
M.Ed., Coppin State College, Baltimore, Maryland
B.S.Ed, Athens State University, Athens, Alabama

CURRENT TEACHING:
- GWST 3010, Queer Theory & Sexuality
- GWST 3040, Queering the American South
- EDUC 2110, Investigating Critical & Contemporary Issues in Education
- EDUC 2120, Exploring Sociocultural Perspectives on Diversity in Educational Contexts
- EDUC 7700, Reflective Inquiry
- EDUC 7702, Best Practices in Secondary Schools
- EDUC 7703, Advanced Studies of the Middle Grades Learner
- EDUC 7752, Multiple Literacies in Schools and Communities
- EDUC 7797, Portfolio
- EDAD 8100, Curriculum Theory & Practice in Middle & Secondary Schools

SCHOLARSHIP AND PUBLICATIONS (SINCE 2003):
Books:

Refereed Journal Articles:

Invited submissions:
Non-Refereed Chapters in Books:

**Book Reviews:**


**Editorial Contribution:**


**Presentations**

**Refereed Conference Presentations**

**National and International:**


EXPECTED RESPONSIBILITIES IN THIS PROGRAM: Teaching; liaison with Gender and Women’s Studies Program; public programs

DISCIPLINE-SPECIFIC LIBRARY RESOURCES

APPENDIX #7: LIBRARY HOLDINGS

SUPPORTING THE PROPOSED

MASTER OF ARTS IN AMERICAN STUDIES

AT
KSU students and faculty have access to and borrowing privileges from the collections in all of Georgia’s public college and university libraries as well as a number of private university libraries through GALILEO and GIL, Georgia’s virtual library system. GALILEO and GIL provide access to the collections of the finest doctoral research university libraries in the state. The comprehensive holdings of Georgia’s virtual library system include over 10 million volumes and thousands of full-text periodicals accessible through 220 electronic databases. Consequently, the discipline-specific library resources available to support the proposed program are so extensive that they will be summarized here with illustrated lists of the refereed scholarly journals available.

More than 653,683 library book holdings related to American Studies are available through GIL – Georgia’s Interconnected Library system (of those, 59,762 book titles are held in the Sturgis Library collection at KSU). Those books are classified as follows:

<table>
<thead>
<tr>
<th>Library Class</th>
<th>Subject Areas</th>
<th>GIL Book Resources</th>
<th>KSU Library Resources</th>
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<tr>
<td>BR513-569</td>
<td>Religion in America</td>
<td>1,054</td>
<td>248</td>
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<tr>
<td>E1-9999</td>
<td>U.S. History</td>
<td>113,495</td>
<td>13,707</td>
</tr>
<tr>
<td>F1-9999</td>
<td>Canada/U.S. Local History/Latin America/Caribbean History</td>
<td>81,915</td>
<td>6,890</td>
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<td>HC1-1085</td>
<td>Economic history &amp; conditions</td>
<td>46,750</td>
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<td>HD28-9999</td>
<td>Labor &amp; Industry</td>
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<td>9,954</td>
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<td>HF1-6182</td>
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<td>71,772</td>
<td>6,810</td>
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<td>HJ51-1595</td>
<td>Urbanization &amp; Urban Policy</td>
<td>9,513</td>
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<td>HN1-995</td>
<td>Social History</td>
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<td>1,562</td>
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<td>LA5-398</td>
<td>American Education History</td>
<td>8,310</td>
<td>777</td>
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<tr>
<td>PN1900-1997</td>
<td>Film &amp; Television</td>
<td>23,886</td>
<td>1,486</td>
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<tr>
<td>PS1-3626</td>
<td>American Literature</td>
<td>160,625</td>
<td>13,116</td>
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<tr>
<td>PQ7070-8560</td>
<td>Spanish Literature of the Americas</td>
<td>4082</td>
<td>628</td>
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<tr>
<td>PQ9470-9959</td>
<td>Portuguese Literature of the Americas</td>
<td>827</td>
<td>61</td>
</tr>
<tr>
<td>Total Books</td>
<td></td>
<td>653,683</td>
<td>59,762</td>
</tr>
</tbody>
</table>

GALILEO’s/Sturgis Library full-text databases of refereed/scholarly/or historic journals that are relevant to American Studies include:

**ABI/INFORM Complete** provides full text for over 1,461 U.S. and international journals covering all aspect of American Business and management.

**Academic Search Complete** is a comprehensive scholarly, multi-disciplinary full-text database, with more than 5,300 full-text periodicals, including 4,400 peer-reviewed journals. In addition to
full text, this database offers indexing and abstracts for more than 9,300 journals and a total of 10,900 publications including monographs, reports, conference proceedings, etc.

**American Periodical Series** Digitized images of the pages of American magazines and journals that originated between 1741 and 1900. Deriving from the acclaimed American Periodicals Series microform collection, APS Online features over 1,100 periodicals spanning nearly 200 years—from colonial times to the advent of American involvement in World War II. Titles range from America's first scientific journal, Medical Repository, to popular magazines like Vanity Fair and Ladies' Home Journal. List attached.

**Business Source Complete** is a scholarly business database that provides full-text access to many peer-reviewed business related journals, including disciplines such as marketing, management, MIS, POM, accounting, finance and economics. Indexing and abstracts for the many important scholarly business journals as far back as 1886 are included.

