

**MINUTES OF THE  
MEETING OF THE ADMINISTRATIVE BOARD  
of the General College and the College of Arts and Sciences**

Wednesday, April 1, 2009  
3:00-5:00 PM  
3020 Steele Building

The meeting was called to order at 3:05 p.m. and chaired by Senior Associate Dean Bobbi Owen.

Members in attendance: Carolyn Cannon, Bruce Fried, Lynn Glassock, Thomas Hill, Erika Lindemann, Bobbi Owen, Patricia Parker, Gary Pielak, Tom Reinert, Dorothy Verkerk  
Guests: Paula Goodman, Kenneth Janken, Laurie Holst, Joy Kasson, Nick Siedentop

**I. Approval of permission for the Department of American Studies to plan a Ph.D. degree with M.A. included in proposal** (records appended at the end of this document)

Joy Kasson, Chair of the Department of American Studies, sought the Boards' permission to plan a M.A./Ph.D. program. There are two steps to this process: authorization to plan the program and authorization to implement the program.

Key discussion points:

- Students admitted to the M.A. program in American Studies will be expected to continue on to the Ph.D. program, but the M.A. will serve as a terminal degree for students needing to leave before finishing a Ph.D.
- Students will not be admitted for a terminal M.A. in American Studies.
- Students earning a Master's in one of the four American Studies tracks (Folklore, American Studies, American Indian Studies, Southern Studies) will be eligible to apply for the Ph.D. program in American Studies.
- The M.A. in Folklore will remain in force as a terminal degree for the foreseeable future.

The Administrative Boards gave their permission for American Studies to plan a Ph.D. Program.

**II. Discussion of cross-disciplinary minors as clusters** (records appended at the end of this document)

Kenneth Janken, Director of Experiential Education, told the Boards that there is a pragmatic need to increase the size and number of opportunities available to students seeking to satisfy the integrative option of the Supplemental Education requirement.

Currently, satisfying the integrative option is difficult for students because demand exceeds capacity. The distributive options are working a bit better, but there are difficulties. For example, most fine arts courses above 199 have prerequisites, which in a practical sense requires students to take at least two

courses to satisfy the Supplemental Education requirement for that division . This becomes a legitimate challenge for students wishing to graduate in three years and for seniors scrambling to find fine arts courses in the spring semester in which they graduate.

Adjusting some interdisciplinary minors might increase the number of options available by bringing them in line with criteria currently in place for clusters. Janken and Lindemann sought the Boards' permission to explore with units revisions that might be made to interdisciplinary minors so that students could use the minor to satisfy the integrative option of the Supplemental Education requirement. Eventually, the Boards would be asked to approve any such revisions to the minor.

The Boards approved Janken's and Lindemann's request to proceed with these discussions.

### **III. Discussion of By-Examination (BE) credit in the major and minor** (records appended at the end of this document)

Dean Bobbi Owen introduced a proposal to provide new regulations clarifying how credits earned from AP, IB, and SATII Subject testing (carrying the grade of BE, By Examination) can apply to the major and the minor. A number of students acquire so many credits from such exams that only a few UNC-Chapel Hill courses are needed to fulfill requirements for majors and minors. By-Examination (BE) credit also has become increasingly attractive for students because most of the tests are cheaper than college tuition.

The proposal expresses the principle that, to graduate with a degree from Carolina, a substantial portion of courses comprising the major and minor ought to be taught by UNC-Chapel Hill faculty. The BE proposal establishes the following policies for all new first-year and transfer students entering UNC-Chapel Hill in Fall 2009 or later:

- No more than two courses (6 to 8 credit hours) of BE credit may be used as part of the major core (defined as the 8 to 10 courses beyond any introductory prerequisite course, if there is one).
- The grade of BE from an AP, IB, or SATII Subject test may not count toward the requirement that students earn at least 18 hours of C or better grades in the major core.
- No more than one BE credit course (3 to 4 credit hours) may be used as part of a minor.

The Administrative Boards approved the proposal.

### **IV. Curriculum proposals** (records appended at the end of this document)

#### **A. Women's Studies: WMST 111, approved 2/25/09, as core course for minor in sexuality studies**

The Program in Sexuality Studies asked the Boards' approval to use their new course, WMST 111, as the gateway to their minor in sexuality studies. The course will provide students a comparable background prior to taking courses in different department and curricula.

The Boards approved the proposal, with the request that the Program in Sexuality Studies observe the following guidelines:

- That WMST 111 be offered every fall
- That advisors ensure that students take WMST111 first, so that it serves as a true gateway to the minor.

#### **B. Interdisciplinary minor in cinema, including consideration of course addition IDST 256**

Faculty from several departments, including Asian Studies, Communication Studies, Comparative Literature, German, Romance Languages, Slavic Languages, and Women Studies, have been interested in developing an interdisciplinary cinema minor. Rather than establish separate courses numbered 256 in several units and cross-listing these courses with one another, IDST 256 is proposed as a course that can be taught by faculty from several units and that can serve as a required core course for the cinema minor.

The Interdisciplinary Program in Cinema, housed in the Department of Communication Studies, will sponsor the interdisciplinary minor in cinema. As a five-course minor, it includes ART 159, COMM 140 or ENGL 142; IDST 256; and three elective courses drawn from two lists representing both depth and breadth in the field. Boards members observed that the cinema minor has the potential to satisfy the integrative option of the Supplemental Education requirement.

The Boards approved IDST 256 as a new course and approved the interdisciplinary minor in cinema, effective Fall 2009.

#### **V. Confirmation of SGE Approvals**

The Boards approved the following additions and revisions to courses that fulfill General Education requirements, effective Fall 2009:

ANTH 232, Ancestral Maya Civilizations, *BN, HS*  
ANTH 330, Melancholy Japan: Myth, Memory and Everyday Life, *CI, BN,SS*  
ANTH 331, The Anthropology of Memory, *CI, SS*  
APPL 395, Research in Applied Sciences for Undergraduates, *EE*  
ART 363, Envisioning Buddhism in Medieval China, *BN, WB, VP*  
ART 399, Professional Practices Seminar, *EE, VP*  
ART 551, Introduction to Museum Studies, *EE, NA, VP*  
ART 562, Cities and Society in Medieval Islamic Lands, *BN, HS, WB*  
ASIA 059, FYS: Media Masala, *BN, VP*  
ASIA 255, The Feast in Film, Fiction, and Philosophy, *VP*  
COMM 262, Introduction to Performance Ethnography, *VP*  
COMM 397, Internships, *EE*  
COMM 432, Visual Culture, *CI*  
COMM 437, U.S. Black Culture and Performance, *VP*  
COMM 625, Communication and Nonprofits in the Global Context, *GL, EE*  
ECON 328, Entrepreneurship Capstone, *EE*  
ENGL 063, FYS: Banned Books, *LA, US*  
ENGL 088, FYS: The Legacy of the Japanese American Internment, *LA, US*  
FREN 285, Sex, Philosophy and Politics, *LA, NA*

GERM 279, Once Upon a Fairy Tale, *LA, NA*  
HIST 517, Military, War and Gender in Comparative Perspective, 18-20C., *HS, NA*  
LING 558, Mesoamerican Writing Systems, *HS*  
LING 560, Mesoamerican Languages and Linguistics, *BN*  
MASC 443, Marine Microbiology, *PL*  
MASC 460, Fluid Dynamics of the Environment, *QI*  
MASC 470, Estuarine Science, with no General Education flags  
PHIL 150, Philosophy of Science, *PH*  
PHIL 229, Twentieth-Century Western Philosophy, *NA*  
PHIL 230, Experience and Reality, *PH*  
PHIL 450, Philosophy of Natural Science, *PH*  
PLCY 420, Taxation and Public Policy, *NA*  
PLSH 280, The Modern Cinema of Poland, *BN, VP*  
POLI 449H, International Law/Rights, *EE*

## **VI. Non-General Education requests**

The Boards approved the following additions that do not fulfill General Education requirements, effective Fall 2009:

AMST 089, First Year Seminar: Special Topics  
ANTH 448, Culture and Consumption  
BIOL 451L, Comparative Physiology Laboratory  
CMPL 411, Critical Theory  
COMM 535, Adaptation and Directing  
COMM 550, American Independent Cinema  
COMM 551, Hitchcock and the Sign  
COMM 650, Global Media Economics after Convergence  
COMM 681, Contemporary Film Theory  
COMM 682, History of the Moving-Image: Pasts, Presents, Futures  
COMM 683 Moving-Image Avant-Gardes and Experimentalism  
GEOG 115, Maps: Geographic Information from Babylon to Google  
GEOL 412, Principles and Methods of Teaching Earth Science  
GEOL 603, Fundamental Papers in Earth Science  
GERM 683, Moving-Image Avant-Gardes and Experimentalism  
INTS 490, Current Topics in International Studies  
PLAN 330, Sustainability  
PLCY 061, FYS: Policy Entrepreneurship and Public/Private Partnerships  
PLCY 080, FYS: Innovation, Entrepreneurship and Economic Growth  
PLCY 085, FYS: Reforming America's High Schools  
SPAN 414, Languages of Spain  
SPAN 415, Languages of Spain II  
SPAN 625, Indigenous Literatures and Cultures of the Américas

## **VII. Miscellaneous Approvals**

The Boards approved the following miscellaneous course changes reviewed by Interim Associate Dean for Undergraduate Curricula Erika Lindemann, effective Fall 2009:

ANTH 052, change long title from “Asian Cultures, Asian Cities” to “Asian Cultures, Asian Cities, Asian Modernities”; change short title from “FYS: ASN CULTURES/CITIES” to “FYS: Asn Cult/City Modern.”

APPL 160, revise course description from “The resolution, distribution, and transfer of forces in rigid structural bodies” to “The analysis of equilibrium mechanical systems including internal and external forces, force distributions and moments, with applications in structural design.”

APPL 210, revise course description from “Students will learn to use design software: SolidWorks and Express PCB, plus support/analysis programs such as COSMOS. Specific topics covered: generation of designed solid model, three-view drawings, dimensions, tolerances, etc.” to “Students will learn to use design software: SolidWorks, plus support/analysis programs such as COSMOS. Covers techniques for directly measuring solid objects using digital calipers, gauges and identification of standard components to reverse-engineer the dimensions of the object. Specific topics covered: generation of designed solid model, three-view drawings, dimensions, tolerances, etc.”

APPL 310, revise course description from “Learn basic tools of design utilizing Web-based tutorials and a series of small CAD project assignments. This course includes lectures and Web-based instructional content” to “Students learn basic tools and procedures of modern design practice traditional and modern rapid manufacturing technologies/techniques. Laboratory exercises and Web-based instructional content.”

APPL 460, add corequisite MATH 528. Revise course description from “Computational laboratory that surveys engineering math with emphasis on differential equations, and Laplace and Fourier analysis. Applications in biomedical engineering emphasized through problem set computation using Matlab. This course should be taken concurrently with MATH 528” to “Permission of the instructor. Lecture series that surveys engineering math with emphasis on differential equations, Laplace and Fourier analysis, and model formulation and application. Applications in biomedical engineering emphasized through problem set computation using Matlab.”

APPL 465, revise course description from “Topics include basic electronic circuit design, analysis of medical instrumentation circuits, physiologic transducers (pressure, flow, bioelectric, temperate, and displacement). This course includes a laboratory where the student builds biomedical devices” to “Topics include basic electronic circuit design, analysis of medical instrumentation circuits, physiologic transducers (pressure, flow, bioelectric, temperature, and displacement). This course includes a laboratory where the student builds biomedical devices, and evaluations of clinical instrumentation.”

