



**Academic Review Committee
Request Form: Program Revision**

ARC Use Only:
 ARC #: _____
 Program ID: _____
 Status: _____
 (A=Approved, I=Info item only, R=Returned)
 Date rec'd by ARC: _____

Please submit the ORIGINAL of this request form and supporting documents (along with an electronic version) to your unit ARC representative who will deliver them to the Academic Review Committee.

SECTION A: Program Information

Program Title²²: American Studies minor
 School(s): SS465 Convening Group(s): American Studies
 Proposal Date: 10/14/15 Effective Date: Fall 2015²³ Fall 2016

Please attach a description of the proposed changes, and all supporting documentation.

SECTION B: Approvals

Reviewed and Approved by:

Title	Print name	Sign	Date
Convener	John Granbeck-Tedesco	<i>[Signature]</i>	10/14/15
Graduate Council Chair			
School Curriculum Committee chair			
Dean	Stephen Rice	<i>[Signature]</i>	10/14/2015

(pending review and endorsement by Unit Council)

ARC Disposition:

- Information item only - no ARC approval necessary
- Faculty Assembly approval not needed; ARC approves
- Faculty Assembly approval not needed; ARC does not approve
- ARC recommends approval by the Faculty Assembly
- ARC does NOT recommend approval by the Faculty Assembly

ARC Chair: _____ Date: _____
print & sign

The ARC recommends the following:

Office of the Provost Use Only:

Approved Not Approved Provost Signature _____ Date: _____

²² If the request is to change the program title, enter the *current* title here

²³ Proposal must be received by ARC by October 15th 2014

American Studies Minor Proposal
Feasibility Phase
Submitted by John Gronbeck-Tedesco
October 8, 2015

Program Summary

The American Studies convening group is seeking to create a minor in American Studies. The requirements would represent a subset of the major. To complete the minor, students would be required to take five courses (20 credits), at least three of which would need to be distinct from their major. The proposed minor would be as follows:

- 1) AMER 225 – Introduction to American Studies
- 2) Four additional courses, each of which satisfies one of our eight major categories (American Literature; American Politics & Society; Gender & Sexuality; African-American Studies; Race & Ethnicity; American Regionalism; America in the World; or American Artistic Expression).
- 3) One of the four additional courses must be at the 300 level.

Over the past five years, many students have expressed a desire to minor in American Studies, and so our primary objective is to make a minor available to these students. Our learning outcomes for the minor would remain identical to that of the major. Students in our courses and in the American Studies club have taken an active interest in the interdisciplinary methods and topics offered in our major, and too often juniors and seniors come to the convener wanting a minor but are unable to pursue it. Often, they are late in identifying American Studies as a second major because it would delay their graduation. With a minor, these students would be able to take additional courses that interest them while adding a line item to their resumes, making them more competitive on the job market.

Impact on Other Programs

We are confident that this minor would benefit other programs across the campus. Students expressing interest in an American Studies minor often come from History and Literature majors, as well as those majoring or concentrating in art, film, or music production in the School of Contemporary Arts. With Africana Studies having moved to SSHGS, we hope that our minor would yield a fitting complement to this major, as well as majors across SSHS, like Sociology and Environmental Studies.

Program's Need

The American Studies minor would expose more students to skills and topics that serve multiple professions, from legal and political organizations, to fields of marketing, museum curatorship and preservation, and journalism. Our minor would further the college's mission of interdisciplinary and intercultural understanding, as students study the American experience in its geographic and cultural diversity: gender, race, class, sexuality, local and international

frameworks, as well as thinking about topics in film and art, or literature and politics in complementary fashion. The history of American Studies reveals that its practitioners have always been attendant to diversity, student engagement, and community betterment. Offerings at peer institutions suggest that Ramapo would benefit from an American Studies minor, as William Paterson, Drew University, Rutgers, and TCNJ offer a minor in American Studies or comparable program (there is a U.S. Studies minor at TCNJ).

Program's Anticipated Enrollment (launch and optimal level)

With the addition of Carolee Klimchuck to our convening group, we are able to offer more courses taught by faculty trained in the field of American Studies. Therefore we are confident that this program would attract minors from the courses currently taught by members of our group as well as by other faculty across campus whose students want to expand their critical and cultural engagement with American history and society. While numbers may be small initially, we hope to one day yield a thriving minor, from which we may be able to transition some students to our major, depending on their scholarly and professional interests, and their anticipated graduation date.

Additional Resources for the First Five Years

Because of the wide array of courses that can satisfy this minor, additional necessary resources are few. The regular ebb and flow of course offerings would allow nearly any student to satisfy this proposed minor, particularly because up to two courses may double count with a student's major. We would, however, need to publicize the new minor, and we would work with the Center for Student Success and Enrollment Management towards this end.