**Communications & Mass Media Complete** offers full text for over 160 major communication and mass media journals.

**Criminology** – includes full-text of 24 journals published by SAGE and participating societies, some journals going back 86 years, encompassing over 20,400 articles. It covers such subjects as Criminal Justice, Juvenile Delinquency, Juvenile Justice, Corrections, Penology, Policing, Forensic Psychology, and Family and Domestic Violence.

**Education** includes the full text of 36 peer-reviewed journals published by SAGE and participating societies distinguished by up to 90 years of back files, and encompasses over 45,400 articles.

**ERIC**, the Educational Resource Information Center, provides access to education literature and resources. The database provides access to information from journals included in the Current Index of Journals in Education and Resources in Education Index. The database contains more than 1,194,000 records and links to more than 100,000 full-text documents from ERIC.

**J-Stor** - complete back runs of over 1,000 peer-reviewed journals in the Humanities and Social Sciences. List attached.

**Lexis-Nexis Academic** contains approximately 5,000 publications, virtually all include full text. Many types of publications are included: newspapers (in English, other languages, and translations of international papers), legal news, general interest magazines, medical journals, trade publications, company financial information, transcripts, wire service reports, and government publications.

**Oxford Journals Online** A multi-disciplinary collection of 200+ full text journals published by Oxford University Press

**Project Muse** offers nearly 250 quality journal titles from 40 scholarly publishers. Project MUSE covers the fields of literature and criticism, history, the visual and performing arts, cultural studies, education, political science, gender studies, economics, and many others.

**Research Library** provides abstracts and indexing for over 2,600, as well as full text for over 1,700 scholarly journals and general magazines. Designed to cover the top 150 core academic subject areas.

**SocIndex with Fulltext** contains full text for 242 "core" coverage journals dating back to 1895, and 72 "priority" coverage journals. This database also includes full text for 547 books and monographs, and full text for 6,711 conference papers. **Sociological Collection** - Complete full text to 500 peer-reviewed journals. It provides information on all areas of sociology, including social behavior, human tendencies, interaction, relationships, community development, culture and social structure.

**WorldCat Dissertations and Theses** includes all dissertations, theses and published material based on theses cataloged by OCLC members, including all subjects. Links to openly available electronic copies are provided when available. There are currently over 5 million records for dissertations and theses in this database.
**WorldCat** database is the world's most comprehensive bibliography with bibliographic records representing information spanning 4,000 years of knowledge. It is the OCLC Online Union Catalog of information contributed by OCLC (Online Computer Library Center) member libraries worldwide.

**World History Collection** - contains cover-to-cover full text for more than 130 titles, including many peer-reviewed journals. Full text dates as far back as 1964.

GALILEO and Sturgis Library indexing and abstracting databases that are relevant to American Studies include:

**America: History & Life** provides indexing and abstracts to scholarly articles on the history and culture of the United States and Canada, from prehistoric times to the present. This extensive database covers over 2,000 journals published worldwide.

**Current Contents** is a multidisciplinary database that covers approximately 8,000 scholarly journals as well as 2,000 books and proceedings in the sciences, the social sciences, and the arts and humanities. The database provides article citations, many with abstracts.

The **Hispanic American Periodicals Index (HAPI)** source for over 270,000 journal article citations about Central America, South America, the Caribbean, Mexico, Brazil, and Hispanics/Latinos in the United States.

HAPI currently provides over 34,000 links to the full text of articles appearing in more than 575 key social science and humanities journals published throughout the world.

**Sociological Abstracts** is a primary resource for accessing research in sociology and related disciplines in the social and behavioral sciences. International in scope, over 2,600 journals and other serials publications, plus conference papers, books, and dissertations are covered.

**Web of Science** provides access to the Science Citation Index and Social Sciences Citation Index. These databases can be searched separately, in any combination, or all at once. These databases are unique in that the user can search to find which articles have cited a certain author or article

Additional Galileo/Georgia Digital Library/Sturgis Library **full text** resources include:

**African-American Biographical Database** brings together the biographies of thousands of African Americans, many not to be found in any other reference source.

**African American Poetry 1760-1910** provides access to the full text of the works of nearly 3,000 poems by 54 African-American poets of the eighteenth and nineteenth centuries.

**American Poetry I 1600-1900** provides access to the full text of over 40,000 poems by more than 200 poets, covering the Colonial period to the early twentieth century, and drawn from over 1,200 printed sources.

**American Poetry II 1901-1997** full-text database contains modern and contemporary American poetry from the early twentieth century to the present. It includes 12,000 poems drawn from over 130 volumes by over 100 poets.

Ancestry Library Edition

**Annals of American History Online** includes the full text of over 2000 primary documents in American history, including historical accounts, speeches, memoirs, poems, editorials, landmark court decisions, and cultural criticism. The resource also has multimedia files, including more than 500 pictures and hundreds of video and audio clips of famous speeches.

**Archives USA** is a unique database for scholars and researchers who use primary source materials. It provides location information for primary source materials.
**Arts of the United States** a joint project between the Lamar Dodd Art School, University of Georgia and the University of Georgia and Yale University Libraries, contains over 4000 images of works important to the study of the history of art in the United States. The pieces, dating from the 17th century through the 20th, include architecture, decorative arts, painting, sculpture, graphic arts, photography, and stage and costume design as well as Native American art and artifacts.