APPL 697, revise course description from “Conceptual prelude and preparation to APPL 698 in which the theoretical and practical knowledge acquired during the undergraduate tenure is applied to develop a solution to a real-world problem” to “A complex system will be designed and assembled by the students. Emphasis is on system integration over many domains of engineering, including the use of biopotentials, electro-mechanical system design, motor control, wireless communications, feedback-control, embedded microprocessors, data filtering, calibration, and hybrid (analog-to-digital and digital-to-analog) system design.”

ASIA 187, delete the course.

BIOL 692H, change credit to pass/fail to update Registrar's computer

CHIN 305, change long title from "Advanced Spoken Chinese" to "Advanced Chinese"; change short title from "ADVANCED CHINESE I" to "Advanced Chinese."

CHIN 306, change title from "Advanced Chinese Conversation and Composition" to "Business Chinese"; change short title from "ADVANCED CHINESE II" to "Business Chinese."

CHIN 408, change prerequisite from CHIN 407 to CHIN 306.

CHIN 490, change prerequisite from "CHIN 408 or 414 or permission of the instructor" to "CHIN 306 or 414."

CHIN 510, change prerequisite from "CHIN 408, 414, or permission of the instructor" to "CHIN 306 or 414."

CMPL 141, delete the course.

COMM 230, change prerequisite from "COMM 130 and 140" to "COMM 130."

COMM 330, delete "Prerequisite, COMM 140; or for non-majors, permission of the instructor."

COMM 431, change prerequisite from "COMM 140, 230, or permission of the instructor" to "COMM 230." Revise description from "Prerequisite, COMM 140, 230, or permission of the instructor. Advanced analysis and application of the principles and methods of audio production" to "Prerequisite, COMM 230. Permission of the instructor for students lacking the prerequisite. Advanced analysis and application of the principles and methods of audio production."

ECON 450, change prerequisite from "ECON 310 or 410" to "ECON 410."

ECON 460, change prerequisite from "ECON 310 or 410" to "ECON 410."

ECON 540, change prerequisite from "ECON 340 or 440" to "ECON 440."

ECON 545, change prerequisite from "ECON 345 or 445" to "ECON 445."

ENST 331, change course number to ENST 431.

EXSS 163, change course number to EXSS 260. [NOTE: A revision of the course description was overlooked and consequently not approved; the revised course description will be returned for approval by the Boards at the April 29, 2009, meeting.]

EXSS 322, add to course description "EXSS 221 recommended."

EXSS 326, revise course description from "EXSS 101 and 221 recommended. This course provides a foundation in general legal concepts and familiarizes students with those areas they are most

likely to encounter in the sports and fitness industry.” To “EXSS 101 and 221 recommended. This course provides a foundation in general legal concepts and familiarizes students with the legal areas they are most likely to encounter as managers in the sports and fitness industry.

GEOG 414, change long title from “Physical Climatology” to “Climate Change”; change short title from “PHYSICAL CLIMATOLOGY” to “Climate Change”; revise course description from “The factors causing climates and their spatial variation are considered. Particular attention is paid to climate models and to the nature, causes, and impacts of climate change. No laboratory. (EES)” to “An investigation of the physical processes that produce and change climates across space and time. Emphasis is placed on recent and predicted patterns of climate change.”

GEOL 404, change long title from “Igneous and Metamorphic Petrology” to “Petrology and Plate Tectonics”; change short title from “IGN & META PETROLOGY” to “Petrology & Plate Tectonics”; revise course description from “Prerequisite, GEOL 301 or permission of the instructor. Studies of the origin and evolution of igneous and metamorphic rocks, including microscopic, x-ray, and field methods; volcanology; plate-tectonic interpretation of rock sequences. Three lecture and three laboratory hours a week.” to “Prerequisite, GEOL 301. Permission of the instructor for students lacking the prerequisite. Studies of the origin and evolution of igneous and metamorphic rocks, including microscopic, X-ray, and field methods; volcanology; plate-tectonic interpretation of rock sequences. Three lecture and three laboratory hours a week.”

HIST 436, change long title from “Between Flesh and Spirit: Gender, the Body and the Holy in Medieval Christianity” to “Medieval Theology, Gender, and the Body”; change short title from “Gender Med Christianity” to “Med Theology & the body”

MASC 101, add prerequisite “GEOL 103.”

MASC 270, change course number to MASC 220. Change start term to fall 2009. Change description from “Natural processes and human impacts on estuarine systems using the Neuse River estuary as a case study. Course includes one week of intensive field work based at the Institute of Marine Sciences” to “Natural processes and human impacts on estuarine systems using the Neuse River estuary as a case study. Course includes one week of intensive field work based at the Institute of Marine Sciences. A student may not receive credit for this course after receiving credit for ENST 222.”

MASC 395, change status from pass/fail status to graded.

MATH 290, change credit hours from fixed (3 hours) to variable (1-3 hours) and from not repeatable within term to repeatable within term (up to 3 hours)

MATH 296, change “not repeatable within term” to “repeatable within term.”

PHIL 101, revise course description from “What makes some things right and others wrong, and how can we tell the difference? What can we know about the world? Do we have free will?” to “An introduction to philosophy focusing on a few central problems; for example: free will, the basis of morality, the nature and limits of knowledge, and the existence of God.”

PHIL 110, revise course description from “Philosophy is the love of wisdom. But what is wisdom? And what good does it do us to pursue wisdom? Can it improve our character?” to “An introduction to philosophy focusing on several great books from the history of Western philosophy. See course description at the department’s Web site for which books will be covered each semester.”

PHIL 145, revise course description from “How are natural human languages different from other communication systems? How are languages related to the world and the mind?” to “An examination of the differences between natural human languages and other communication systems. Includes a philosophical inquiry into how languages relate to the world and the mind.”

PHIL 155, revise course description from “Introduces the theory of deductive reasoning, using a symbolic language to represent and evaluate patterns of reasoning” to “Introduces the theory of deductive reasoning, using a symbolic language to represent and evaluate patterns of reasoning. Covers sentential logic and first-order predicate logic.”

PHIL 165, revise course description from “The ethical basis of issues arising in health care, e.g., patient rights, removing life support, euthanasia, abortion, use of human or animal subjects in experiments, genetic manipulation, cloning” to “An examination of ethical issues in the life sciences and technologies, medicine, public health, and/or human interaction with nonhuman animals or the living environment.”

PHIL 170, revise course description from “Individual rights, social responsibility, legal authority, civil authority, civil disobedience, war and peace. Readings selected from classical and contemporary writings” to “An examination of major issues in political philosophy, e.g., liberty, individual rights, social responsibility, legal authority, civil authority, civil disobedience. Readings include classical and contemporary writings.”

PHIL 210, revise course description from “An examination of the basic writings of the pre-Socratics, Plato, and Aristotle, with a primary focus on ethics and politics. Epicureanism, stoicism, Neo-Platonism, and Greek skepticism” to “The emergence of philosophy in Greece during the 6th century BCE and its development during the classical period. The major figures studied are the pre-Socratic philosophers, Socrates, Plato, and Aristotle.”

PHIL 224, revise course description from “A study of European philosophers such as Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Sartre, Gadamer, Habermas, and/or Foucault” to “A study of European philosophers in the phenomenological and existentialist traditions. Philosophers studied may include Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Camus.”

PHIL 266, revise course description from “A conceptual and theoretical analysis of the moral significance of sport, concentrating on issues such as racism, sexism, gender equity, violence and drug use” to “An analysis of the moral significance of sports, the nature of sport and competition, and issues such as racism, gender equity, violence, and performance-enhancing drugs.”

PHIL 272, revise course description from “The legitimacy of states; just war theory; pacifism; the ethics of revolution; terrorism; problems of war in an age of weapons of mass destruction; the moral conditions of peace” to “An analysis of ethical issues that arise in peace, war, and defense; e.g., the legitimacy of states, just war theory, terrorism, weapons of mass destruction. “

- PHIL 280, revise course description from “Explores the best work in legal philosophy on such questions as, What is law? Does it serve justice or undermine it? Can punishment be justified? When is a person responsible?” to “Explores issues in legal philosophy such as What is law? Does it serve justice or undermine it? Can punishment be justified? When is a person responsible?”
- PHIL 345, revise course description from “How does a noise or a mark on paper refer to something, or have a meaning?” to “Survey of major topics in contemporary philosophy of language. Topics may include truth and meaning, speech acts, reference, descriptions, names, and demonstratives.”
- PHIL 360, revise course description from “PHIL 160 recommended. Major developments in the history of moral philosophy, from Plato to Nietzsche” to “Major developments in the history of moral philosophy, from Plato to Nietzsche.”
- PHIL 362, revise course description from “Questions include, Is there moral truth? Is there a distinction between facts and values?” to “Using 20th- and 21st-century texts, this course explores some general questions about morality in depth. For example, Is there moral truth? Are any moral rules absolute? Why be moral?”
- PHIL 421, revise course description from “An examination of the view of the rationalist philosophers (Descartes, Spinoza, and Leibniz) that reasoning can give us knowledge of the world and of our place in it” to “An in-depth study of the Continental rationalist philosophers, Descartes, Spinoza, and Leibniz.”
- PHIL 422, revise course description from “An examination of the view of the empiricist philosophers (Locke, Berkeley, and Hume) that the only way to gain knowledge of the world is by means of the senses” to “An in-depth study of the British empiricist philosophers, Locke, Berkeley, and Hume.”
- PHIL 428, revise course description from “Transcendentalists, pragmatists, Quine, Rorty, and others” to read “An in-depth study of American contributions to philosophy, including for example the transcendentalists, the pragmatists, Quine, Rorty, and others.”
- PHIL 432, correct typo in description from “other” to “others.” The description should read, “Frege, Russell, Moore, and Wittgenstein, among others, are considered.”
- PHIL 440, revise course description from “Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 340 recommended) or permission of the instructor. An examination of dualism, behaviorism, the identity theory, and forms of functionalism with special focus on the problems of mental aboutness “ to “An examination of dualism, behaviorism, the identity theory, and forms of functionalism with special focus on the problems of mental aboutness and the problems of consciousness.”
- PHIL 445, revise course description from “Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 345 recommended) or permission of the instructor. How does language represent? Does it mirror the structure of the world? Does it reflect the structure of the mind?” to “Required preparation, two courses in philosophy other than PHIL 155 (PHIL 345 recommended) or

permission of the instructor. A study of important contemporary contributions in philosophy of language. Topics include meaning, reference, and truth.”

PHIL 462, revise course description from “Prerequisites, two courses in philosophy other than PHIL 155 (PHIL 362 recommended) or permission of the instructor. Fact and value, reason and morality, the nature of morality to “Required preparation, two courses in philosophy other than PHIL 155 (PHIL 362 recommended) or permission of the instructor. Advanced discussion of moral issues such as fact and value, reason and morality, the nature of morality.”

PLCY 460, change course components from none to “Recitation, included and contributed.”

PSYC 401, change long title from “Biological Foundations of Behavior” to “Animal Behavior”; change short title from “BIOL FOUND BEHAVIOR” to “Animal Behavior.”

PSYC 403, change long title from “Physiological Psychology Laboratory” to “Advanced Biopsychology Laboratory”; change short title from “PHYSIO PSYCH LAB” to “Adv Bio Lab.”

