

**UNDERGRADUATE CURRICULUM COMMITTEE  
NEW PROGRAM/PROGRAM CHANGE PROPOSAL FORM**

**1. Which category (categories) best describes the curriculum change for this proposal:**

- ☒ ~~Newly established degree program~~
- ☒ **Newly established major**
- ☒ **Newly established minor**
- ☒ ~~Newly established track/concentration/emphasis/certificate within an existing program~~
- ☒ ~~Newly developed program offering no major or minor~~
- ☒ ~~Significant changes to an existing program's major/minor/ track/concentration/ emphasis/certificate~~
- ☒ ~~Termination of an existing program/major/minor/concentration/certificate/emphasis~~

**2. Title of Program:** The existing degree program is the Bachelor of Arts in Interdisciplinary Studies. The newly proposed major under that degree is “American Studies.” This major would be offered by CNU’s Department of Leadership and American Studies in the College of Liberal Arts and Sciences.

**Catalogue Description (including credits): (Required only for new catalogue descriptions or changes to current catalogue descriptions)**

See attachment.

**3. What are the objectives for this program?**

Upon completion of the Bachelor of Arts degree in Interdisciplinary Studies, students majoring in American Studies will be able to:

- Think critically and communicate effectively, both orally and in writing, using appropriate technology.
- Comprehend American history, institutions, environment, and culture.
- Demonstrate relationships between theory and practice.
- Demonstrate civic awareness.

**4. For whom is the new curriculum primarily intended? Explain why it should become part of the curriculum, and how this proposal relates to the University’s mission.**

In 1992, 261 American Studies programs were identified by the American Studies Association.<sup>1</sup> Approximately 71% (170 programs) offered a bachelor’s degree. Introductory AMST courses and an AMST capstone seminar are common. Other subject areas include research and methods, literature courses, historical periods and popular culture. In recent years, “the field has expanded...beyond the focus of English and history to include such disciplines as philosophy, art, cultural geography, economics, oral history, sociology, architecture, folklore, anthropology, government, communications, education, and material artifacts.”<sup>2</sup> Some programs increasingly focus on race, class, ethnicity and gender.

Potential career fields include academia, advertising, business, communications, fund raising, education, government, historic preservation, journalism, law, museums, non-profit organizations, publishing, real estate, sociology, and urban planning.<sup>3</sup>

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<sup>1</sup> D. Melissa Hilbish, ASA Survey: The Structure & Administration of American Studies Programs @ [www.georgetown.edu/crossroads/asa\\_survey.html](http://www.georgetown.edu/crossroads/asa_survey.html).

<sup>2</sup> [www.utexas.edu/cola/depts/ams/undergraduate\\_program/](http://www.utexas.edu/cola/depts/ams/undergraduate_program/)

<sup>3</sup> American Studies: Opportunities & Career Resources, [www.virginia.edu/~career](http://www.virginia.edu/~career)

Justification for American Studies at CNU: As stated in the CNU Vision<sup>4</sup> statement, “We will ignite in our students a love of learning and instill a sense of responsibility and civic duty that will give our graduates the knowledge and confidence to engage as responsible leaders and citizens in their communities, the nation, and the world.” A major in American Studies will make a significant contribution toward the fulfillment of this vision. A curriculum in AMST will also contribute to fulfilling specific priorities and strategies in the strategic plan. Relevant priorities and strategies follow:

#### Priority I: A Vital Curriculum

An excellent liberal learning curriculum, providing students a rigorous higher education rooted in the liberal arts and sciences and responding to the values inherent in the University’s mission.

1. Ensure liberal learning within the core curriculum, across the disciplines, and within each major.
2. Ensure students are literate in diverse areas of knowledge.
3. Promote learning that treats knowledge as vibrant and changing.
4. Cultivate analytical and integrative thinking within and across the disciplines.
5. Encourage scholarship across the disciplines.
6. Cultivate a curriculum that encourages the development of personal values.
7. Foster a lifelong commitment to honorable living and the common good.

#### Priority II: A Culture of Student Learning and Engagement

Independent, disciplined, and dedicated students committed to learning, scholarship, and civic responsibility in a community of honor.