**ARTstor** is a digital library of approximately 700,000 images in the areas of art, architecture, the humanities, and social sciences with a set of tools to view, present, and manage images for research and pedagogical purposes.

**Auburn Avenue Research Library Finding Aids** database consists of guides to archival and manuscript collections held by the Auburn Avenue Research Library on African-American Culture and History, a special library of the Atlanta-Fulton Public Library System. The library's primary source materials document the experiences of African-Americans in Atlanta, the Southeastern region, and throughout the nation.

**Blues, Black Vaudeville and the Silver Screen, 1912-1930s** consists of selected correspondence, financial records, contracts, and advertising materials from the theater's records found in the Charles Henry Douglass, Jr. business records at the Middle Georgia Archives, which document the amusements available to Macon's African American population, and the business dealings of this African American entrepreneur from 1912 to the 1930s.

**Classical Music Library** is a fully searchable classical music resource—a comprehensive database of distinguished classical recordings. It includes tens of thousands of licensed recordings that users can listen to on the Internet. The audio selections are cross-referenced to a database of supplementary reference information.

**Congressional Quarterly Electronic Library** is the definitive reference resource for research in American government, politics, history, public policy, and current affairs

**For our Mutual Benefit** consists of two minute books, covering the years 1899-1920, from the Athens Woman's Club collection housed in the Heritage Room of the Athens-Clarke County Library. The minutes provide a detailed record of the educational, social, philanthropic and reform activities of the Athens Woman's Club during the height of the Progressive Era and document the relationships between the Athens Woman's Club and various other organizations of local, state and national significance such as the Georgia Federation of Women's Clubs and the General Federation of Women's Clubs

**Georgia Aerial Photographs** provides online access to approximately 50,000 black and white aerial photographs and indexes of forty-seven counties from the state of Georgia. The photographs and indexes, produced from 1938 to the 1980s

**Georgia Historic Books** database contains full-text, fully searchable books related to Georgia's history and culture. Most are from the 19th to early 20th century and focus on Georgia history, biography, and literature.

Jimmy Carter Presidential Daily Diary Online

**Groves Art Online** provides online access to the entire text of the 34-volume Dictionary of Art plus newly-commissioned articles. The database includes over 45,000 articles on every aspect of the visual arts from prehistory through the present. Through an alliance with The Bridgeman Art Library, the database offers access to over 130,000 searchable images.

**Groves Music Online** comprises the full text of The New Grove Dictionary of Music and Musicians, second edition, The New Grove Dictionary of Opera, and The New Grove Dictionary of Jazz, second edition, Articles that have been updated since their appearance in print are dated-stamped in the upper right corner of the screen.

**Margius Who's Who** online database, features comprehensive profiles on over 1.4 million of the most accomplished individuals from all fields of endeavor including: government, business, science and technology, the arts, entertainment, and sports. Recognized globally since 1899 as the premier biographical data provider, Marquis Who's Who now gives you the ability to conduct
powerful searches of its entire database of achievers from around the globe. Search by name, gender, occupation, geography, hobbies and interests, religion and much more.

**MLA International Bibliography** offers a detailed bibliography of journal articles, books and dissertations. Produced by the Modern Language Association (MLA), the electronic version of the bibliography dates back to the 1920s and contains over 1.8 million citations from more than 4,400 journals & series, and 1,000 book publishers. The indexed materials coverage is international and includes almost 60 titles from J-STOR's language and literature collection as well as links to full text. This database includes journal abbreviations and acronyms for almost 3,500 titles, with full journal names standardized and ISSNs attached.

**Music Index** - is a comprehensive subject-author guide to music periodical literature, including all aspects of classical and popular music. The Music Index has been available in print since 1949. The Music Index online coverage spans from 1976 to the present and contains surveyed data from 775 international music periodicals from over 40 countries, with English translations from 22 languages. Some backfile data from the period 1962-1975 is also included. Covering all styles and genres of music, The Music Index cites book reviews, obituaries, news periodicals, and news and articles about music, musicians, and the music industry.

**Oxford African American Studies Center Online** Provides more than 7,500 articles by top scholars in the field, with new and updated content added on a regular basis. Users can choose to view biographies, subject entries, primary sources, images, maps, or charts and tables when searching or browsing.

**Oxford Reference Center Online** offers over 175 fully-indexed, cross-searchable dictionary, language reference, and subject reference works published by Oxford University Press, including detailed information across a broad subject range from titles in the world-renowned Oxford Companions Series.

**Sanborn Fire Insurance Maps of Georgia for Towns and Cities, 1884-1922** consists of fire insurance maps created by the Sanborn Map Company that depict the commercial, industrial, and residential areas of Georgia cities. The highly-detailed, color-coded maps document the changing face of Georgia cities by depicting not only the community but also each building, block, and neighborhood. The maps detail building construction, sizes, and usage as well as city services such as water and fire services.

