

**IUPUI**  
**School of Liberal Arts**  
**Ph.D. in American Studies**  
**Program Proposal**

INSTITUTION: **IUPUI**  
SCHOOL: **Liberal Arts**  
DEGREE PROGRAM TITLE: **Ph.D. in American Studies**  
FORM OF RECOGNITION TO  
BE AWARDED/DEGREE CODE: **Doctor of Philosophy**  
SUGGESTED CIP CODE: 05.102  
LOCATION OF PROGRAM/ CAMPUS CODE: **IUPUI**  
Projected Date of Implementation: **August 2016**

DATE PROPOSAL WAS APPROVED BY INSTITUTIONAL BOARD OF TRUSTEES:

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SIGNATURE OF AUTHORIZING INSTITUTIONAL OFFICER

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DATE

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DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION

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COMMISSION ACTION (DATE)

## **I. Characteristics of the Program**

Title of Degree:           Ph.D. in American Studies  
                                  IUPUI School of Liberal Arts

- a. Campus Offering Program: Indiana University-Indianapolis
- b. Scope of Delivery (Specific Sites or Statewide): IUPUI and centers for American Studies abroad
- c. Mode of Delivery (Classroom, Blended, or Online): Classroom
- d. Other Delivery Aspects: Internship required
- e. Academic Unit(s) Offering Program: American Studies (School of Liberal Arts)
- f. Anticipated starting semester: August 2016

## **II. Rationale for the Program**

### **A. Institutional Rationale**

*Why is the institution proposing this program?*

In 1975, a group of faculty representing a variety of fields within the liberal arts at IUPUI collaborated on the creation of the Center for American Studies. The founding members of this center included many who would become the most distinguished faculty in the school, including Jan Shipps, Rowland (Tony) Sherrill, Miriam Langsam, Ralph Gray, James Smurl, Paul Nagy, Bernard Friedman, and Samuel Roberson. The center served as an incubator for ideas that grew into significant academic endeavors, including, the Center for the Study of Religion and American Culture, the POLIS Center, the Institute for American Thought, and the School for Philanthropy. From its beginning at IUPUI, American Studies sought to unite disciplines for the benefit of the campus. Below is an excerpt from a proposal to name a director of American Studies that captures the original vision for the center.

The Center for American Studies is located in the School of Liberal Arts at IUPUI. According to its formal statement of purpose,

the Center offers a point of convergence and interchange for members of that large and diverse academic community whose intellectual concerns focus on some dimension of the American experience. It seeks, through the sponsorship of symposia and conferences and the support of research and publication, to encourage reflection on all significant aspects of American life; to foster interdisciplinary studies; to stimulate a sense of intellectual community [within and beyond the boundaries of the school]; and to provide occasions for the consideration of matters of broad cultural moment.

The proposal to launch an applied doctoral program in American studies builds upon the legacy established by the original Center by proposing an interdisciplinary doctoral program that leverages the capacity of faculty primarily housed in the School of Liberal Arts to teach and mentor Ph.D. students for careers outside of academic teaching. IUPUI and its School of Liberal Arts have the faculty, research interests, practical experience, and capacity to operate a successful and nationally recognized program. Furthermore, this proposal addresses directly problems in liberal arts graduate training by reframing a debate over the question of relevance. Michael Bérubé recently suggested what is often missing from this debate: “We need to remake our programs from the ground up to produce teachers and researchers and something elses, but since it is not clear what those something elses might be, we haven't begun to rethink the graduate curriculum accordingly.”<sup>1</sup> The proposed Ph.D. in American studies addresses those “something elses” by bringing together the experience and vision of IUPUI’s scholars, centers, and community partners.

The foundation of this proposal rests on the considerable expertise in the School of Liberal Arts to study America, broadly defined. A majority of the departments and programs contained in the school have clear connections to the study of American life and a large percentage of faculty research and teaching covers areas related to the United States. If one uses the IU research profile system called [Pivot](#), over 406 profiles across the IUPUI campus include either “United States” or “American,” and of those, sixty-seven are in the social sciences and forty-two are in the humanities. In short, IUPUI has a vast and substantial pool of research faculty who are invested in the study of America. This proposed program incorporates such expertise to teach foundational or methods courses, to lead doctoral students through Ph.D. minor concentrations, to serve on dissertation committees, and to help students identify doctoral internships.

The intentionality of the program as non-traditional is its signature characteristic. First, this doctoral program does not exist solely in a single department but rather seeks to recruit students who are interested in exploring issues through a multi-disciplinary approach. Second, this program draws on courses already being offered across the many disciplines included in the School of Liberal Arts for use as both methods courses and as

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<sup>1</sup> Michael Berube, “Humanities Unraveled,” *Chronicle of Higher Education* (February 18, 2013), <http://chronicle.com/article/Humanities-Unraveled/137291/>.

areas of concentration. Third, the program promotes the application of academic scholarship outside of the academy by requiring an internship of at least a year and using that experience as an opportunity to conduct research for a student's dissertation. The intellectual breadth and flexibility of the field of American Studies makes it a suitable choice for students who wish to incorporate a variety of disciplines in pursuit of an applied research degree..

The recruiting and training students for an applied American Studies Ph.D. distinguishes IUPUI's program from the doctoral programs at Indiana University-Bloomington and Purdue University—both of which operate from within departments of American Studies that expect their graduates to teach, write, and eventually obtain employment in the academy. In short, the American studies Ph.D. program at IUPUI does not pull from the same pool of students as IUB or Purdue and does not produce students who will compete for jobs with graduates from these universities.