PSYC 404, change long title from “Psychological Applications of Drugs” to “Clinical Psychopharmacology.”; change short title from “PSYC APPL OF DRUGS” to “Clin psychopharmacology.”

PSYC 435, delete the course.

PSYC 460, delete the course.

PSYC 462, delete the course.

PSYC464, delete the course.

PSYC466, delete the course.

PSYC 500, change long title from “Psychological Disorders of Childhood and Adolescence” to “Developmental Psychopathology”; change short title from “CHILDHOOD DISORDERS” to “Devel Psychopathology.”

PSYC 501, change long title from “Advanced Personality” to “Theoretical, Empirical Perspectives on Personality”; change short title from “ADVANCED PERSONAL” to “Personality”; revise course description from “An in-depth analysis of major theoretical issues in personality study” to “An in-depth coverage of the traditional clinically based personality theories of the early 20th century contrasted with more recent empirically based perspectives.”

PSYC 503, change long title from “Psychology of Black Americans” to “African-American Psychology”; change short title from “PSYC BLACK AMER” to “African Amer Psych”; revise course description from “This course will focus upon the personal characteristics of black Americans as these have been studied by psychologists and other behavioral scientists. Various methodological approaches will be considered” to “This course examines race and culture in the psychological processes and behavior of African Americans.”

PSYC 506, change long title from “Atypical Personalities and Groups I” to “Assessment and Treatment of Older Persons”; change short title from “ATYPIC PERSN GPS” to “Trmt of Older Persons”; revise course description from “Addresses methods to assess, treat, and rehabilitate adults or elderly with serious mental disorders. Includes volunteering in a mental health agency serving people with schizophrenia, psychosis, or dementia” to “Addresses methods to assess, treat, and rehabilitate older persons with serious mental health disorders.”

PSYC 508, delete the course.

PSYC 510, delete the course.

PSYC 511, delete the course.

PSYC 562, delete the course.

PWAD604, delete the course.

ROML 604, delete the course.

ROML 670, delete the course.

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The meeting adjourned at 4:10 p.m.



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March 21, 2009

Bobbi Owen  
Senior Associate Dean for  
Undergraduate Education  
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Dear Dean Owen,

I am very grateful to the Administrative Board for agreeing to consider the American Studies Department's Request for Authorization to Plan a New Doctoral Program.

You first began to give me advice about this process several years ago, and we have been hard at work with our Senior Associate Dean, Bill Andrews, with Stephanie Schmitt at the Graduate School, and of course with a committee of our own faculty to design an exciting and innovative graduate program in American Studies. Much work had already been done when the decision was made last summer to merge American Studies and Folklore, and our faculty committee returned to the proposal this fall to be sure that the revised proposal would reflect the new departmental opportunities. The substance of our proposal was in place in early autumn, but we became aware that the General Administration was not reviewing new requests while they considered changes to the approval procedures. Subsequently, of course, the pressing questions of budgets put planning for new programs into a different light.

While it is still uncertain when the resources will become available to implement a new graduate program in American Studies, our department, with the advice and encouragement of Senior Associate Dean Bill Andrews and Dean of the Graduate School Steve Matson, would like to advance our proposal as far as possible in the current climate so that when it is possible to move forward again, we will be positioned to do so. Accordingly, we would like to bring our proposal before the Administrative Board at this point.

Since we bring you a request for authorization to plan, we do not at this point propose the creation of new courses. Some of the courses required for the graduate program already exist, because a graduate minor in American Studies already exists. We would anticipate that specifics, including new course creation, will be part of the next step, requesting permission to implement. But, in accordance with the advice of the graduate school, our draft proposal already addresses many of the questions necessary for that step.

I am sending forward Appendix B, Request for Authorization to Plan, as well as the fuller draft proposal, which spells out our thinking on more of the details that will be required later.

To summarize the situation: the American Studies Department already has a distinguished faculty, including eleven tenured and tenure-track faculty appointed in American Studies, three joint appointments, five additional core faculty focused on Folklore, and several dozen adjunct and affiliated faculty who are willing to advise students and teach courses as needed. We already offer a graduate minor to a dozen or more students enrolled in Ph.D. programs in related departments. There is no Ph.D. program in American Studies at any other constituent campus in the UNC system or elsewhere in North Carolina. We see a wonderful opportunity to launch a graduate program that will immediately be ranked in the top ten, possibly the top five, in the nation. Its special features will include its ability to offer interdisciplinary training in Southern Studies, Folklore, and American Indian Studies in addition to more traditional American Studies fields. This work is powerfully supported by our library resources and collaborative possibilities with other departments at UNC-CH as well as institutions such as the Ackland Art Museum. We have located our proposed program within the Academic Plan for the campus, and we can articulate the ways in which it relates to UNC Tomorrow. We have consulted leaders at other nationally ranked universities, and a report from the national American Studies Association helps us define the need and employment outlook for our graduates in the next decade. We propose a graduate program focused on the awarding of Ph.D. degrees. An M.A. degree will be created as a part of the program, but no students will be admitted for the purpose of seeking a terminal M.A. Students will share a common set of courses and will also be able to customize their program by selecting two additional fields of specialization. We envision that students will complete all work at the M.A. level in two years, and will research, write, and defend their dissertations by the end of their fifth year.

I am submitting both the material that will go forward to General Administration, Request for Authorization to Plan, and the fuller draft of the program for the consideration of the Administrative Board.

I will be happy to answer any questions, and to appear before the Board if that is desirable.

Sincerely,

Joy Kasson  
Chair

## **American Studies Department Proposal for M.A. and Ph.D. Degrees**

### **Program Description and Background**

American Studies is a nationally and internationally recognized field, comprising the interdisciplinary study of American culture. The object of study is American culture in all its diversity, and the methodology includes historical, literary, and visual analysis as well as ethnography, sociology, economics, and political science as appropriate. At UNC, the American Studies Department is the home for Folklore, American Indian Studies, and Southern Studies, and supports a focus on International American Studies. A graduate program in American Studies will capitalize on these already existing strengths and the outstanding faculty already in place to train young scholars and stimulate new research in the fields in which the department already excels.

In 2008, there are 261 programs and departments of American Studies in the U.S. and many as well in other countries. Beginning in the 1920s and 1930s as an effort by scholars located primarily in English and history departments who wished to use interdisciplinary methods to pursue the roots and implications of American culture and expression, the field of American Studies became institutionalized by the early 1940s through the creation of programs and courses at universities including Case Western Reserve, Yale, Harvard, and the University of Iowa. Yale awarded its first Ph.D. in American Civilization in 1933. A national scholarly organization, the American Studies Association, was chartered in 1951. During the 1960s and 1970s, programs were established at a variety of public and private universities, and its teaching and scholarship encompassed new fields such as black studies, women's studies, popular culture studies, folklore, film studies, material culture, and ethnic studies. Today there are nearly fifty national American Studies Associations outside the United States, including the European American Studies Association and the Japanese Association for American Studies.

American Studies has had a forty-year distinguished history at UNC. In 1968, a group of English and history professors led by Townsend Ludington (biographer of the writer John Dos Passos and an expert on the culture of the nineteen-thirties) and Peter Filene (twentieth-century historian and innovative teacher) won approval for a B.A. in American Studies and established the American Studies Curriculum. The new unit offered a small group of seminars taught by faculty members whose time was contributed by other departments, including English, history, geography, religious studies, art, and music. Undergraduates flocked to the major, which also included a selection of courses from related departments; at times as many as 100 students per year joined the major. In 1974, the first tenure-track appointment in American Studies was authorized, and Joy Kasson became Assistant, then Associate, and now full Professor of American Studies. The next thirty years saw a steady

increase in the size and distinction of the faculty. In July, 2008, the American Studies Curriculum merged with the Curriculum in Folklore to become the new American Studies Department. This Department is the home for the existing M.A. degree in Folklore, which will remain an active and supported degree program. In the spring of 2009, American Studies holds eleven tenure lines. There are, in addition, three jointly appointed professors; of these fourteen, four professors hold distinguished chairs; one professor and one associate professor hold distinguished term chairs. There are twelve adjunct professors, six adjunct associate professors, three adjunct assistant professors, twenty-nine affiliated faculty members, and three emeritus professors.

The existing American Studies undergraduate program allows students to choose among several different concentrations, reflecting the interests and strengths of our faculty. These concentrations include: American Studies, American Indian Studies, Southern Studies, and International Studies. In a parallel fashion, our graduate program will allow students to combine solid training in American Studies methods with specialized work in areas including Southern Studies, American Indian Studies, Folklore, Visual Culture, Material Culture, Jewish Studies, Diaspora and Ethnic studies; cultural and intellectual history; literary studies; social justice studies. As new faculty are added, and as faculty from existing departments affiliate with the new graduate program, the list of specialized concentrations will continue to develop. As the following proposal demonstrates, these specializations will be expressed as “fields” chosen by each student to complete the work for the American Studies Ph.D.

For more than a decade, American Studies has offered graduate courses and a graduate minor to students enrolled in other departments at U.N.C. These graduate courses have attracted highly-qualified students from the departments of English, History, Religious Studies, Art History, Journalism, Communications Studies, as well as students from surrounding campuses. There are currently approximately ten students pursuing the graduate minor in American Studies (most in the Department of English and Comparative Literature) and students who have taken the Ph.D. with an American Studies minor or have enrolled in the American Studies graduate courses have found academic jobs teaching or helping to develop programs in American Studies in universities in the United States and abroad.

The American Studies Ph.D. program will share resources with existing departments. We anticipate that students from a range of other departments will continue to take our courses, and that Ph.D. candidates will include in their program courses offered in other departments. The primary departments expected to share resources include English and History, but the large group of Affiliated Faculty in fields including Art History, African-American Studies, Political Science, Religious Studies, Sociology, Communications Studies, Music, Economics, and Anthropology, suggests the depth of the resources at UNC and the interest among faculty members in bringing American Studies students into their courses. The library holdings at UNC are strong

in all areas in which our students and faculty work, especially in Southern Studies (with the Southern Historical Collection, the North Carolina Collection, and the Documenting the American South project), Folklore (the Southern Folklife Collection), history, literature, and social justice. The Ackland Art Museum is an outstanding institutional partner for projects in visual and material culture. The existence of related research programs in other departments and research repositories in our libraries strengthens and enables the proposed graduate program.

The proposed Ph.D. program in American Studies will attract students interested in the interdisciplinary study of United States culture and will train them in interdisciplinary methods as well as allowing them to focus on a more specialized area within the field. An innovative program structure will engage students in dialogue across disciplines and specializations from the beginning of their graduate program, and training in interdisciplinary teaching will ensure that graduates have a strong teaching portfolio. International collaborations already under way with universities in Great Britain, Europe, Australia, and Asia, will give students an opportunity to work with visiting faculty and draw on an international roster of scholars who can advise research projects. This program will be unique in the UNC system and one of the very few such programs in the Southeast. We expect to attract applicants with very strong credentials from the first year of operation; and our graduates will be in a position to become leaders in academic teaching (both in American Studies departments but also in more traditional departments interested in interdisciplinary work) as well as in a variety of professional occupations, from libraries and archives to museums and historical sites. An M.A. degree in American Studies is also proposed as a part of the progress toward the Ph.D. degree. Eventually, the M.A. program in American Studies may expand to attract a variety of nontraditional students, similar to the M.A. in Folklore that currently exists, but at the outset we plan to focus on the Ph.D. program to establish research and teaching programs within the department.