Signature

Date

- Program proposal
 - Program summary, objectives, and cooperative arrangements (if any)
 - Program's impact on the College's other programs, including the undergraduate curriculum if the proposed program is a graduate program
 - Program's need
 - If the program is in the liberal arts/sciences, indicate student demand and opportunities for further education if appropriate; if the program is career-oriented/professional, indicate student demand and labor market need, provide employer surveys, and describe opportunities for employment and advanced/additional study.
 - Alignment with the Strategic Plan
 - Comparison with similar programs in the State and neighboring states
 - Program's anticipated enrollment from launch to optimal level
 - Additional resources needed for the first five years
- Program budget (graduate program only)

Feasibility approval: Provost's signature: B. E. Bouch Date: 12 Oct 2013

Upon approval by the Provost of the Feasibility Phase, include this signed form with the package for the Curricular Phase. Ensure all materials included in the Feasibility Phase are also included.

2. Curricular Phase

- Program proposal form with all signatures
- Program proposal –documents required in addition to those provided in the Feasibility Phase
 - Program assessment
 - learning goals/outcomes
 - direct and indirect measures
 - assessment process
 - alignment of program outcomes to all-college goals/outcomes (undergraduate programs only)
 - alignment of program outcomes to program courses
 - Program's relationship to:
 - College's mission (check those that apply)

<input type="checkbox"/> Interdisciplinary learning	<input type="checkbox"/> Diversity/Inclusiveness
<input type="checkbox"/> Experiential learning	<input type="checkbox"/> Sustainability
<input type="checkbox"/> International understanding	<input type="checkbox"/> Student engagement
<input type="checkbox"/> Intercultural understanding	<input type="checkbox"/> Community involvement
 - College's Strategic Plan
 - School's mission and/or goals
 - Degree requirements
 - Course titles, descriptions, and credits
 - Course sequencing
 - Distinction between required and elective courses
 - Number of credits for the entire program, including general education (undergraduate program only)
- Consultant's CV (for state review only) (majors and graduate programs only)

Curricular phase: Materials (checklist, ARC form, all proposal documents) received by ARC: _____ (date)

C. Form for New Program Proposals

Ramapo College of New Jersey
Salameno School of Humanities and Global Studies

INTRODUCTION TO AMERICAN STUDIES
AMER 225-01

Fall 2015
T/F: 10:15am-12:05pm
Room: B-216

Professor Gronbeck-Tedesco
Email: jgronbec@ramapo.edu
Office: B-132, ext. 7241
Hours: T/F, Noon-12:45pm; 2:50-3:30pm
Wed., 12:30-1pm, By Appt.
Mailbox in SSHGS office (B-213)

Course Description

This introductory American studies course examines what it means to be an American from a variety of social, political, and historical perspectives. Arranged chronologically and moving from Puritan New England to our current post-9/11 moment, the course takes up a series of topics that have been central to American cultural understanding and to the field of American studies, including war, revolution, law, immigration, and the frontier. Students will use a range of primary sources to consider these topics, including fiction, photographs, autobiographies, material objects, and film. As they learn how to practice the interdisciplinary method of American studies, they will also learn about the history of the field, using key secondary readings to understand the different critical approaches that have dominated the field since its inception.

Learning Goals and Outcomes

After taking this course students will improve their capacity to:

- 1) Have a basic understanding of American society and culture from an interdisciplinary perspective, in which they are able to
 - a) Show knowledge of content, themes and issues within traditional academic disciplines
 - b) Describe the topics, methods, and history of the interdisciplinary field of American studies
 - c) Assess the importance of race, ethnicity, gender, and nation in American history and culture
- 2) Have a basic understanding of standard practices in academic research and writing, in which they are able to
 - a) Show knowledge of relevant primary and secondary source databases
 - b) Evaluate and analyze primary and secondary sources relevant to American studies
 - c) Write clear, reasoned, and supported arguments using correct formal documentation

Required Readings

Edwidge Danticat, *Brother, I'm Dying*

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

Additional course readings available online via Moodle (indicated by *)

Course Requirements and Evaluation

Students are expected to attend class regularly, keep up with the daily readings, and to contribute to class discussions. There will be periodic **response papers** and **quizzes** that will count towards your class participation grade. These will cover the readings for a given day or week, allow you to critically engage with the material at hand, and will serve as preparation for the exam and writing assignments.

There will be one essay assignment of 5-6 pages, take-home midterm, topic summary and works cited assignment, final paper of 13-14 pages, and a short final exam. These assignments will be handed out during the semester. In class we will talk at length about the research and writing process. Please see the Schedule of Readings and Assignments below for due dates. All assignments will be uploaded and evaluated through Moodle.

Extra Credit Opportunity

You may spend a minimum five hours of unmonitored time outside the classroom at one or more historic site, cultural institution, exhibit or event that relates to the theme of this class. A four-page evaluation on your experience(s) will be due by the end of the semester. Please note: If you choose to watch a film, only **one** may be analyzed towards partial fulfillment of this assignment. This will count as extra credit towards your Class Participation grade.

The Final Grade will be calculated as follows:

Article Review (5-6 pages)—**10%**

Take-home Midterm—**20%**

Final Paper Topic Summary and Works Cited—**10%**

Final Paper (13-14 pages)—**30%**

Final Exam via Moodle (3 pages)—**10%**

Class Participation, Response Papers (3 pages), Quizzes—**20%**

The instructor reserves the right to make changes in the syllabus as he deems necessary.