**Southeastern Native American Documents 1730-1842** This database contains approximately 2,000 documents and images relating to the Native American population of the Southeastern United States from the collections of the University of Georgia Libraries, the University of Tennessee at Knoxville Library, the Frank H. McClung Museum, the Tennessee State Library and Archives, the Tennessee State Museum and the Museum of the Cherokee Indian. The documents are comprised of letters, legal proceedings, military orders, financial papers, and archaeological images relating to Native Americans in the Southeast.

**Thar’s Gold in Them Thar Hills** consists of selected legal, financial, and promotional documents as well as photographs and picture postcards that represent episodes of renewed interest in gold mining in Lumpkin County during Reconstruction, at the turn of the century, and during the Depression.

**Vanishing Georgia** contains nearly 18,000 photographs from the Georgia Archives documenting over 100 years of the state’s history. Topics covered include, but are not limited to, family and business life, street scenes and architecture, agriculture, school and civic activities, important individuals and events in Georgia history, and landscapes.

**NEWSPAPER RESOURCES**

**Georgia Historic Newspapers** an outgrowth of the Georgia Newspaper Project managed by the University of Georgia Libraries. Since the early 1950s the UGA Libraries have made a systematic effort to identify and obtain copies of every newspaper ever published in Georgia and to preserve
these valuable historical resources on microfilm. To date over 15 million pages of newsprint have been microfilmed, including at least one newspaper from every county in Georgia that published a newspaper.

**New York Times Historical Newspaper 1851-2004** offers full page and article images with searchable full text back to the first issue. The collection includes digital reproductions providing access to every page from every available issue.

**Atlanta Constitution Historical Newspaper 1868-1942** offers full page and article images with searchable full text back to the first issue. The collection includes digital reproductions providing access to every page from every available issue.