### **Program Justification**

UNC-CH has a long tradition of excellence in graduate education in the Humanities and Social Sciences, and a history of recognizing emerging scholarly fields. The American Studies Department has gathered a distinguished faculty and is supported by nationally-prominent scholars in other departments. The American Studies Ph.D. program will make stronger use of these resources and will enhance the academic profile of the University. Its instructional and training missions fall squarely within the institutional mission of UNC-CH and, in particular, fall within the mandate of the two most recent statements of purpose: the campus Academic Plan approved in 2003, and the report of the UNC Tomorrow Commission.

### *American Studies and the Academic Plan*

Planning for the American Studies Ph.D. program has taken place under the guidance of the 2003 Academic Plan, designed to provide a five-year roadmap to shape decision-making for the University of North Carolina at Chapel Hill. The Plan's Introduction articulates the university's intention to strive for "the highest levels of excellence in teaching, research, and public service," and specified six priorities: 1) to provide the strongest possible academic experience for undergraduate, graduate, and professional students, 2) to integrate interdisciplinary research, education, and public service, 3) to improve faculty recruitment, retention, and development, 4) to increase diversity among faculty, students, and staff, 5) to enhance public engagement, 6) to extend Carolina's global presence, research, and teaching. The American Studies Department has followed all of these directives, and believes that the establishment of a Ph.D. program will bring each to a higher level.

The strongest possible academic experience demands full utilization of faculty talents. The distinguished faculty already in place in our unit will contribute more toward the university if they are able to train graduate students. Engaging those graduate students in the teaching of undergraduates will enhance undergraduate education as well. Our faculty is distinguished in teaching as well as scholarship. Of our fourteen fully- and jointly-appointed faculty, three have held Bowman and Gordon Gray Professorships for distinguished teaching (one has held it twice); three have won Tanner Awards for Excellence in Teaching; one has won the William C. Friday/Class of 1986 Award for Excellence in Teaching, one the Johnston Award for Excellence in Teaching; and numerous other teaching recognitions have accrued. This faculty will teach graduate students to be excellent teachers as well as outstanding scholars.

The call for interdisciplinary research and education clearly invites the kind of work that is envisaged in the American Studies Ph.D. program. As previously mentioned, American Studies has been a leading exemplar of interdisciplinary work, both nationally and at UNC-CH.

Faculty recruitment, retention, and development are enhanced by the creation of new programs as well as new knowledge. In 2007-2008, American Studies succeeded in recruiting a major scholar to a chaired professorship partly on the prospect of helping to pioneer the proposed Ph.D. program. Our younger scholars have been deeply engaged in planning as well, helping to ensure their commitment to UNC-CH.

Diversity is a cornerstone of American Studies and of our proposed PhD program. American Studies has been the home for American Indian Studies at UNC-CH, and this field will continue to be a strong focus for our graduate program as well. Cooperative relationships with the Department of Afro-American Studies, Asian Studies, and the program in Latina/o Studies ensure that students who wish to pursue

research in all areas of ethnic and diaspora studies as part of their American Studies degree will be able to do so. Faculty members specializing in these fields are affiliated with American Studies and play a strong role in the department's intellectual life.

Nationally, American Studies Ph.D.s work in a variety of public sector jobs as well as in academic teaching. The students who earn an M.A. in Folklore work in state folklore offices, public history sites, and other nonprofit fields, and students who seek an American Studies Ph.D. with a Folklore concentration will do the same. The American Studies undergraduate program has a serious commitment to public engagement, offering courses in community documentary and in service learning. Graduate students receiving training in American Studies will have an opportunity to gain teaching experience in these fields.

American Studies already has a set of partnerships with universities around the world: King's College, London; Free University of Berlin; Doshisha University in Kyoto, Japan; National University of Singapore; and (under development) Sydney University in Australia. In addition to a vigorous undergraduate exchange program, graduate students from these universities may come to Chapel Hill to pursue their research, and faculty at partner institutions may serve on dissertation committees for UNC students. American Studies faculty members have participated in international partnership conferences in Singapore and London; there are also opportunities for UNC graduate students to give papers and publish their research through these international connections.

#### *American Studies and UNC Tomorrow*

The UNC Tomorrow report of December 2007 suggests ways in which UNC's constituent institutions can respond more proactively to the 21<sup>st</sup> century challenges facing the state. The development of an American Studies Ph.D. program meets several of the recommendations of this report.

#### 4.1

#### Global Readiness

As stated above, the American Studies Ph.D. program is developed with a global perspective in mind. We believe that our understanding of American culture is incomplete unless it takes account of the ways in which scholars and citizens in other countries view America. Our global partnerships benefit faculty and undergraduates, and will likewise ensure that the research and teaching of our graduate students is globally relevant.

#### 4.2

#### Access to Higher Education

American Studies at UNC-CH is committed to viewing American culture as comprising a rich mixture of ethnic and racial identities. A number of our undergraduate courses are approved as meeting the U.S. Diversity requirement. Our faculty includes specialists in American Indian and African American subjects, and our affiliated faculty includes specialists in Latina/o Studies, Asian-American Studies, and other related fields. Among the courses we offer is a course on “Access to Higher Education” and another on “The University in American Life.” American Studies will work to recruit students from underserved populations and envisions a diverse mix of individuals and research areas as part of our program.

#### 4.4 Our Communities and their Economic Transformation

As the home for interdisciplinary Southern Studies, the American Studies Department is engaged in research and teaching that focuses on the region and the state. Our Folklore faculty and M.A. students already contribute to the arts and cultural enrichment around the state through music programs in the public schools, consulting with museums and other cultural institutions, and the hosting of public concerts and radio programs. Our faculty has been deeply engaged in service learning initiatives that take undergraduate students into internships in a variety of locales around the state. Graduate students in the American Studies Ph.D. program may participate in either the instructional or the public service aspects of the department’s work.

#### 4.7 Outreach and Engagement

The American Studies department envisions expansion of its research and teaching mission related to the state of North Carolina. Possible projects include seminars on state and local culture and community documentaries. Such projects would involve faculty, students, and graduate students, whose participation would make the undergraduate component of the project possible. American Studies already hosts courses that feature race relations in North Carolina, community documentaries, and the study of seacoast culture and environment. Professor Robert Allen, a faculty member in American Studies, was awarded the first Felix Harvey Grant to Advance Institutional Priorities in 2008 in recognition of his engaged scholarship on Movie-Going in North Carolina. The implementation of a graduate program will expand our ability to pursue such projects and to add others.

#### *Student Demand*

We expect that the American Studies Ph.D. program will attract many applicants. Even though we do not currently offer advanced degrees in American Studies, we yearly receive tens of inquiries from potential students around the country asking for information about applying to our program. Some of our best undergraduate students apply to graduate school in American Studies, and students who have completed the

Folklore M.A. degree have expressed a desire to continue to the Ph.D. in an American Studies department. The national professional organization, the American Studies Association, reports that numbers of students receiving a B.A. in American Studies are growing, and that the largest contingent of such graduates attends graduate school. There is a demonstrable desire for graduate degrees in American Studies.<sup>1</sup>

### *Societal Need*

There is also a societal need for American Studies Ph.Ds. According to a recent study by the American Studies Association, American Studies programs are growing around the nation, and new faculty hiring is projected by 66% of programs, reporting one to three vacancies expected in the next five years. Taking into account both academic and other kinds of careers chosen by American Studies Ph.Ds, such as public heritage, archives and records management, cultural resource management, and public folklore, the same report estimates over 1000 positions designating American Studies training as a prerequisite to be expected over the next five years.<sup>2</sup> In the region, Southern Studies programs are natural destinations for American Studies Ph.Ds with a Southern Studies emphasis, and in the state of North Carolina, other UNC campuses with related undergraduate programs such as UNC-Pembroke, and private colleges such as Wake Forest University, which has an American Ethnic Studies major.

American Studies graduates may also play a leading role in the development of public education. At the high school level, collaboration between U.S. History and American Literature courses is common. Members of the American Studies faculty at UNC-Chapel Hill have been involved in projects for public education at the National Humanities Center in Research Triangle Park and at the School for Science and Math in Durham. Interdisciplinary educators are in demand in North Carolina and throughout the nation in the field of educational innovation.

### *Impact on Existing Programs*

Establishment of an American Studies Ph.D. program will have a strong positive impact on the undergraduate American Studies degree program at UNC-CH. We anticipate growth in the number of our majors, and having graduate student Teaching Assistants and advanced graduate students who can direct field research and engaged learning will allow us to teach more undergraduates and become an even more productive department. We have sufficient faculty already to teach the additional graduate courses while maintaining a high level of undergraduate instruction, and additional hires that may result from enrollment growth in the future will allow us to

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<sup>1</sup> Simon J. Bronner, "The ASA Survey of Departments and Programs, 2007: Findings and Projections," *ASA Newsletter* 31:1 (March 2008), pp. 16-17.,

<sup>2</sup> *Ibid.*,

add faculty strategically to keep our fields in balance. Other units will benefit as well since American Studies graduate courses will be open to graduate students in related departments and will provide training in interdisciplinary methods for these students. In the past, English and history graduate students have been particularly prominent in our graduate courses, and we expect this to continue and diversify.

*Potential program duplication and program competitiveness*

There is no other graduate program in American Studies offered in North Carolina. In the Southeast, American Studies Ph.D. programs exist at the College of William and Mary and at Florida State University (through the Program in the Humanities), and Emory University (through the Graduate Institute of Liberal Arts). Other Ph.D. programs regionally include Ph.D. programs at George Washington University, the University of Maryland, the University of Texas at Austin. The best graduate programs in American Studies include those at Yale, Brown, the University of Michigan, the University of Iowa, the University of Texas, the College of William and Mary. In our mix of junior and senior faculty, distinguished scholars in cognate departments, balance of national, local, and global concerns, and teaching innovativeness, the UNC-CH program will compare well with the leading programs in the nation.

## **Program Requirements and Curriculum**

### **Program Planning**

A committee composed of American Studies faculty studied best practices in American Studies graduate programs across the country for approximately one year in the course of developing this proposal. Among the departments whose curricula were studied were the leading programs in the field: Yale University, Brown University, the University of Michigan, the University of Minnesota, the University of Iowa, George Washington University, the College of William and Mary, University of Texas at Austin, Emory University, and the University of New Mexico. Conversations with faculty at Pennsylvania State University at Harrisburg during the time they were designing and launching a new Ph.D. program in American Studies, were also helpful. Workshops for Directors of American Studies graduate program are regularly held at the American Studies Association annual conference, and these workshops also provided important information.

### **Recruitment and Admissions**

Students at the graduate level will be admitted from a wide range of undergraduate programs. Candidates for admission should be firmly grounded in the humanities, social sciences, or the arts. The best qualified students should articulate an interest in American history, expressive and/or material culture, and/or critical theory, should

show some familiarity with library, Web-based, and/or ethnographic research methods, and should offer a specific rationale for their interest in the UNC-CH graduate program. In addition to the Graduate School application form, candidates for admission will present a twenty to twenty-five page writing sample, a statement of purpose, three letters of recommendation, official undergraduate transcripts, GRE aptitude scores, and a *curriculum vitae*. Transfer credits may be awarded at the Department's discretion on the basis of course equivalencies.

During the year prior to the admission of the first class of Ph.D. students, it will be critical to advertise the program in professional journals, through direct contact with other universities, and via the departmental website. A brochure describing the new program will be distributed to departments of American Studies, American Indian Studies, ethnic studies, and Southern Studies around the country. An effort to recruit underrepresented minority students into the program will be made.