8. Expand cultural, geographic, socio-economic, and ethnic diversity.
9. Promote civic responsibility and global awareness.
10. Prepare students to succeed in a diverse and global society.
11. Promote study abroad.
12. Promote an understanding of ethics and ethical values.
13. Provide preparation for graduate and professional schools.

#### Priority III: An Inspired Faculty

An exceptional faculty of respected teacher-scholars who thrive in a community of honor committed to liberal learning and civic responsibility.

14. Encourage and support cross-disciplinary teaching and scholarship.
15. Encourage and support diverse approaches to outstanding teaching and scholarship.

The geographic location of CNU provides major resources for an AMST program. The history of the local region in the development of our nation and our nearness to the nation’s capitol are both major assets for such a program not only for American students, but also for students from other nations.

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<sup>4</sup>Strategic Plan: Vision 2010. (2004) Christopher Newport University, Newport News, VA.

**5. What is the anticipated enrollment in the new curriculum for the next three years?**

CNU might expect 20-25 new AMST majors each year and a slightly larger number of AMST minors, perhaps 30. Enrollment in each core course is estimated at 50-55 each year. This estimate is based on (a.) potential interest gauged by enrollment in the pilot AMST special topic courses in Fall 2006, (b.) a CNU survey given to 270 incoming first-year students at Setting Sail, and (c.) an inquiry to several peer institutions with AMST programs.

(a.) In Fall 2006, AMST topics courses were piloted in part to assess the potential interest in the AMST area. Just prior to registration, an email message was sent to professors and students announcing the availability of these AMST courses. It was noted that the courses count ONLY as general electives. Enrollments for the courses are as follows.

	ENROLLMENT
AMST 195-01 The American Experiment	19
AMST 195-02 The American Experiment	25
AMST 295-01 Civil War: Is it Over Yet?	13
AMST 295-02 Civil War: Is it Over Yet?	13
AMST 295-03 Hollywood and American War	19
AMST 295-04* American Democracy; American Diversity	21
AMST/ECON 395-01 Economics and American Literature	12
AMST/RSTD 395-01 Apocalyptic Visions	38

These figures for fall indicate 50 upper level enrollments and 110 lower level enrollments in one semester.

*\*AMST 295-04 American Democracy; American Diversity is being offered in Fall 2006 as part of the joint CNU and U.S. Department of State, Bureau of Education and Cultural Affairs exchange program with North African Students. Participants will study American History, Government, Religion, and Culture. The 21 CNU students in the class were competitively selected to participate in the program. This course was added to the list after Spring Semester 06 ended and was not open to general registration.*

(b.) On June 20, 2006, during registration at the first Setting Sail Session, 270 first-year students entering CNU completed a survey gauging their interest in a possible American Studies (AMST) program. The survey instrument provided a very brief explanation of American Studies and noted that CNU was considering offering a major and minor in American Studies. Students were asked to indicate their interest on a scale of 1 to 5 (1 being no interest and 5 being high interest) in pursuing a major in American Studies. For those who did not want to pursue the major, they were asked to rate their interest in pursuing a minor in American Studies.

Regarding interest in enrolling in a major in American Studies, 22 of the 270 students indicated relatively strong interest by providing a ranking of either 4 or 5. This is 8.1% of the 270 respondents. Further, 39 students indicated relatively strong interest in a minor in American Studies with a rating of 4 or 5, which reflects 14% of the 270 respondents.

Thus, at the extreme maximum there could be about 97 ( $1200 \times .8.1\%$ ) new AMST majors each year and new minors numbering 168 ( $1,200 \times .14$ ). Of course, the numbers are grossly inflated because the students were asked on a non-binding, anonymous survey to express their degree of interest. The numbers are likely to be much lower if a commitment was involved in formally declaring a major or minor.

(c.) The number of AMST majors at other colleges and universities, including several in CNU's aspirant peer group, was determined by phone conversations with the chairs of those AMST departments. The following is a listing of the number of AMST majors (June 2006) as well as the total student body at some similarly sized institutions.