**American Periodical Series**

- Abolition Intelligencer and Missionary Magazine
  - 1822 1823
- Abolitionist: or Record of the New England Anti-Slavery Society, The
  - 1833 1833
- Academician, Containing the Elements of Scholastic Science, and the Outlines of Philosophic Education, Predicated on the Analysis of the Human Mind, and Exhibiting the Improved Methods of Instruction, The
  - 1818 1820
- Adviser; or, Vermont Evangelical Magazine, The
  - 1809 1815
- Advocate for the Testimony of God, As It Is Written in the Books of Nature and Revelation, The
  - 1837 1839
- Advocate of Peace
  - 1837 1845
- Advocate of Peace
  - 1847 1906
- Advocate of Peace and Christian Patriot
  - 1828 1829
- Advocate of Peace and Universal Brotherhood
  - 1846 1846
- Advocate of Science, and Annals of Natural History, The
  - 1834 1835
- Advocate of Science, The
  - 1833 1834
- Aeronaut; A Periodical Paper, The
  - 1816 1822
- Aesclupian Register, The
  - 1824 1824
- African Intelligencer, The
  - 1820 1820
- African Repository and Colonial Journal
  - 1825 1849
- African Repository, The
  - 1850 1892
- Agricultural Museum: Designed to be a Repository of Valuable Information to the Farmer and Manufacturer, and to the Mean of a Free Communication of Sentiment, and General Interchange of Ideas, on the Important Subjects of Their Occupations, The
  - 1810 1812
- Albany Bouquet and Literary Spectator
  - 1835 1835
   1870  1908
Albion, A Journal of News, Politics and Literature, The
   1822  1876
Album and Ladies' Weekly Gazette, The
   1826  1827
Aldine Press: A Typographic Art Journal, The
   1870  1870
Aldine, A Tyographic Art Journal, The
   1871  1873
Aldine, the Art Journal of America, The
   1874  1879
Alethian Critic, or Error Exposed
   1804  1806
Almoner, A Periodical Religious Publication, The
   1814  1815
Amaranth, or Token of Remembrance
   1847  1855
   1847  1847
Amaranth; or Masonic Garland, The
   1828  1829
American Academy of Arts and Sciences, Boston. Memoirs of the American Academy of Arts and Sciences
   1785  1902
American Academy of Arts and Sciences, Boston. Proceedings
   1846  1906
American Agriculturist
   1842  1850
American Almanac and Repository of Useful Knowledge, The
   1830  1861
American Annals of Education
   1830  1839
American Anti - Slavery Reporter
   1834  1834
American Antiquarian and Oriental Journal, The
   1880  1914
American Antiquarian: A Quarterly Journal Devoted to Early American History, Ethnology and Archaeology, The
   1878  1880
American Apollo, The
   1792  1792
American Architect and Building News, The
   1876  1908
American Architect and the Architectural Review, The
   1921  1924
American Architect, The
   1909  1921
American Athenaeum: A Repository of Belles Lettres, Science, and the Arts, The
   1825  1825
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<tr>
<th>Magazine/Review</th>
<th>Start Year</th>
<th>End Year</th>
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<tr>
<td>American Baptist Magazine and Missionary Intelligencer, The</td>
<td>1817</td>
<td>1824</td>
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<td>American Baptist Magazine, The</td>
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<td>American Biblical Repository, Devoted to Biblical and General Literature, Theological Discussion, the History of Theological Opinions, etc., The</td>
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<td>American Biblical Repository, The</td>
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<td>American Catholic Historical Researches, The</td>
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<td>American Catholic Quarterly Review..., The</td>
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<td>American Church Review</td>
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<tr>
<td>American Critic and General Review, The</td>
<td>1820</td>
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<tr>
<td>American Eagle Magazine: A Journal, Dedicated to Science, Art, and Literature</td>
<td>1847</td>
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<td>American Eclectic: or, Selections from the Periodical Literature of all Foreign Countries, The</td>
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American Historical Magazine, The
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American Historical Register and Monthly Gazette of the Historic, Military and Patriotic - Hereditary Societies of the United States of America, The
1894 1897
American Illustrated Magazine
1905 1906
American Journal of Education
1826 1830
American Journal of Education, The
1855 1882
American Journal of Homeopathy, The
1838 1839
American Journal of Homoeopathy, The
1835 1835
American Journal of Homoeopathy, The
1846 1854
American Journal of Music and Musical Visitor
1844 1846
American Journal of Pharmacy
1835 1907
American Journal of Philology, The
1880 1910
American Journal of Politics
1892 1894
American Journal of Science
1818 1819
American Journal of Science
1880 1910
American Journal of Science and Arts
1820 1879
American Journal of the Medical Sciences, The
1827 1924
American Journal, and Annals of Education and Instruction
1830 1830
American Jurist and Law Magazine
1829 1843
American Laborer, Devoted to the Cause of Protection to Home Industry, Embracing the Arguments, Reports and Speeches of the Ablest Civilians of the United States in Favor of the Policy of Protection to American Labor, with the Statistics of Production in
1842 1843
American Ladies' Magazine; Containing Original Tales, Essays, Literary & Historical Sketches, Poetry, Criticism, Music, and a Great Variety of Matter Connected with Many Subjects of Importance and Interest
1834 1836
American Law Journal
1848 1852
American Law Journal and Miscellaneous Repertory
1808 1811
American Law Magazine
1843 1846
American Law Review, The  
1866  1906
American Lawyer, The  
1893  1908
American Literary Gazette and Publishers' Circular  
1863  1872
American Literary Magazine, The  
1847  1849
American Magazine and Historical Chronicle, The  
1743  1746
American Magazine and Monthly Chronicle for the British Colonies, The  
1757  1758
American Magazine and Repository of Useful Literature. Devoted to Science, Literature, and 
Arts, and Embellished With Numerous Engravings, The  
1841  1842
American Magazine of Civics  
1895  1897
American Magazine of Useful and Entertaining Knowledge, The  
1834  1837
American Magazine of Wonders and Marvellous Chronicle, The  
1809  1809
American Magazine, Containing a Miscellaneous Collection of Original and Other Valuable 
Essays in Prose and Verse, and Calculated Both for Instruction and Amusement, The  
1787  1788
American Magazine, The  
1906  1906
American Magazine; a Monthly Miscellany Devoted to Literature, Science, History, Biography, 
and the Arts, The  
1815  1816
American Magazine; or, A Monthly View of the Political State of the British Colonies, The  
1741  1741
American Magazine; or, General Repository, The  
1769  1769
American Masonic Register and Literary Companion  
1839  1847
American Masonic Register, and Ladies and Gentlemen's Magazine, The  
1820  1823
American Mechanics' Magazine: Containing Useful Original Matter, On Subjects Connected 
With Manufactures, the Arts and Sciences  
1825  1826
American Medical and Philosophical Register; or, Annals of Medicine, Natural History, 
Agriculture, and the Arts, The  
1810  1814
American Medical Intelligencer. A Concentrated Record of Medical Science and Literature, The  
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American Medical Recorder, The  
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American Medical Review, and Journal of Original and Selected Papers in Medicine and 
Surgery, The  