General Education Program Course

This course is a requirement for the American studies major. It also fulfills the general education requirement for Intercultural North America and is a writing intensive class. Writing is highly integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. You will be able to draft, revise, and resubmit your Article Review and Midterm, but **not** your final paper.

In addition to relying on peers and on me to improve your writing, I **strongly** urge you to take advantage of the Center for Reading and Writing (L-211, Potter Library). Email: cas@ramapo.edu

Attendance Policy, Class Conduct, and Late Work

You are required to be in class on time, contribute to discussions, and participate in the general spirit of collegiality this course desires to promote. Please turn off all cell phones, i-gadgets, and all other distracting devices. Due to their interfering nature, laptops are **not** permitted in class.

If you need to be absent, please notify me in advance if possible and be prepared to provide proper documentation. Absences will be considered unexcused without prior notice and/or

documentation. More than **one** unexcused absence will negatively affect your grade. Late work will not be accepted unless in extreme cases such as emergencies or if prior arrangements have been made.

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Policy on Academic Integrity

Students are expected to read and understand Ramapo College's academic integrity policy, which can be found in the *Ramapo College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. **No plagiarism will be tolerated.** Students who violate this policy will be referred to the Office of the Provost.

Electronic Forms of Communication

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Students with Disabilities

If you need course adaptation or accommodations because of a documented disability, please make an appointment with me at your earliest convenience.

Schedule of Readings and Assignments

I. Religion, War, and Expansion

Week 1 (8/31-9/4)

Fri. Introduction—Studying Culture and the American Experience: What is American Studies?

Week 2 (9/7-9/11)

Tues: Marx, "On Discovering the UR Theory of American Studies"*

Fri: Lovejoy, "Satanizing the American Indian"*
Excerpts from *Pillars of Salt, Monuments of Grace**

Week 3 (9/14-9/18)

Tues: Wyss, "Captivity and Conversion"*
Excerpts from *Indian Captivity Narratives**

Fri: Mellen, "An Expanding Public Sphere"*

Week 4 (9/21-9/25)

Tues: Crevecoeur, "What is an American?*" *
Douglass, *Narrative of the Life*, Introduction-Ch. 4

Fri: Douglass, *Narrative*, Ch. 5-End of book

Week 5 (9/28-10/2)

Tues: Kammen, "Photography and the Discipline of American Studies"*
Trachtenberg, "Album of War"*

Fri: Frederick Jackson Turner, "The Significance of the Frontier in American History"*
****Article Evaluation due****

Week 6 (10/5-10/9)

Tues: Burt, "Sioux Yells' in the Dawes Era"*

Fri: **No Class (professor away at conference)**
Response Paper due

II. Immigration, Consumerism, and Protest

Week 7 (10/12-10/16)

Tues: Screening of *Stagecoach* and *Unforgiven* (1992), selections

Fri: McMahon, "Caricaturing Race and Nation in the Irish-American Press"*

Week 8 (10/19-10/23)

Tues: Excerpt from Ian Haney López, *White by Law**
Take-home Midterm Handed Out

Fri: Sampsell Willmann, "Lewis Hine, Ellis Island, and Pragmatism"*

Week 9 (10/26-10/30)

Tues: Stansell, "Sexual Modernism"*

Fri: Gates, "The Trope of a New Negro"*
Harlem Renaissance excerpts*

Week 10 (11/2-11/6)

Tues: Nickles, "More is Better"*

Fri: DuBois and Dumenil, "Through Women's Eyes"*
Menand, "Critic at Large"*

Week 11 (11/9-11/13)

Tues: Film: *Hearts and Minds*
Hall, "The Vietnam War Antiwar Movement"*

Fri: *Hearts and Minds* cont'd

III. *Environmentalism, Memorialization, Globalization*

Week 12 (11/16-11/20)

Tues: Dunaway, "Gas Masks, Pogo, and the Ecological Indian: Earth Day and the Visual Politics of American Environmentalism"*

Fri: Danticat, *Brother, I'm Dying*, pp. 3-26
Topic Summary and Works Cited Due

Week 13 (11/23-11/27)

Tues: Danticat, *Brother*, pp. 27-109

Fri: **No Class, Thanksgiving Break**
Danticat, *Brother*, pp. 110-169

Week 14 (11/30-12/4)

Tues: Saddik, "Rap's Unruly Body"*
New York Times Op-Ed: "Rap Lyrics on Trial"*

Fri: Sturken, "Aesthetics of Absence"*
Sturken, "The Wall, The Screen"*

Week 15 (12/7-12/11)

Tues: Film: *Reel Injun*

Fri: *Reel Injun* cont'd
Danticat, *Brother*, pp. 170-End of Book

Week 16 (12/14-12/18)

****Monday, Dec. 14, Final Paper due via Moodle****

Week 17 (12/21-12/25)

****Tues, Dec. 22, Final Exam via Moodle** (not in-class)**