INSTITUTION	AMST MAJORS	STUDENT BODY	PERCENT
Dickinson College (PA)*	66	2,300	3.00 %
George Washington Univ. (DC)	55	9,700	0.05%
Saint Olaf College (MN)*	50	3,000	1.6%
Smith College (MA)*	30	2,600	1.1 %
Wesleyan University (CT)*	97	3,800	2.5%
	298	21,400	1.4%

\* CNU's aspirant peer institution

Assuming a 1.4% average rate of AMST majors to total student body as calculated immediately above, CNU might expect 67 ( $4,800 \times 1.4\% = 67$ ) majors enrolled in the program across the four years, once such a program was established. Taking attrition into account for the sophomore, junior, and senior years, an overall program enrollment of 67 might suggest 20-25 new majors each year. This is much lower than the 97 as suggested by the survey. However, the survey does indicate a vibrant interest in the AMST topic among incoming first-year students. The number of CNU first-year students (14% of the sample) expressing strong interest in the minor indicates additional potential demand for AMST 100, 200, and 300. This interest was equally reflected in the AMST special topic course enrollments for Fall 2006.

In summary, CNU might expect 20-25 new majors each year and a slightly larger number of minors, perhaps 30. Enrollments in each core course are estimated at 50-55 each year.

#### 6. How will the new curriculum be staffed/administered?

With faculty to be hired in the Department of Leadership and American Studies, which may include new hires, or interested CNU faculty transferring their primary assignment to the Department, or CNU faculty visiting for a semester or year, or some other staffing arrangement such as a professor from another department teaching a single course of interest in AMST. If the major is approved, it is expected that the Department eventually would have several tenure-track positions to teach most of the core AMST courses, advise students, and perform other duties incumbent upon faculty in departments.

At the recommendation of the CNU Faculty Senate, at minimum the next hire should be someone with the preferred qualification of the AMST Ph.D. and the required qualification of a record of interdisciplinary scholarship related to American Studies. To gain this level of experience, this faculty member should be recruited at the Associate level. This professor would be tasked with development of an AMST methodology course among many other duties.

At the recommendation of the CNU Faculty Senate, there should be associated or affiliated appointments involving willing and interested faculty members from other CNU departments who are offering multiple courses in support of the AMST major and whose academic work involves prominent topics in American Studies. These associated or affiliated faculty would provide advice, guidance, and assistance to the LAMS Department regarding matters related to the AMST curriculum, serve as members of search and peer review committees, and serve in a liaison role between their primary department and the LAMS Department. An associated or affiliated professor would retain rank, reporting and teaching responsibilities, and, if applicable, tenure with their primary department. Associated or affiliated faculty would not make decisions on the LAMS budget, nor serve as chair. For purposes of service on search committees and peer review committees, faculty members with associated or affiliated appointments should be able to serve as the faculty member from outside the department. Usually, one such person is required on peer and search committees.

7. Has this curriculum, or one closely related to it, been offered at CNU previously? NO

8. Does the new curriculum or the change being proposed involve the creation of new courses, deletion of existing courses, or changes to existing courses?

Yes, new courses are being proposed. AMST 195 "*The American Experiment*" will become AMST 100 "*The American Experiment: Formation of Democratic Life*."

**Please briefly list all changes here and indicate how these changes affect hours required for graduation.**

The proposed AMST major requires 39 hours. Fifteen (15) of those 39 hours are in AMST core courses, which are being proposed in conjunction with this proposed major.

AMST 100. The American Experiment: Formation of Democratic Life (now AMST 195)

AMST 200. The American Experiment: Evolution

AMST 300. The American Experiment: Global Influence

AMST 490WI. Capstone Seminar in American Studies

AMST 320 American Studies Methods (will be developed and submitted for review subsequent to approval of major and minor)

**For EACH new course being proposed, please complete the Undergraduate Curriculum Committee New Course Proposal Form and attach to this form. Remember to include a syllabus for each proposed course. DONE**

**9. Does the new curriculum involve special equipment or costs?**

None beyond those usually associated with a major at CNU.