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<td>American Museum, and Repository of Arts, and Sciences, as Connected with Domestic Manufactures and National Industry. Also, a List of All the Patents Granted by the United States Up to the End of the Year 1821. With a List of All the Books That Have Been Published Up to 1822</td>
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American People's Journal of Science, Literature, and Art
1850  1850
American Phrenological Journal
1838  1869
American Pioneer; a Monthly Periodical, Devoted to the Objects of the Logan Historical Society; or, to Collecting and Publishing Sketches Relative to the Early Settlement and Successive Improvement of the Country, The
1842  1843
American Presbyterian and Theological Review, The
1863  1868
American Presbyterian Review, The
1869  1871
American Publishers' Circular and Literary Gazette
1855  1862
American Quarterly Church Review
1870  1871
American Quarterly Church Review, and Ecclesiastical Register
1858  1870
American Quarterly Observer, The
1833  1834
American Quarterly Register and Magazine, The
1848  1849
American Quarterly Register, The
1831  1843
American Quarterly Review, The
1827  1837
American Railway Times
1849  1859
American Register; or, General Repository of History, Politics and Science, The
1806  1810
American Register; or, Summary Review of History, Politics and Literature, The
1817  1817
American Repertory of Arts, Sciences, and Manufactures, The
1840  1842
American Repertory of Arts, Sciences, and Useful Literature, The
1830  1832
American Review of History and Politics, and General Repository of Literature and State Papers, The
1811  1812
American Review, and Literary Journal, The
1801  1802
American Review: a Whig Journal Devoted to Politics and Literature, The
1848  1850
1845  1847
American Socialist. Devoted to the Enlargement and Perfection of Home, The
1876  1879
American Society for Promoting the Civilization and General Improvement of the Indian Tribes in the United States. The First Annual Report of the American Society for Promoting the Civilization and General Improvement of the Indian Tribes in the United S
1824  1824
American Sunday - School Teachers' Magazine and Journal of Education
1823 1824
American Sunday School Magazine, The
1824 1830
American Theological Review, The
1859 1862
American Turf Register and Sporting Magazine
1829 1844
American Universal Magazine, The
1797 1798
American Whig Review, The
1850 1852
Analectic Magazine, The
1813 1820
Analyst; or Mathematical Museum, The
1808 1814
Andover Review; a Religious and Theological Monthly, The
1884 1893
Anglo - American Magazine
1843 1843
Anglo American, a Journal of Literature, News, Politics, the Drama, Fine Arts, Etc., The
1843 1847
Annales Philosophiques, Politiques et Litteraires
1807 1807
Annals of Beneficence
1823 1823
Annals of Nature; or, Annual Synopsis of New Genera and Species of Animals in North America
1820 1820
Annual Law Register of the United States
1821 1822
Anti - Masonic Review, and Magazine; Pub. Monthly in the City of New York. Intended to Take Note of the Origin and History, of the Pretensions and Character, and of the Standard Works and Productions, of Free Masonry, The
1828 1830
Anti - Slavery Examiner, The
1836 1845
Anti - Slavery Record, The
1835 1837
Anti - Slavery Reporter. A Periodical
1833 1833
Apostolic Advocate
1834 1837
Appletons' Journal of Literature, Science and Art
1869 1876
Appletons' Journal: a Magazine of General Literature
1879 1881
Appletons' Journal: a Monthly Miscellany of Popular Literature
1876 1878
Archives of Useful Knowledge, a Work Devoted to Commerce, Manufactures, Rural and Domestic Economy, Agriculture, and the Useful Arts
1810 1813
Arcturus, A Journal of Books and Opinion
   1840   1842
Arena, The
   1889   1909
Ariel. A Semimonthly Literary and Miscellaneous Gazette, The
   1827   1832
Aristidean: A Magazine of Reviews, Politics, and Light Literature
   1845   1845
Arminian Magazine: Consisting of Extracts and Original Treatises on General Redemption, The
   1789   1790
Army and Navy Chronicle
   1835   1842
Army and Navy Chronicle, and Scientific Repository. Being a Continuation of Homans' "Army and Navy Chronicle"
   1843   1844
Art Amateur; A Monthly Journal Devoted to Art in the Household, The
   1879   1903
Arthur's Home Magazine
   1861   1870
Arthur's Home Magazine
   1880   1897
Arthur's Illustrated Home Magazine
   1873   1879
Arthur's Ladies' Magazine of Elegant Literature and the Fine Arts
   1844   1845
Arthur's Lady's Home Magazine
   1871   1872
Arthur's Magazine
   1846   1846
Artist and Lady's World
   1843   1843
Artist; A Monthly Lady's Book, The
   1842   1843
Athenaeum, The
   1814   1814
Atheneum; or, Spirit of the English Magazines, The
   1817   1833
Atkinson's Casket
   1831   1839
Atkinson's Saturday Evening Post
   1831   1839
Atlantic Journal, and Friend of Knowledge. In Eight Numbers. Containing About 160 Original Articles and Tracts on Natural and Historical Sciences, the Description of About 150 New Plants, and 100 New Animals or Fossils. Many Vocabularies of Languages, H
   1832   1833
Atlantic Magazine, The
   1824   1825
Atlantic Souvenir; A Christmas and New Year's Offering, The
   1826   1832
Aurora
   1834   1835
Balance
1808  1808
Balance and Columbian Repository
1802  1807
Balance and State Journal, The
1809  1811
Ballou's Dollar Monthly Magazine
1855  1862
Ballou's Monthly Magazine
1855  1893
Ballou's Pictorial Drawing - Room Companion
1855  1859
Baltimore Literary and Religious Magazine, The
1835  1841
Baltimore Literary Monument, The
1838  1839
Baltimore Magazine, The
1807  1807
Baltimore Medical and Philosophical Lyceum, The
1811  1811
Baltimore Medical and Physical Recorder, The
1808  1809
Baltimore Medical and Surgical Journal and Review. Supported by an Association of Physicians and Surgeons
1833  1834
Baltimore Monthly Journal of Medicine and Surgery, The
1830  1831
Baltimore Monthly Visiter, The
1842  1842
1836  1838
Baltimore Philosophical Journal and Review, The
1823  1823
Baltimore Phoenix and Budget
1841  1842
Baltimore Repertory of Papers on Literary and Other Topics, Including a Selection of English Dramas, The
1811  1811
Baltimore Weekly Magazine Complete in One Volume. Containing a Variety of Entertaining, Instructive, and Useful Productions, Original and Selected, Making in the Whole a Collection of Upwards of Two Hundred Different Tales Suited to the Palates of the Mo
1800  1801
Bankers' Magazine
1846  1943
Bankers' Magazine and State Financial Register, The
1846  1849
Bankers' Magazine and Statistical Register, The
1849  1894
Bankers' Magazine, The
1894  1895
Banner of the Constitution. Devoted to General Politics, Political Economy, State Papers, Foreign and Domestic News, &c., The
1829  1832
Baptist Missionary Magazine
1836  1849
Baptist Missionary Magazine
1873  1909
Baptist Quarterly Review, The
1882  1892
Baptist Quarterly, The
1867  1877
Baptist Review, The
1879  1881
Barber's Shop, The
1807  1808
Beadle's Monthly, a Magazine of Today
1866  1867
 Beauties of the Evangelical Magazine, The
1802  1803
Belford's Magazine
1888  1891
Belford's Monthly
1892  1893
Belford's Monthly and Democratic Review
1891  1892
Belles - Lettres Repository, and Monthly Magazine
1819  1820
Berean. A Religious Publication, The
1824  1828
Berean; or Scripture - Searcher
1802  1810
Bibelot, a Reprint of Poetry and Prose for Book Lovers, Chosen in Part From Scarce Editions and Sources Not Generally Known, The
1895  1925
Biblical Repertory and Princeton Review, The
1837  1871
Biblical Repertory and Theological Review. Conducted by an Association of Gentlemen in Princeton
1830  1836
1825  1829
Biblical Repertory. A Collection of Tracts in Biblical Literature
1825  1828
Biblical Repository and Classical Review, The
1845  1850
Biblical Repository and Quarterly Observer, The
1835  1836
Biblical Repository, The
1831  1834
Biblical World, The
1893 1920