### **Degree Requirements**

All students will be admitted to the doctoral program at UNC-Chapel Hill. Applicants do not need a master's degree prior to admission in the program. The MA degree in American Studies is typically earned at the end of the fourth semester, but students planning to earn a terminal Master's Degree will not be admitted to the program. Students admitted with an MA in a related field such as Folklore will take some additional core courses as they progress toward the American Studies Ph.D.

For the Master of Arts Degree in American Studies:

30 credit hours, of which at least 18 must be in American Studies, including:

AMST 700, *The History and Practices of American Studies*

AMST 701, *Interdisciplinary Research Methodologies*

AMST 702, *Readings in American Studies*

AMST 992, *Research in American Studies, Thesis Substitute*

Two more courses drawn from American Studies and Folklore graduate offerings

Additional Courses (12 credit hours) in American Studies or other related departments

A Third Semester Paper and Teaching Portfolio (see below for specifics)

*At least two semesters in residence*

For the Ph.D. Degree in American Studies:

An additional 24 credit hours, including:

AMST 800, *Interpreting American Cultures: Dissertation Design Seminar*  
AMST 994, *Dissertation Registration (6 hours)*

Additional courses (15 credit hours) in American Studies or other related departments  
Successful completion of a written comprehensive examination in three fields  
Successful completion of a comprehensive oral examination

Ph.D. Dissertation

Successful completion of an oral defense of dissertation

*At least four additional semesters in residence*

Language Requirement

Ph.D. candidates will have demonstrated reading competence in *one* language other than English before the beginning of their fourth year of study.

Language competence may be demonstrated in one of three ways:

An undergraduate degree in language study

Successful completion of a university-administered language examination

Successful completion (at least a B grade) of an undergraduate literature course in any language other than English. Such a course will not count toward required graduate credits.

### **Colloquium**

All students enrolled in the American Studies graduate program will participate throughout their graduate careers in a monthly colloquium in which faculty and Ph.D. candidates will offer presentations of their work-in-progress. The Colloquium exposes graduate students to the research interests of faculty in American Studies and allied fields, and may also include visiting graduate students and faculty from international partner institutions. The Colloquium is the collegial wellspring of the program, the intellectual and social center of the American Studies community.

### **Master's Degree Culminating Requirements**

In lieu of a comprehensive exam and Master's Thesis, the American Studies Department will require a capstone course culminating in the preparation of a Third-Semester Paper (AMST 992), which will be a thesis substitute and will be submitted, after revision, by February 1 of the student's fourth semester. A teaching portfolio, due at the end of the fourth semester, will demonstrate competence in course and curricular development, class preparation and classroom performance, as well as

proficiency in scholarly and pedagogical uses of digital technologies. The Third-Semester Paper and the Teaching Portfolio will be approved by a three-person committee consisting of the student's primary advisor and two other faculty members. A majority of the committee must be composed of regular members of the UNC-CH graduate faculty from American Studies. The M.A. Degree will be awarded after completion of all required courses and approval of the Third-Semester Paper and Teaching Portfolio.

### **Ph.D. Program**

Students completing the M.A. in American Studies may apply to proceed to doctoral work in American Studies; if appropriate, the American Studies faculty will recommend to the Graduate School that the student be permitted to proceed beyond the Master's Degree. Other students may be admitted to doctoral studies from other programs, including other programs at UNC-CH, such as the Folklore M.A. program, or from other universities. Students beginning doctoral studies in American Studies without having completed the UNC-CH American Studies M.A. program may be required to take foundational courses, including AMST 700, 701, and 702, as part of their doctoral studies unless, by a separate evaluation by the Admissions Committee, specific transfer credits may be counted as the equivalents of these courses.

During the first two years of doctoral study, American Studies Ph.D. students will take advanced course work in American Studies and related fields, depending on the particular interests of the students. Students will be expected to commit themselves to *three* teaching fields in which to develop and demonstrate scholarly competence. In addition to American Studies itself, students may specify two other fields that reflect their special research and teaching interests, drawn from areas such as Southern Studies, American Indian Studies, Folklore, and a variety of disciplines such as American Intellectual or Cultural History, Media Studies, Literary Studies, or Visual Culture. Students will be assisted in defining their fields through the formation of an Advisory Committee early in their doctoral program. A majority of the committee must be composed of regular members of the UNC-CH graduate faculty from American Studies. The five-member Advisory Committee will help guide course selection and will administer, normally in the fall of the student's second year of doctoral study, the Ph.D. Comprehensive Examination, written and oral; will approve the student's dissertation prospectus; will assess, within twelve months after the approval of the dissertation prospectus, the student's progress on the dissertation; and will read the dissertation and administer the student's oral dissertation defense.

### **The Ph.D. Comprehensive Reading List and Comprehensive Examination.**

Comprehensive reading lists will emerge from students' work in AMST 800 during their first semester. Students and faculty will work collaboratively, with the aim of integrating the best work with the

most current in particular fields. The Ph.D. Comprehensive Examination will address reading lists in three fields and will be administered in the form of three two-hour written sessions, one in each of the three chosen fields. It will conclude with a 90-minute oral examination with the student's five-member committee. Students should take the Comprehensive Examination in the fall of their second year of doctoral studies. The examinations will be individualized to individual students and their committees. Students admitted directly to Ph.D. study without credit for foundational American Studies graduate courses may have to take their examinations somewhat later and extend their graduate studies accordingly.

### **The Ph.D. Dissertation**

The dissertation prospectus will normally be due February 1 of the student's second year of doctoral studies. Meetings with the five-person advisory committee will help the student to hone a research proposal, which must be approved by the committee at a meeting for prospectus "defense." Students should ordinarily plan to complete the doctoral dissertation during the spring of the third year of doctoral studies.

### **Teaching and Professional Development**

All students will be expected to teach as part of their service requirement for financial aid. Teaching experience is fundamental to preparation for the professoriate. In their first year of graduate study, students may participate, under supervision, in collaborative faculty-student undergraduate teaching assignments. (Students entering with a Master's Degree may begin teaching in their first year). Subsequently students may apply for teaching assistantships in undergraduate courses. After supervised classroom teaching (TA), depending upon the availability of assistantships, students may develop and teach undergraduate courses in their special topics. Students earning an M.A. degree in American Studies will submit a Teaching Portfolio demonstrating their ability to design an introductory course for undergraduates as part of the requirements for that degree (the course must be designed but may not have been taught by their fourth semester). Students entering with a Master's Degree should consult with their Advisory Committee to ensure their development as teachers.

### **Participating Faculty and Areas of Research**

American Studies is, by definition, an interdisciplinary enterprise. Therefore, American Studies faculty, including tenure-track, joint appointments, adjunct, and affiliated faculty, often have interdisciplinary interests and can train students in several fields. A listing of American Studies faculty follows, with an indication of their fields of interest.

**AMERICAN STUDIES TENURE-TRACK FACULTY AND THEIR INTERESTS**

Robert Allen James L. Godfrey Professor of American Studies, History, and Communications Studies	History of American popular entertainment and popular culture; Media studies, local history, digital humanities
Robert Cantwell Townsend Ludington Professor of American Studies	Literary studies, Folklore, Jewish literature
Marcie Ferris Assistant Professor of American Studies	Southern Studies, Jewish Studies, Foodways studies
Tol Foster Assistant Professor of American Studies	American Indian literature; comparative indigenous studies; regional studies
Jay Garcia Assistant Professor of American Studies	African-American intellectual history; transnational studies
Michael Green Professor of American Studies	American Indian History
Bernard Herman George B. Tindall Professor of American Studies	Visual culture; vernacular architecture; Foodways studies; Folklore
Joy Kasson Professor of American Studies and English	American literature; American visual culture; popular culture; cultural history
Timothy Marr Associate Professor of American Studies	American literary studies; transnational studies; American encounters with Islam
Katherine Roberts Assistant Professor of American Studies	Folklore; Vernacular Architecture; Landscape
Rachel Willis Associate Professor of American Studies and Economics	Economic transformations; access to higher education; women in the workplace; transportation

**AMERICAN STUDIES JOINT APPOINTMENTS AND THEIR INTERESTS**

Philip Gura William S. Newman Distinguished Professor of English and American Studies	Early American literature; history of the book; nineteenth-century popular culture; history of music
John Kasson Professor of History and American Studies	American cultural history; popular culture; technology and culture; masculinity
Theda Perdue Atlanta Distinguished Professor of	Native People of Southeastern U.S.; Southern Women's History

Southern Culture, History and American Studies	
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**AMERICAN STUDIES ADDITIONAL CORE FACULTY AND THEIR INTERESTS**

William Ferris Joel Williamson Eminent Professor of History	Southern studies; Southern music; African-American music; documentary film
Trudier Harris J. Carlyle Sitterson Professor of English	African-American literature; African-American folklore
Glenn Hinson Associate Professor of Anthropology	Ethnography of Communication, Belief Studies, Experience-Centered Anthropology; African Diaspora, The North American South
Jocelyn Neal Associate Professor of Music	Country music, rhythm and meter, and dance/music interactions in popular music.
Patricia Sawin Associate Professor of Anthropology	Gender, Ethnography of Communication, Performance and Poetics, Local/Global Cultures, Southern United States, Latin America

**AMERICAN STUDIES ADJUNCT FACULTY AND THEIR INTERESTS**

Yaakov Ariel Professor of Religious Studies	Religion in the Americas
Carole Blair Professor of Communications Studies	Rhetorical theory and criticism; rhetorics of U.S. national commemorative places
W. Fitzhugh Brundage William B. Umstead Professor of History	American history since the Civil War, with a particular focus on the American South
Kathleen DuVal Assistant Professor of History	Early America, particularly cross-cultural relations on North American borderlands
Jon Finson Professor of Music	History of American popular song; interactions between image and music in American cinema
Joseph Flora Professor of English and Comparative Literature	American literature; The American West; The American South
Larry Griffin John Shelton Reed Distinguished Professor of Sociology and Professor of History	Social Inequality, Race and Race Relations, Politics, US Culture, the American South
Lawrence Grossberg	Cultural studies; cultural theory; modern

Morris Davis Professor of Communication Studies	and contemporary philosophy; contemporary political cultures; modernities; and (political) economics.
Minrose Gwin Kenan Eminent Professor of English and Comparative Literature	American literature: 19th Century through Contemporary; Women's literature; Literature of the American South; Creative Nonfiction; Theories of Gender and Sexuality; Trauma Studies; Literature of the Southwest
Jennifer Ho Assistant Professor of English and Comparative Literature	Asian American Studies; Contemporary & Multiethnic American Literature; Cultural & Gender Studies; American Popular Culture
Laurie Maffly-Kipp Associate Professor of Religious Studies	African-American religion; ethnicity, race, and religion; religious and cultural history of the American West
Michael Lienesch Professor of Political Science	American religion and politics
Eliza Richards Associate Professor of English and Comparative Literature	19th-century American literature; American poetry before 1900; Comparative British and American; nineteenth-century studies; Poetry and poetics, especially theories of lyric; Gender studies and U.S. women's literature before 1900
Ruth Salvaggio Professor of English and Comparative Literature	Feminist Theory; Critical Theory; Eighteenth-Century British Literature; Poetics
Anne Whisnant Adjunct Assistant Professor of History	Public history; National parks
Heather Williams Associate Professor of History	African Americans in the 18th and 19th centuries, with emphasis in the American South