**This program was reviewed by:**  
*(Areas of Inquiry must be approved by  
 BOTH academic Deans and both Curriculum Cttees)*

**Concur**

**Do Not  
Concur\*\***

Department(s): (1) \_\_\_\_\_ Date: \_\_\_\_\_

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Department(s): (2) \_\_\_\_\_ Date: \_\_\_\_\_

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CLAS Chairs: \_\_\_\_\_ Date: \_\_\_\_\_

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SoB Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

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Dean: \_\_\_\_\_ Date: \_\_\_\_\_

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University Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

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Faculty Senate: \_\_\_\_\_ Date: \_\_\_\_\_

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Provost: \_\_\_\_\_ Date: \_\_\_\_\_

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President: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Visitors: \_\_\_\_\_ Date: \_\_\_\_\_

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Distribution by the Provost Office following approval:  
 Department Chair(s), UCC Chair, Deans, Registrar

*\*\*If "Do Not Concur" is checked, please provide a statement of explanation.*

## **Proposed Catalog Copy for 2007-2008**

### **BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES MAJOR IN AMERICAN STUDIES**

#### **Mission Statement**

American Studies examines the American experience from an interdisciplinary perspective, based on the liberal arts and sciences, drawing significantly from established and evolving disciplines such as literature, history, creative arts, anthropology, geography, sociology, politics, psychology, religious studies, communication, economics, and leadership studies. American Studies employs investigative methodologies drawn from multiple disciplines, including attention to historical process, that involve reading, writing, conducting research, and critically thinking about the nature of American life. In American Studies, an interdisciplinary approach is used to examine relevant topics such as region, place, cultural forms expressing American identity, America's place in the global community, and social constructs of class, gender, and race.

The CNU Vision statement asserts, "We will ignite in our students a love of learning and instill a sense of responsibility and civic duty that will give our graduates the knowledge and confidence to engage as responsible leaders and citizens in their communities, the nation, and the world." This major and minor in American Studies offer an educational opportunity highly congruent with CNU's vision.

#### **Why Major in American Studies?**

American Studies provides an education that is grounded in the principles of liberal learning and dedicated to the ideals of scholarship, leadership, and service in one's community and nation. Students should gain increased self-knowledge and a sense of civic awareness and responsibility.

A major in American Studies is excellent preparation for graduate and professional schools and for careers in journalism, law, government, education, non-profit organizations, and business.

#### **THE MAJOR IN AMERICAN STUDIES**

The 39 credit hour major in American Studies leads to the Bachelor of Arts degree in Interdisciplinary Studies.

The curriculum in American Studies critically examines what is unique and distinct about American life, exploring geographical and cultural landscapes of the United States. Courses present the diverse ideals, values, beliefs, and actions of the American people within the larger national culture and its institutions. Courses also explore the United States within comparative and international frameworks. Students will have the opportunity for experiential learning and study abroad.

The major comprises five courses in American Studies (AMST) with the remaining required courses to be selected from approved, related courses from various disciplines. Accordingly, students pursuing a major in American Studies may, within an established framework, tailor an individual plan of study according to their intellectual interests. Students will work closely with an advisor to ensure their curriculum has coherence, depth, and breadth and that it is consistent with the students' future plans.

#### **Learning Outcomes:**

Upon completion of the Bachelor of Arts degree in Interdisciplinary Studies, students majoring in American Studies will be able to:

- Think critically and communicate effectively, both orally and in writing, using appropriate technology.
- Comprehend American history, institutions, environment, and culture.
- Demonstrate relationships between theory and practice.
- Demonstrate civic awareness.

#### **THE MINOR IN AMERICAN STUDIES**

The minor in American Studies requires 18 credit hours, including nine credit hours from AMST 100, 200, and 300 plus nine other credit hours at the 300-400 level from courses approved for the Major in American Studies to be

chosen in consultation with an assigned departmental advisor.