Bibliotheca Sacra
1843 1843

Bookman; a Review of Books and Life, The
1895 1933

Boston Cultivator
1839 1850

Boston Journal of Philosophy and the Arts, Intended to Exhibit a View of the Progress of
Discovery in Natural Philosophy, Mechanics, Chemistry, Geology and Mineralogy, Natural
History, Comparative Anatomy and Physiology, Geography, Statistics, and the Fi
1823 1826

Boston Literary Magazine, The
1832 1833

Boston Lyceum, The
1827 1827

Boston Magazine, Containing, a Collection of Instructive and Entertaining Essays, in the Various
Branches of Useful, and Polite Literature. Together With, Foreign and Domestick Occurrences,
Anecdotes, Observations on the Weather, & c., & c., The
1783 1786

Boston Magazine, The
1805 1806

Boston Masonic Mirror
1830 1834

Boston Mechanic, and Journal of the Useful Arts and Sciences
1835 1836

Boston Medical and Surgical Journal, The
1828 1851

Boston Medical Intelligencer
1823 1828

Boston Miscellany of Literature and Fashion, The
1842 1843

Boston Monthly Magazine
1825 1826

Boston Musical Gazette; a Semimonthly Journal, Devoted to the Science of Music
1838 1839

Boston Musical Review, The
1845 1845

Boston Musical Visitor
1842 1844

Boston Pearl, a Gazette of Polite Literature. Devoted to Original Tales, Legends, Essays,
Translations, Travelling, Literary and Historical Sketches, Biography, Poetry, Criticisms, Music,
Etc., The
1835 1836

Boston Pearl, and Literary Gazette, The
1834 1835

Boston Quarterly Review, The
1838 1842

Boston Recorder
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Boston Recorder
1830 1849
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DeBow's Review. Agricultural, Commercial, Industrial Progress & Resources

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1808  1930
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Herald of Life and Immortality, The  
1819  1820
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1822  1825
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1847  1848
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1825 1826
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1838 1839
Hierophant; or, Monthly Journal of Sacred Symbols and Prophecy, The
1842 1843
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1835 1841
Historical Magazine, and Notes and Queries Concerning the Antiquities, History, and Biography of America, The
1857 1875
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1812 1814
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1810 1810
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1846 1846
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1755 1755
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Imprime au Benefice d'un Etablissement Public, par un Hermite des Rives du Pasaic
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Journal of Speculative Philosophy, The
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1873 1900
Journal of the Franklin Institute, of the State of Pennsylvania, for the Promotion of the Mechanic
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Journal of the Law - School, and of the Moot - Court Attached to it, at Needham, in Virginia,
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New - York Legal Observer, Containing Reports of Cases Decided in the Courts of Equity and
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with a Table of Cases, a General Index, and a Digest of the Reports, The
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<td>Old and New Testament Student, The</td>
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<td>Riverside Magazine for Young People. An Illustrated Monthly, The</td>
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<td>Roanoke Religious Correspondent; or, Monthly Evangelical Visitant, The</td>
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<td>Royal American Magazine, or Universal Repository of Instruction and Amusement, The</td>
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Transactions of the American Philosophical Society 1769-2002
Transactions of the Annual Meetings of the Kansas Academy of Science 1881-1899
Transactions of the Anthropological Society of London 1863
Transactions of the Anthropological Society of Washington 1879-1883
Transactions of the Ethnological Society of London 1861-1869
Transactions of the Grotius Society 1918-1959
Transactions of the Institute of British Geographers 1965-2002
Transactions of the Kansas Academy of Science (1872-1880) 1872-1879
Transactions of the Kansas Academy of Science (1903-) 1903-2004
Transactions of the Modern Language Association of America 1884
Transactions of the Royal Historical Society 1872-2002
Transition 1961-1999
Trollopian 1945-1949
The Tulane Drama Review 1957-1967
Tulsa Studies in Womens Literature 1982-2002
Twentieth Century Literature 1955-2004
The Two-Year College Mathematics Journal 1970-1983
Universal Human Rights 1979-1980
The University Journal of Business 1922-1927
The University of Chicago Law Review 1933-2003
University of Pennsylvania Law Review 1945-2004
University of Pennsylvania Law Review and American Law Register 1908-1944
The University of Toronto Law Journal 1935-2004
Die Unterrichtspraxis / Teaching German 1968-2004
Ursus 1998-2004
Vetus Testamentum 1951-2002
Victorian Studies 1957-2002
Vigiliae Christianae 1947-2002
Vingtième Siècle, Revue d'histoire 1984-2004
The Virginia Law Register 1895-1928
Virginia Law Review 1913-2006
Weed Science 1968-2004
Weed Technology 1987-2004
Weeds 1951-1967
Die Welt des Islams 1913-2002
Western Folklore 1947-2002
The Western Historical Quarterly 1970-2002
The Western Political Quarterly 1948-1992
Wicazo Sa Review 1985-2004
Wildlife Monographs 1958-2005
Willdenowia 1954-2004
The William and Mary Quarterly 1892-2002
Winterthur Portfolio 1964-2002
Wisconsin Studies in Contemporary Literature 1960-1967
Womans Art Journal 1980-2005
World Archaeology 1969-2004
World Politics 1948-1995
Yale French Studies 1948-2005
The Yale Law Journal 1891-2004
Yearbook for Traditional Music 1981-2003
Yearbook of Anthropology 1955
The Yearbook of English Studies 1971-2004
Yearbook of the International Folk Music Council 1969-1980
Zeitschrift für Kunstgeschichte 1932-2002
Zoological Bulletin 1897-1899
APPENDIX #8
Graduating Student Exit Survey: MA in AMST