### **AMERICAN STUDIES AFFILIATED FACULTY AND THEIR INTERESTS**

William Andrews E. Maynard Adams Professor of English	African American literature before 1930; American autobiography studies; Southern literature
Jan Bardsley Associate Professor of Asian Studies	Japanese feminism; Japanese women's magazines and popular culture; encounters between women in the US and Japan; icons of the feminine: royal

	women, geisha, and pageant winners.
Richard Cante Assistant Professor of Communication Studies	Media and Cultural Studies
Erin Carlston Associate Professor of English and Comparative Literature	Comparative European and US American modernisms; Gender and sexuality studies; Fascism and culture; Jewish studies
Tyler Curtain Associate Professor of English and Comparative Literature	Cultural studies; Queer theory;
Maria De Guzmán Associate Professor of English and Comparative Literature	Latina/o literature(s), culture(s), and theory; Late-eighteenth to late-twentieth century "american" (U.S.) literature; Construction of ethnicity in literature of the U.S.; Transcultural studies of Anglo, Latina/o, African American, Native American, and Asian American literatures and historical experiences; Visual studies, typology, and the construction of identity; Narrative, photography, and film; Gender, performance, and queer studies
Connie Eble Professor of English	History of the English language; Vernacular uses of American English;
Crystal Feimster	
Rebecka Rutledge Fisher Assistant Professor of English and Comparative Literature	W.E.B. Du Bois; Ralph Ellison; African American literature and intellectual history; Francophone Caribbean literature; Literary Theory and Criticism; Metaphor; Cultural studies; Black nationalism
Gregory Flaxman Assistant Professor of English and Comparative Literature	Theory: Critical Theory and Philosophy; Psychoanalysis; Narratology; Aesthetics; Cinema: Film and Genre Theory; Classical Hollywood and Post-Classical American Cinema; Literature: Postwar American Fiction
John Florin Associate Professor of Geography	U.S. historical and cultural geography, population, and medical geography
David Garcia	Ethnomusicology and music of Latin America and the United States with an emphasis on black music of the Americas.

Jacquelyn Hall Julia Cherry Spruill Professor of History	U.S. women's history, southern history, working-class history, oral history, and cultural/intellectual history
Laura Halperin Assistant Professor of English and Comparative Literature	Latina literature; Latina/o Studies
Reginald Hildebrand Associate Professor of African-American Studies and History	Period and process of Emancipation in the Southern United States
Fred Hobson Professor of English Lineberger Professor in the Humanities	Southern literature and intellectual history; Autobiography; Twentieth-century American fiction
Jordynn Jack Assistant Professor of English and Comparative Literature	Rhetoric and composition; Rhetoric of science; Women's rhetorics
Clara Sue Kidwell Director, American Indian Center	American Indian Studies
Scott Kirsch Associate Professor of Geography	Human geography, history of science, and social theory; history of geography, cartography, and scientific exploration
Valerie Lambert Associate Professor of Anthropology	American Indians; tribal sovereignty; tribal nation building and tribal governance; federal-tribal relations and tribal-state relations; bureaucracy and the U.S. Bureau of Indian Affairs
Rosa Perelmuter Professor of Spanish	Latin American literature
Della Pollock Professor of Communication Studies	Performance and Cultural Studies
John Sweet Associate Professor of History	Early American history; the dynamics of colonialism and the interplay of religious cultures.
Jane Thrailkill Associate Professor of English and Comparative Literature	Nineteenth-Century U.S. and English; Literature, American Literary Realism and Naturalism; Post-Civil War American Literature; History of the Novel; Feminist, Literary and Cultural Theory; Aesthetics and Affect Theory; Psychoanalytic Theory; History of the Body; Science Studies; Literature and Neurology; Medical Humanities
Linda Wagner-Martin	American literature; 20th Century

Frank Borden Hanes Professor of English and Comparative Literature	(Hemingway, Stein, Faulkner, Dos Passos, etc.); 21st Century; Biography and Autobiography; Women's Writing; Poetry
Harry Watson Professor of History	Antebellum South, Jacksonian America, and the history of North Carolina
Eric King Watts Associate Professor of Communication Studies	African American public voice; rhetoric
Gang Yue Associate Professor of Asian Studies	Chinese language, modern Chinese literature and cultural studies, and Asian American studies

APPENDIX B

THE UNIVERSITY OF NORTH CAROLINA

Request for Authorization to Plan a New Doctoral or  
First Professional Degree Program

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. Authorization to plan, and the planning activity to follow, do not guarantee that authorization to establish will be granted. Requests (5 copies) may be submitted annually, by September 15 of each year.

Date:

March 21, 2009

Constituent Institution: UNC-Chapel Hill

CIP Discipline Specialty Title: American Studies

CIP Discipline Specialty Number: 05.0102 Level: D X 1<sup>st</sup> Prof. \_\_\_\_\_

Exact Title of the Proposed Degree: American Studies

Exact Degree Abbreviation (e.g. Ph.D.,Ed.D.): M.A. and Ph.D.\*

*\* The MA will not be a terminal MA with direct admits; it will be used for PhD students who elect to earn the MA along the way or leave the program without completing all requirements for the PhD.*

Does the proposed program constitute a substantive change as defined by SACS?  
Yes\_ No X

a) Is it at a more advanced level than those previously authorized? Yes \_ No X

b) Is the proposed program in a new discipline division? Yes\_ No X

Approximate date for submitting the Request to Establish proposal (must be within two years of date of authorization to plan): March 2010 (or sooner depending on GA and Graduate Council approval of the Request to Plan. Our intent is to open admissions in the fall 2010 cycle for entry the following academic year.)

Proposed date to establish degree: month August year 2011 (Date should allow at least three months for review of the request to establish, once submitted.)

This intent to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

**Chancellor** \_\_\_\_\_

1. Describe the proposed new degree program. The description should include:

a. a brief description of the program and a statement of educational objectives

American Studies is a nationally and internationally recognized field, comprising the interdisciplinary study of American culture. The object of study is American culture in all its diversity, and the methodologies include historical, literary, and visual analysis as well as ethnography, sociology, economics, and political science as appropriate. The American Studies Department at UNC-CH has a distinguished faculty, including tenured and tenure-track appointments of five full professors, two associate professors, and four assistant professors as well as three jointly appointed full professors and more than three dozen affiliated faculty with primary appointments in other departments. With these strong resources, the American Studies Department already has the standing to offer a nationally competitive graduate program. Students will take courses in American Studies and other disciplines and will develop “fields” that reflect special strengths at UNC-CH: Southern Studies, American Indian Studies, Folklore and material culture, as well as American history, literature, visual culture, ethnography, and social sciences. Graduate students will be able to focus their educational programs according to their individual interests and will be strong candidates for positions in college teaching as well as jobs in educational innovation, archives, museums, foundations, and other related fields.

All students will be admitted to the doctoral program at UNC-Chapel Hill. Applicants do not need a master’s degree prior to admission in the program. The MA degree in American Studies is typically earned at the end of the fourth semester, but students planning to earn a terminal Master’s Degree will not be admitted to the program. Students admitted with an MA in a related field such as Folklore will take some additional core courses as they progress toward the American Studies Ph.D. Students will complete specified course work, write a third-semester paper as a thesis option, present a Teaching Portfolio, take comprehensive examinations, defend a dissertation prospectus, and write and defend a Ph.D. thesis. We anticipate that all requirements can be completed by the end of the student’s fifth year.

b. the relationship of the proposed new program to the institutional mission and how the program fits into the institution’s strategic plan

#### *American Studies and the Academic Plan*

Planning for the American Studies Ph.D. program has taken place under the guidance of the 2003 Academic Plan, designed to provide a five-year roadmap to shape decision-making for the University of North Carolina at Chapel Hill. The Plan’s Introduction articulates the university’s intention to strive for “the highest levels of

excellence in teaching, research, and public service,” and specified six priorities: 1) to provide the strongest possible academic experience for undergraduate, graduate, and professional students, 2) to integrate interdisciplinary research, education, and public service, 3) to improve faculty recruitment, retention, and development, 4) to increase diversity among faculty, students, and staff, 5) to enhance public engagement, 6) to extend Carolina’s global presence, research, and teaching. The American Studies Department has followed all of these directives, and believes that the establishment of a Ph.D. program will bring each to a higher level.

The strongest possible academic experience demands full utilization of faculty talents. The distinguished faculty already in place in our unit will contribute more toward the university if they are able to train graduate students. Engaging those graduate students in the teaching of undergraduates will enhance undergraduate education as well. Our faculty is distinguished in teaching as well as scholarship. Of our fourteen fully and jointly appointed faculty, three have held Bowman and Gordon Gray Professorships for distinguished teaching (one has held it twice); three have won Tanner Awards for Excellence in Teaching; one has won the William C. Friday/Class of 1986 Award for Excellence in Teaching, one the Johnston Award for Excellence in Teaching; and numerous other teaching recognitions have accrued. This faculty will teach graduate students to be excellent teachers as well as outstanding scholars.

The call for interdisciplinary research and education clearly invites the kind of work that is envisaged in the American Studies Ph.D. program. As previously mentioned, American Studies has been a leading exemplar of interdisciplinary work, both nationally and at UNC-CH.

Faculty recruitment, retention, and development are enhanced by the creation of new programs as well as new knowledge. In 2007-2008, American Studies succeeded in recruiting a major scholar to a chaired professorship partly on the prospect of helping to pioneer the proposed Ph.D. program. Our younger scholars have been deeply engaged in planning as well, helping to ensure their commitment to UNC-CH.

Diversity is a cornerstone of American Studies and of our proposed PhD program. American Studies has been the home for American Indian Studies at UNC-CH, and this field will continue to be a strong focus for our graduate program as well. Cooperative relationships with the Department of Afro-American Studies, Asian Studies, and the program in Latina/o Studies ensure that students who wish to pursue research in all areas of ethnic and diaspora studies as part of their American Studies degree will be able to do so. Faculty members specializing in these fields are affiliated with American Studies and play a strong role in the department’s intellectual life.

Nationally, American Studies Ph.D.s work in a variety of public sector jobs as well as in academic teaching. The students who earn an M.A. in Folklore work in state

folklore offices, public history sites, and other nonprofit fields, and students who seek an American Studies Ph.D. with a Folklore concentration will do the same. The American Studies undergraduate program has a serious commitment to public engagement, offering courses in community documentary and in service learning. Graduate students receiving training in American Studies will have an opportunity to gain teaching experience in these fields.

American Studies already has a set of partnerships with universities around the world: King's College, London; Free University of Berlin; Doshisha University in Kyoto, Japan; National University of Singapore; and (under development) Sydney University in Australia. In addition to a vigorous undergraduate exchange program, graduate students from these universities may come to Chapel Hill to pursue their research, and faculty at partner institutions may serve on dissertation committees for UNC students. American Studies faculty members have participated in international partnership conferences in Singapore and London; there are also opportunities for UNC graduate students to give papers and publish their research through these international connections.

#### *American Studies and UNC Tomorrow*

The UNC Tomorrow report of December 2007 suggests ways in which UNC's constituent institutions can respond more proactively to the 21<sup>st</sup> century challenges facing the state. The development of an American Studies Ph.D. program meets several of the recommendations of this report.

#### 4.1 Global Readiness

As stated above, the American Studies Ph.D. program is developed with a global perspective in mind. We believe that our understanding of American culture is incomplete unless it takes account of the ways in which scholars and citizens in other countries view America. Our global partnerships benefit faculty and undergraduates, and will likewise ensure that the research and teaching of our graduate students is globally relevant.