**American Studies Core Courses (15 hours)**

AMST 100. The American Experiment: Formation of Democratic Life

AMST 200. The American Experiment: Evolution

AMST 300. The American Experiment: Global Influence

AMST 320 American Studies Methods

AMST 490WI. Capstone Seminar in American Studies

**Non-core Courses in the Major: Select one of these two tracks:**

<b><u>Social Sciences Track</u></b>	<b><u>Humanities Track</u></b>
<b>Social Science as Primary Area</b> Five courses from two disciplines (15 hours)	<b>Humanities as Primary Area</b> Five courses from two disciplines (15 hours)
<b>Humanities Area</b> Two courses ( 6 hours)	<b>Social Sciences Area</b> Two courses ( 6 hours)
<b>Global-Comparative Area</b> One course ( 3 hours)	<b>Global-Comparative Area</b> One course ( 3 hours)
Total Non-core (24 hours)	Total Non-core (24 hours)

**Multi-disciplinary Courses in the Major (24 hours).**

**Only one course (3 hours) may be at the 100 or 200 level; 21 hours must be at the 300 or 400 level.**

**HUMANITIES AREA**

AMST 195, 295, 395, 495 Topics in American Studies

ENGL 341 American Literature I

ENGL 342 American Literature II

ENGL 343 American Literature III

*ENGL 381\* Roaring Twenties: Literature, Drama, and Film of the Jazz Age (WST)*

ENGL 410 Southern American Lit.

ENGL 412 Multicultural Amer. Lit.

ENGL 413 Studies in the Amer. Novel

*HIST 201\* History or American Civilization to 1865 (WST)*

*HIST 202\* History or American Civilization since 1865 (WST)*

*HIST 230\* The American Presidency (IIS)*

HIST 336/436 Modern American Diplomatic

*HIST 340/440\* America and the Second World War (WST)*

*HIST 349-449\* The Rise and Fall of American Slavery (WST)*

HIST 350/450 A History of Native Americans

HIST 351/451 American Military History

HIST 352/452 Europe's Settlement of North America 1500-1715

HIST 353/453 Colonial North America and The Creation of the U. S.

HIST 354-454 The Founding of the Republic

*HIST 355/455\* Civil War and Reconstruction (WST)*

HIST 356/456 U.S. in the Gilded Age and the Progressive Era 1877-1919

HIST 357/457 Twentieth Century Amer. 1920-1960

HIST 358/458 Twentieth Century Amer. 1961-Present

HIST 372/472: History of Virginia

PHIL 312 American Philosophy



RSTD 338	Pilgrimage on the Appalachian Trail
FNAR 372*	<i>Arts in the United States (CXP)</i>
FNAR 375	Pre-Columbian America
MUSC 408	Jazz History and Literature
THEA346	History of Musical Theater ( <i>mentions melting pot origins</i> )
THEA 361W	Broadway to Hollywood and Back

### **SOCIAL SCIENCES AREA**

AMST 195, 295, 395, 495	Topics in American Studies
ANTH 360	Native American Culture and Music
ECON 302	Public Finance
ECON 435	History of Economic Thought
ECON 375WI	Industrial Organization and Public Policy
<i>ECON 475*</i>	<i>Money and Banking (IIS)</i>
<i>GOVT 101*</i>	<i>Power and Politics in America (IIS)</i>
GOVT 202	State and Local Politics
<i>GOVT 303*</i>	<i>The Appalachian Trail: Legend, Land, and Law (IIS)</i>
GOVT 316	Constitutional Law
<i>GOVT 320*</i>	<i>Religion and Politics in America (IIS)</i>
GOVT 323	American Foreign Policy
GOVT 332	White Collar Crime and the Government
GOVT 333	Legislative Politics
GOVT 344	The Presidency
GOVT 354	Political Campaigns/Elections
GOVT 359	American Political Thought
<i>GOVT 382*</i>	<i>Women and Politics (IIS)</i>
GOVT 395	Amer. Political Behavior
<i>RSTD 319*</i>	<i>Religion and American Identity (IIS)</i>
SOCL 303	The Family in Transition
SOCL 316	Minorities in Society
SOCL 314	Education, Culture and Society
<i>SOCL 320*</i>	<i>Sociology of Media and Popular culture (IIS)</i>
SOWK 367	The Changing Face of Social Services
SOWK 368WI	Social Policy Analysis
SOWK 369	Child and Family Welfare