This survey is being taken to assess our Master’s degree program in American Studies. We would appreciate your responses to the following questions. Please be assured that your answers are confidential and cannot be used to identify you personally.

Please complete the following survey:

1. Age: 22-25____ 26-30____ 31-35____ 36-40____ 40+____

2. Gender: Female____ Male____

3. Dates attended Kennesaw State University _______ to _______

4. What has your cumulative GPA been in the MA in AMST at KSU? ______

5. Are you employed outside the home? Yes____ No____

6. What is the nature of the employment?

________________________________________________________________________

________________________________________________________________________

7. Do you intend to keep this position now that you have your degree?
   Yes____ No____

8. If not, what do you intend to pursue?

________________________________________________________________________

________________________________________________________________________

9. Did you publish any AMST-related writing while you were in the AMST program?
   Yes____ No____

10. Did you attend an AMST-related conference while you were in the AMST program?
    Yes____ No____

11. Did you secure an AMST-related position or get promoted while you were in the AMST program? Yes____ No____

12. Do you intend to return to graduate school within the next five years?
    Yes____ No____

13. In what field?

________________________________________________________________________

Please rate your education for the following items on a scale of 1 to 5, with 1 representing the lowest or poorest or least agreed to, and 5 representing the most agreement, the greatest, or the best, for the following questions.

14. How would you rate the AMST program? 
   1    2    3    4    5
15. How valuable was the required core course AMST 7000?
   1 2 3 4 5
16. How valuable was the required course AMST 7100?
   1 2 3 4 5
17. Did you complete an internship? Yes_______ No_________
   How valuable was the internship?
   1 2 3 4 5
18. Did you complete an Applied Learning Project? Yes_______ No_________
   How valuable was the APL experience?
   1 2 3 4 5
19. Did you enroll in a Teaching Seminar? Yes___ No_____
   How valuable was the Teaching Seminar?
   1 2 3 4 5
20. Which capstone course did you complete?
    Thesis  Practicum
   How valuable was this experience?
   1 2 3 4 5
21. How adequate were the electronic and library resources in the program?
   1 2 3 4 5
22. What electronic and library resources would you like to have had access to that
   were not available?
23. How effectively did your instructors use the available electronic resources?
   1 2 3 4 5
24. How satisfied are you with the curricular advisement that you received in the
   program?
   1 2 3 4 5
25. If you ever sought career advisement from the KSU Career Services Center, how
   satisfactory was that? OR Circle N/A here.
   1 2 3 4 5
26. Did you subscribe to the AMST listserv? Yes_______ No_________
   If you answered yes, how valuable was the listserv?
   1 2 3 4 5
27. When all is said and done, how glad are you that you completed the AMST
   degree?
   1 2 3 4 5
28. Please indicate any other courses that you think the AMST program ought to have
   offered:
   ________________________________________________________________
Please list the two strongest aspects of the AMST program and explain your rationale:

• _________________________________________________________________
  _________________________________________________________________
  _________________________________________________________________
  _________________________________________________________________

• _________________________________________________________________
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Please list the two aspects of the AMST program that could be improved and explain your rationale:

• _________________________________________________________________
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• _________________________________________________________________
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  _________________________________________________________________

In the space remaining, please tell us anything you think we should know about American Studies and the AMST program. Feel free to offer suggestions, to elaborate on any of the items or questions noted above, or to comment on any aspect of your experience not covered by this survey.

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