#### 4.2 Access to Higher Education

American Studies at UNC-CH is committed to viewing American culture as comprising a rich mixture of ethnic and racial identities. A number of our undergraduate courses are approved as meeting the U.S. Diversity requirement. Our faculty includes specialists in American Indian and African American subjects, and our affiliated faculty includes specialists in Latina/o Studies, Asian-American Studies, and other related fields. Among the courses we offer is a course on "Access to Higher Education" and another on "The University in American Life." American

Studies will work to recruit students from underserved populations and envisions a diverse mix of individuals and research areas as part of our program.

#### 4.4 Our Communities and their Economic Transformation

As the home for interdisciplinary Southern Studies, the American Studies Department is engaged in research and teaching that focuses on the region and the state. Our Folklore faculty and M.A. students already contribute to the arts and cultural enrichment around the state through music programs in the public schools, consulting with museums and other cultural institutions, and the hosting of public concerts and radio programs. Our faculty has been deeply engaged in service learning initiatives that take undergraduate students into internships in a variety of locales around the state. Graduate students in the American Studies Ph.D. program may participate in either the instructional or the public service aspects of the department's work.

#### 4.7 Outreach and Engagement

The American Studies department envisions expansion of its research and teaching mission related to the state of North Carolina. Possible projects include seminars on state and local culture and community documentaries. Such projects would involve faculty, students, and graduate students, whose participation would make the undergraduate component of the project possible. American Studies already hosts courses that feature race relations in North Carolina, community documentaries, and the study of seacoast culture and environment. Professor Robert Allen, a faculty member in American Studies, was awarded the first Felix Harvey Grant to Advance Institutional Priorities in 2008 in recognition of his engaged scholarship on Movie-Going in North Carolina. The implementation of a graduate program will expand our ability to pursue such projects and to add others.

- c. the relationship of the proposed new program to other existing programs at the institution

The American Studies graduate program will have a cooperative relationship with related academic programs, including History, English, Art History, African-American Studies, Communications Studies, Anthropology, Music, Religious Studies, and possibly Sociology, Political Science, and Economics. Graduate Students in these fields will take American Studies courses (as they already do under the aegis of an existing American Studies graduate minor), and American Studies graduate students will take courses in these fields. Graduate students in these fields may teach in American Studies courses and vice-versa. The new program will add options to other existing programs and will be mutually enhancing.

- d. special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

The library holdings at UNC-CH are outstanding in all areas on which this new program will focus, especially in Southern Studies (with the Southern Historical Collection, the North Carolina Collection, and the Documenting the American South project), Folklore (the Southern Folklife Collection), history, literature, and social justice. The Ackland Art Museum is an outstanding institutional partner for projects in visual and material culture. The existence of related research programs in other departments and research repositories in our libraries strengthens and enables the proposed graduate program. UNC-CH is a leader in the promotion of interdisciplinary programs, and an American Studies graduate program that includes Southern Studies, American Indian Studies, and Folklore in addition to more traditional areas of focus, will be unique in the region and attract students from across the country as well.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.

None. There is no other graduate-level American Studies program in North Carolina. This will be unique.

3. Estimate the number of students that would be enrolled in the program during the first year of operation: *Full-Time*   5   *Part-Time*
4. Estimate the current and projected demand for graduates of the proposed new degree program. Provide documentation about the sources of data used to estimate demand figures.

#### *Student Demand*

We expect that the American Studies Ph.D. program will attract many applicants. Even though we do not currently offer advanced degrees in American Studies, we yearly receive tens of inquiries from potential students around the country asking for information about applying to our program. Some of our best undergraduate students apply to graduate school in American Studies, and students who have completed the Folklore M.A. degree have expressed a desire to continue to the Ph.D. in an American Studies department. The national professional organization, the American Studies Association, reports that numbers of students receiving a B.A. in American Studies

are growing, and that the largest contingent of such graduates attends graduate school. There is a demonstrable desire for graduate degrees in American Studies.<sup>3</sup>

### *Societal Need*

There is also a societal need for American Studies Ph.Ds. According to a recent study by the American Studies Association, American Studies programs are growing around the nation, and new faculty hiring is projected by 66% of programs, reporting one to three vacancies expected in the next five years. Taking into account both academic and other kinds of careers chosen by American Studies Ph.Ds, such as public heritage, archives and records management, cultural resource management, and public folklore, the same report estimates over 1000 positions designating American Studies training as a prerequisite to be expected over the next five years.<sup>4</sup> In the region, Southern Studies programs are natural destinations for American Studies Ph.Ds with a Southern Studies emphasis, and in the state of North Carolina, other UNC campuses with related undergraduate programs such as UNC-Pembroke, and private colleges such as Wake Forest University, which has an American Ethnic Studies major.

American Studies graduates may also play a leading role in the development of public education. At the high school level, collaboration between U.S. History and American Literature courses is common. Members of the American Studies faculty at UNC-Chapel Hill have been involved in projects for public education at the National Humanities Center in Research Triangle Park and at the School for Science and Math in Durham. Interdisciplinary educators are in demand in North Carolina and throughout the nation in the field of educational innovation.

Reports such as the Report of the Interdisciplinary Task Force of the American Association of Universities (2005) found a growth in number and complexity of interdisciplinary programs within the academy, and commented that this growth “reflects the need for new combinations of disciplinary knowledge and research methods to solve new and complex problems, and the educational value for students of analyzing important issues from multiple perspectives.”<sup>5</sup> Graduates of the American Studies Ph.D. program will bring these skills to academic and other employment, putting them at the forefront of educational innovation. Although the economic downturn of 2008-2009 is causing many institutions to examine their priorities, the proposed Ph.D. program, and the graduates it will produce in the middle of the second decade of the twenty-first century, will be well-positioned to

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<sup>3</sup> Simon J. Bronner, “The ASA Survey of Departments and Programs, 2007: Findings and Projections,” ASA Newsletter 31:1 (March 2008), pp. 16-17.,

<sup>4</sup> *Ibid.*,

<sup>5</sup> Association of American Universities, Report of the Interdisciplinary Task Force (October, 2005), p. 3.

claim employment opportunities in both traditional and new academic programs, centers, and institutes as the economy opens up again.

5. If there are plans to offer the program away from campus *during the first year of operation*:
- briefly describe these plans, including potential sites and possible method(s) of delivering instruction.
  - indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private)
  - estimate the number of students that would be enrolled in the program during the first year of operation: *Full-Time* \_\_\_\_\_  
*Part-Time* \_\_\_\_\_

There are no plans to offer the program away from campus

6. Describe the procedures to be used to plan the proposed program. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Specifics of the program will be planned by a committee of faculty under the authority of the Department Chair, Joy Kasson, Professor of American Studies. The committee has already studied best practices in American Studies graduate programs and plans to continue its work, consulting further with department chairs at peer institutions and coordinating the details of its requirements with the Graduate School at UNC-CH and with cognate departments. We plan to have a full proposal ready within a year of being granted authorization to plan.

Contact information:

Joy Kasson  
Chair, American Studies  
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Chapel Hill, NC 27599-3520  
telephone: 919-962-4063  
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Other faculty members engaged in planning include:

Robert Cantwell  
Townsend Ludington Professor of American Studies  
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7. Describe the method of financing the proposed new program (e.g., potential sources of funding) and indicate the extent to which additional state funding may be required.

Graduate students will be supported by the instructional budget for American Studies, to be allocated by the College of Arts & Sciences from state funds; additionally, the Graduate School will allocate tuition remission grants as appropriate. The excellence of the potential candidates suggests that some graduate students will be funded by competitive merit awards. Others may be supported by need-based work-study grants. Fund raising will seek expendable and endowed funds for recruitment and summer support for graduate students. No additional state funding is anticipated for faculty hiring since the necessary faculty is already in place.

To: the Administrative Boards  
From: Kenneth Janken  
Date: March 23, 2009  
Re: Counting certain cross-disciplinary minors as clusters

In order to increase the number of clusters I suggest that we consider including certain cross-disciplinary minors as fulfilling the integrative option for the supplemental general education requirement.

Currently there are seven clusters operating, with one more (Memory studies) set to begin and three others (Mesoamerica, Sports, Race and anti-racism, and Crime) in various stages of formation. It is not yet clear how many students are taking the integrative option – institutional research has not yet completed its report – but it does not appear as if there are enough clusters to sustain the program.

Certain cross-disciplinary minors come very close to fulfilling the spirit of the integrative option: American Indian Studies; Philosophy, Politics, and Economics; Cognitive Science; Archeology; Sustainability. Generally they don't meet the requirements of a cluster in one of two ways. Either they allow but do not require students to cross divisional lines in fulfilling the minor (which is the case with Cognitive Science and Sustainability), or one or more of the courses in the minor is numbered below 200. (The one required course for American Indian Studies is AMST/HIST 110, but all of the other courses are above 199.)

I think it is worthwhile to talk with departments that house cross-disciplinary minors to see if they are open to modifying these minors to require students to cross divisional lines and to make sure that students take at least three courses above 199. If the departments agree, then I think the minors should count toward fulfilling the integrative option.

TO: The Administrative Boards of the College of Arts and Sciences and General College  
FROM: Erika Lindemann, Interim Associate Dean for Undergraduate Curricula  
Carolyn Cannon, Associate Dean, Academic Advising Program  
RE: Proposal for counting By-Examination (BE) credit in the major and minor  
DATE: March 16, 2009

The Office of Undergraduate Education and Academic Advising would like to propose new regulations clarifying how credits earned from AP, IB and SATII Subject testing (carrying the grade of BE, By Examination) apply to the major and the minor:

Many students take Advanced Placement, International Baccalaureate, or SATII Subject tests prior to their matriculation at Carolina. Students who meet department-designated minimum scores on these exams receive course credit hours with a posted grade of BE for particular UNC-Chapel Hill Courses. For example, a score of 4 on the US History AP exam confers 6 hours of BE credit for HIST 127 and 128, and a score of 5 on the AP Biology exam confers 8 hours of BE credit for BIOL 101, 101L, 279, and 279L. Many students today bring in some BE credit, with the amount of granted credit ranging from zero to more than 60 hours. Receiving 6 to 12 hours of BE credit is quite common. These hours count toward the 120 hours required for the degree.

To meet graduation requirements in the major, students must earn at least 18 hours of C or better grades in the major. Minors require students to earn at least 12 hours of C or better grades in the minor. Since there is in fact no grade associated with the conferring of BE credit, we propose the following policies to be effective for all new first-year and transfer students entering UNC-Chapel Hill in Fall 2009 or later:

- No more than two courses (6 to 8 credit hours) of BE credit may be used as part of the major core (defined as the 8 to 10 courses beyond any introductory prerequisite course, if there is one).
- The grade of BE from an AP, IB, or SATII Subject test may not count toward the requirement that students earn at least 18 hours of C or better grades in the major core.
- No more than one BE credit course (3 to 4 credit hours) may be used as part of a minor.

Note that this proposal does not affect the awarding of BE credit for courses that can fulfill General Education requirements.



UNC  
COLLEGE OF  
ARTS & SCIENCES

THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

PROGRAM IN SEXUALITY STUDIES  
CAMPUS BOX 3135  
CHAPEL HILL, NC 27599-3135  
SEXUALITY@UNC.EDU

Dr. Bobbi Owen  
Senior Associate Dean, Undergraduate Education  
300 Steele Building  
CB# 3504  
Chapel Hill, NC 27599-3504

22 January 2009

Dear Dean Owen,

Recently Dr. Karen Booth submitted a new course, WMST 111—"Introduction to Sexuality Studies"—for approval. I would like to request that as soon as feasible, this course should be designated the single required core course for the Minor in Sexuality Studies. Thus rather than choosing two out of several core courses currently listed, minors would all take WMST 111 as their gateway course to the Minor, plus four additional courses chosen from our approved course listings. We would retain the requirement that the coursework should be distributed across at least three different departments.