### **GLOBAL-COMPARATIVE AREA**

AMST 195, 295, 395, 495	Topics in American Studies
<i>COMM 340</i>	<i>Intercultural Communication (GMP)</i>
ECON 385	Comparative Economic Systems
ECON 470	International Trade and Finance
<i>ENGL 320*</i>	<i>Studies in Women and Literature (GMP)</i>
ENGL 425	Cultural Studies in World Literature
FNAR 377	20 <sup>th</sup> Century to the Present (compares American and European Art)
GOVT 215	Comparative and International Politics
GOVT 311W	Comparative Politics
GOVT 358	Modern Political Thought
GOVT 368W	Comparative Criminal Justice Systems
GOVT 402	International Relations Theory and World Issues
HIST 325/425	Cold War Politics and Culture
HIST 369/469	The United States and East Asia
HIST 374/474;	Americans Meet the World (GMP)
HONR 490W	Problems in the Modern World ( <i>has 2 prerequisites in the honors program, but it is not restricted to honors students</i> )

<i>PHIL 315*</i>	<i>Feminist Philosophy (IIS)</i>
<i>PSYC 320*</i>	<i>Psychology of Gender (GMP)</i>
SOCL 375	Social Class in Modern Society ( <i>examines capitalist societies</i> )
SOCL 377/ANTH377	Women, Gender, and culture

***\* Courses with asterisk and shown in italic font are in the University's Liberal Learning Core. No more than ONE of these courses may count toward both the Liberal Learning Core and the requirements for the major.***

## **CURRICULUM IN AMERICAN STUDIES**

### **AMST 100. The American Experiment: Formation of Democratic Life (3-3-0)**

*Required of all majors.*

An introduction to the discipline of American Studies. Students will examine the ways in which America was, and is, an experiment in democratic life. This course critically examines the intellectual and cultural foundations of American life as well as the formation of American identities and competing ideals. Students will explore the extent to which America has been shaped by issues such as unity, equality, liberty, individualism, civic engagement, and democratic values.

### **AMST 195 Topics in American Studies (3-3-0)**

*Fall, Spring.*

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

### **AMST 200. The American Experiment: Evolution (3-3-0)**

*Prerequisite: completion of AMST 100 with a C or better. Required of all majors.*

An interdisciplinary study of the evolution of the American Experiment as viewed through its changing institutions, ideals, and culture. In this context, topics such as family, education, race, gender, immigration, citizenship, capitalism, poverty, religion, and popular culture will be explored.

### **AMST 295 Topics in American Studies (3-3-0)**

*Fall, Spring.*

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

### **AMST 300. The American Experiment: Global Influence (3-3-0)**

*Prerequisite: completion of AMST 100 with a C or better is required; completion of AMST 200 is recommended.*

*Required of all majors.*

A critical evaluation of the American Experiment through the lens of the global community that asks what it means to be an American in an increasingly global world. Students explore post-colonial worldviews of a number of influential philosophers, scholars, leaders, and policymakers on America's life, culture, and place in the world. Topics may include global rights and duties, resource scarcity, cultural imperialism, public health, and the clash of liberalism with fundamentalism.

### **AMST 395 Topics in American Studies (3-3-0)**

*Fall, Spring.*

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.

### **AMST 490 WI. Capstone Seminar in American Studies (3-3-0)**

*Prerequisite: ULLC 223; completion of 75 credit hours, departmental major, and completion of AMST 100, 200, 300, and 320 with a C or better.*

*Required of all majors.*

A capstone academic experience in which each student is expected to demonstrate independent research skills, prepare and present a formal paper, and participate in the discussion and analysis of presentations by other members of the seminar. Each student will prepare a research project on an issue of current concern viewed from the perspective of the student's particular focus within the American Studies major. The product of this scholarship will exemplify the student's academic credentials in terms of knowledge, skills, and abilities. In addition, each student will complete a standardized assessment relevant to American Studies.

### **AMST 495 Topics in American Studies (3-3-0)**

*Fall, Spring.*

These courses allow students to explore major issues, trends, or themes in American Studies. Topics vary.