It is the view of the Advisory Board to the Program in Sexuality Studies that this course will offer our students a systematic introduction to significant theories and methodologies in the growing interdisciplinary area of sexuality studies, and will provide a more coherent grounding in critical texts and approaches to the field than the current requirements. Please let me know if you have any further questions.

Sincerely,

Erin G. Carlston

## **UNDERGRADUATE CURRICULUM PROPOSAL FOR INTERDISCIPLINARY MINOR IN CINEMA (REVISED 3-18-09)**

The Interdisciplinary Program in Cinema, housed in the Department of Communication Studies, offers students an interdisciplinary minor in cinema. This five-course minor enables students to understand the changing, global face of cinema. For much of the 20th century, cinema was associated primarily with film, and, in particular, with locations such as Hollywood, Europe, and Japan. Today, however, we understand cinematic production to be equally active and significant in other parts of the world. This is due partly to the expansion of complicated but economically viable international and technological avenues for the distribution, exhibition, and reception of cinema. It is also the effect of production processes that regularly traverse vast geographical territories, and to which a broadening array of other media and technologies are just as crucial as film. As a result, a basic question forcefully re-arises: What is cinema? To address this question effectively, a variety of interdisciplinary approaches must be called upon.

Students in this minor study not only cinema itself, but also multiple ways of conceiving of it, discussing it, imagining it, and reinventing it. The minor combines ideas, vocabularies, and methods from different disciplines, enabling students creatively to explore both individual cinematic texts and the broader aesthetic, economic, cultural, and historical contexts out of which they arise. Drawing on multiple departments, programs, and curricula across the College of Arts and Sciences, this minor provides students with a flexible, rigorous, and exciting course of study in the past, present, and future places of cinema in its dynamic global context.

Undergraduates majoring in any school, department, curriculum, or program that permits an additional minor may complete the interdisciplinary minor in cinema. From the business major accumulating all the entrepreneurial skills necessary for success in the brick-and-mortar world, to the student of rhetoric or literature thinking primarily in terms of much older written and oral traditions across languages, to the art major, to the science student investigating the most basic elements of movement, bodies and light, this minor welcomes all students regardless of their major areas of study.

### Requirements:

1. Completion of ART 159 “The Film Experience,” COMM 140 “Introduction to Media History, Theory and Criticism,” **or** ENGL 142 “Film Analysis.” Permission of the instructor and grade of C or better in the prerequisite.
2. Required Core Course: IDST 256 “Global Cinema.” [Note: IDST 256 is pending approval] Prerequisite: ART 159, COMM 140, **or** ENGL 142. Permission of the instructor and grade of C or better in the prerequisite.
3. Three elective courses, each of which a student can begin any time after completing Requirement #1 above. These three courses must be selected from at least two different

departments. They can be taken before, during, or after enrollment in IDST 256 “Global Cinema.”

(A) To ensure that a student’s program of study for the minor in cinema has sufficient disciplinary and transdisciplinary *depth*, two of the three required elective classes must be chosen from the following list:

- AFAM 276 The African American in Motion Pictures: 1900 to Present
- AMST 268 American Media and American Culture
- AMST 336 Native Americans in Film
- ARAB 453 Film, Nation, and Identity in the Arab World
- ASIA 165 Bollywood Cinema
- ASIA 235 Israeli Cinema: Nation, Gender, Ethnicity
- ASIA 379/CMPL 379 Cowboys, Samurais, Rebels in Film and Fiction
- ASIA 435 Cinemas of the Middle East and North Africa
- CHIN 544 Chinese Cinema
- CHIN 464 The City in Modern Chinese Literature and Film
- CMPL 272/COMM 272/GERM 272 Global Queer Cinema
- CMPL 332H/EURO 332H/FREN 332H Cultural Identities in European Cinema
- COMM 275/GERM 275 History of German Cinema
- COMM 452 Film Noir
- COMM 545 Pornography and Culture
- COMM 546 History of Film I, 1895-1945
- COMM 547 History of Film II, 1945 to present
- COMM 548 Humor, Comedy, and Laughter in the United States
- COMM 550 American Independent Cinema [pending approval]
- COMM 551 Hitchcock and the Sign [pending approval]
- COMM 645 The Documentary Idea
- COMM 650 Global Media Economics after Convergence [pending approval]
- COMM 656/WMST 656 Women and Film
- COMM 658 Latin American Cinema
- COMM 681 Contemporary Film Theory [pending approval]
- COMM 682 Histories of the Moving-Image: Pasts, Presents, Futures [pending approval]
- COMM 683/GERM 683 Moving-Image Avant-Gardes and Experimentalisms [pending approval]
- ENGL 143 Film and Culture
- ENGL 280 The Western
- ENGL 380 Film History
- ENGL 580 Film—Contemporary Issues
- ENGL 680 Film Theory
- FREN 373 The French New Wave, Its Sources and Its Legacies
- GERM 250/WMST 250 Women in German Cinema
- GERM 265 Hitler in Hollywood: Cinematic Representations of Nazi Germany
- HIST 301 Screening History: Africa at the Movies
- ITAL 333 Italian Film and Culture

ITAL 335	Special Topics in Italian Cinema
ITAL 340	Italian America in Literature and in Film
JAPN 378	Introduction to Japanese Film and Animation
PORT 388	Portuguese, Brazilian, and African Identity in Film
SPAN 388	Hispanic Film and Culture

(B) To ensure that a student's program of study for the minor in cinema has sufficient interdisciplinary *breadth*, one of the three required elective classes must be chosen from the following list:

AMST 483    Seeing America: Visual Culture and American Studies

ARAB 452/PWAD 452	Imagining Palestine
ASIA 252/CMPL 252/INTS 252	Popular Culture in Modern Southeast Asia
CHIN 562	Post-Maoist Urban Culture and Arts
COMM 432	Visual Culture
COMM 450	Media and Popular Culture
COMM 543	World Media History
COMM 553	Media and Activism
COMM 651	Contemporary Global Media
COMM 652	Media and Difference
COMM 655	Television Culture
ENGL 663	Postcolonial Theory
HIST 579	Popular Culture and American History
INTS 210	Global Issues
RUSS 281	Russian Literature in World Cinema

### **REQUIRED CORE COURSE**

#### **IDST 256 GLOBAL CINEMA [pending approval]**

Prerequisite, ART 159, COMM 140, or ENGL 142. Permission of the instructor and grade of C or better in the prerequisite. Introduces students to the field of global cinema and to comparative and other interdisciplinary methods of global cinema study.

## **IDST 256**

### Required Listening (audio CD):

*Dark Side of the Moon* (1973)

Songs only, *Mother Courage and Her Children* (2006, Delacorte Theater Production)

### Required Reading—Play:

*Mother Courage and Her Children* (Brecht, 1939). Translation by Tony Kushner, 2006.

### Required Reading—Novels:

*Are You Experienced?* (William Sutcliffe, UK, 1998)

*Slow Down Arthur, Stick to Thirty* (Harland Miller, UK, 2001)

### Required Reading (to be selected from):

Agamben, *Means without End* (selections)

Booth, *The Rhetoric of Fiction* (selection)

Booth, *The Company We Keep: An Ethics of Fiction* (selection)

Baudrillard, *America* (selections)

Baudrillard, *Simulations* (selections)

Beller, *The Cinematic Mode of Production: Attention Economy and the Society of the Spectacle* (selections)

Berlant, *Cruel Optimism* (selections)

Bersani and Dutoit, *Forms of Being: Cinema, Aesthetics, Subjectivity* (selection)

Brooks, *Reading for the Plot: Design and Intention in Narrative* (selections)

Burger, *Theory of the Avant-Garde* (selection)

Butler, *Giving An Account of Oneself* (selection)

Butler, *Precarious Life* (selection)

Butler, *Undoing Gender* (selection)

De Certeau, *The Wring of History* (selection)

De Certeau, *The Practice of Everyday Life* (selections)

Derrida, *Archive Fever: A Freudian Impression* (selection)

Derrida, *Monolingualism of the Other, or, The Prosthesis of Origin* (selection)

Derrida, *The Truth in Painting* (selections)

Derrida and Stiegler, *Ecographies of Tele-vision* (selections)

Dogme 95 Collective. *Dogme 95 Manifesto*.

Foucault, *The Order of Things* (2 excerpts: on *Las Meninas* and *Don Quixote*)

Jameson, Fredric. *Signatures of the Visible* (selections)

Hardt and Negri, *Empire* (selection).

Harvey, David. *A Brief History of Neoliberalism* (selections)

Harvey, Sylvia. *May '68 and Film Culture* (selection)

Kittler, *Gramophone-Film-Typewriter* (selection)

Miller, ed. *Global Hollywood*. (selections)

Morris, *The Pirate's Fiance: Questions for Feminism* (selections)

Mowitt, *Text: The Genealogy of an Antidisciplinary Object* (selections)

Nowell-Smith, Editor., *The Oxford History of World Cinema* (selections)

Nussbaum, *Love's Knowledge: Essays on Philosophy and Literature* (selections)

Ranciere, *The Future of the Image* (selections)

Sontag, *Against Interpretation* (selections)

Sontag, *On Photography* (selection)

Sontag, *Styles of Radical Will* (selections)

Tagg, *The Burden of Representation: Essays on Photographies and Histories* (selections)

Vogel, *Film as Subversive Art* (selection)

Weber, *Mass Mediuras* (selections)

Weber, *Theatricality as Medium* (selections)

Required Viewings (each week at weekly screening sessions, 2 others required outside of class):

*The Dreamers* (Bertolucci, France/Italy/UK, 2003)

*One Plus One* (Godard, France/UK, 1970)

*My Dinner with Andre* (Malle, US, 1981)

*Gerry* (Van Sant, US/Argentina, 2002)

*Burden of Dreams* (Blank, Brazil/US, 1982)

*The White Diamond* (Herzog, Germany/Guyana, 2004)

*Warrior Marks* (Parmar, UK, 1993)

*Basquiat* (Schnabel, US, 1996)

*The Saddest Music in the World* (Maddin, Winnipeg CA, 2003)

*Heavenly Creatures* (Jackson, Germany/UK/New Zealand, 1994)

*La Cienaga* (Martel, Argentina, 2001)

*Sammy and Rose Get Laid* (Frears, UK, 1987)

*Bitter Moon* (Polanski, France/UK/US, 1992)

*Old Boy* (Chan-Woo Park, S. Korea, 2003)

*The Idiots* (Dogme 95 Collective, Denmark, 1998)

*The Death of Mr. Lazarescu* (Puiu, Romania, 2007)

*Daisies* (Chytilova, Czechoslovakia, 1966)

*Memories of Underdevelopment* (Alea, Cuba, 1968)

*La Moustache* (Carrere, France, 2005)

*2046* (Kar Wai Wong, China/France/Germany/Hong Kong, 2004)

Evaluation:

Paper #1 (5-7 pages) = 15 percent

Midterm Exam = 15 percent

Paper #2 (5-7 pages) = 25 percent

Final Exam= 25 percent

Course Attendance and Participation = 20 percent