*What will completing this program prepare students to do?*

This program responds to a wave of studies that, over the last decade or so, have suggested ways to reform doctoral education in order to prepare students in the liberal arts for a broad range of professions outside of academic teaching. Those studies encouraged creating direct connections between research training gained at the doctoral level to skills required by professions outside of the academy. For example, a series of studies from 2003 to 2011 coordinated through the University of Virginia's Scholarly Communication Institute produced a final report that provided specific recommendations for reforming graduate education in light of data analyzed from surveys of graduate students and employers. Among the recommendations are items deliberately incorporated into the core of IUPUI's proposed AMST doctoral program, including: restructuring methods courses to include digital and quantitative/qualitative coursework; forming partnerships with organizations outside the home university; expanding the understanding of scholarship to include digital, collaborative, and works beyond a single-authored monograph; and much more deliberate assistance in mentoring graduate students and tracking and connecting graduates with current students in the program.<sup>2</sup>

To illustrate the potential professions and careers of such graduates, consider the American Council of Learned Societies Public Fellows program that places twenty recent Ph.D. graduates from the liberal arts in two-year staff positions in governmental and non-profit organizations. The ACLS has placed fellows with human rights organizations, museums and public heritage institutions, the United Negro College Fund, the U.S. Department of Health and Human Services, public radio stations, conservation organizations, social media companies, public theaters, think tanks, historical institutions, micro-lending companies, journalistic watch-dog organizations, and other publicly-oriented institutions.<sup>3</sup> IUPUI's proposed Ph.D. in American Studies would place students with organizations in Indianapolis that have profiles similar to the ACLS partners to

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<sup>2</sup> See: <http://libra.virginia.edu/catalog/libra-0a:3266>

<sup>3</sup> See <http://www.acls.org/news/01-22-2014/>

complete internships that develop valuable research skills, advance research on dissertations, and provide experience for future careers. We expect graduates from the program to work in areas that reflect the variety of expertise represented in the School of Liberal Arts and the wider campus—from the social and ethical analysis of healthcare to the social and ethical analysis of the digital world. An example of the kind of practical work this program will encourage is the recent digital report created by the [Detroit Free Press](#) evaluating the historical and cultural development of Detroit’s bankruptcy.

*How is it consistent with the mission of the institution and of the school/department?*

The program is consistent with the mission of the School of Liberal Arts by promoting a productive exchange of knowledge regarding the human experience. As a field that uses various academic disciplines to understand and address contemporary society in the United States, American Studies also advances the mission of the School by contributing to civic engagement. Moreover, American Studies seeks to draw on high-impact practices in liberal education<sup>4</sup> by integrating methodologies from the humanities and the social sciences to build applied, international, and collaborative research experiences. The program also promotes the spirit of the initiative known by its acronym R.I.S.E. (research, international study, service learning, and experiential learning) at the graduate level. Below are four key areas promoted by this program that align with the mission of the School and the campus.

### **Collaborative**

At IUPUI, students who enter its doctoral program in American studies will work within research centers and external internship sites in addition to choosing courses from departments and programs across the campus. In their pursuit to research their own individual questions about the United States, students will also collaborate as a group within a digital commons; congregate within the offices of the IUPUI Arts and Humanities Institute (IAHI); and participate in scholarly talks both on and off campus.

### **Interdisciplinary**

Thus, this Ph.D. in American studies (1) relies on the expertise of faculty from a variety of departments and programs; (2) welcomes and indeed solicits non-traditional students; (3) integrates the digital humanities and public scholarship into its work; (4) allows students to tailor their doctoral programs to focus as much on a problem as a field; and (5) expects its graduates to continue their careers in their chosen non-academic field and to find work in a variety of professions.

### **Applied**

Many faculty in the School of Liberal Arts also work in research centers at the IUPUI campus and thus can provide further structure to student research programs and, just as significant, connections to community partners. For example, the service and learning report from the Dean of the School of Liberal Arts for 2012-2013 provides ample

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<sup>4</sup> See the AACU’s literature on high impact practices, <http://www.aacu.org/leap/hip.cfm>.

evidence of the hundreds of hours (many at the graduate level) IUPUI students complete annually with a diverse group of community partners.<sup>5</sup> The plan for this program is to develop longer term and more expansive internship opportunities for doctoral students who will help community partners expand existing projects and develop new areas of interest, while building their own expertise through research and fieldwork. The proposal seeks to leverage the capacity that already exists by being more deliberate about research for both the students and the community partners.

### **International**

Unlike almost any other academic field, American Studies has had from its inception in the postwar era an international structure. Around the world, a constellation of organizations exist that link scholars and students to each other in the study and teaching of American studies. These organizations include: [American Studies Association](#), [Association for Asian American Studies \(AAAS\)](#), [Australian and New Zealand American Studies Association \(ANZASA\)](#), [British Association for American Studies \(BAAS\)](#), [European Association for American Studies \(EAAS\)](#), [Nordic Association for American Studies \(NAAS\)](#), [The American Studies Association of Turkey](#), and the [US-China Education Trust](#). That network can be helpful to the American Studies program at IUPUI by providing potential international students for short-term and longer-term exchanges and an option for U.S. students to complete everything from a few courses to an M.A. abroad. This program, then, can be thoroughly transnational in its design, relying on relationships with American studies programs, centers, and faculty around the world to provide meaningful exchanges. The point of such opportunities is to encourage students to build more expansive intellectual and cultural vocabularies when engaging issues with transnational relevance.<sup>6</sup>

### *How does this program fit into the institution's strategic and/or academic plan?*

This proposal aligns directly and deliberately with the strategic plan for both IUPUI<sup>7</sup> and the School of Liberal Arts in an effort to: (1) bolster offerings at the doctoral level, (2) leverage existing research centers, and (3) internationalize curriculum and the campus.

- **GOAL 1, Campus Strategic Plan:** Collaboration among faculty, programs, departments, schools, and research centers at IUPUI to offer courses, research clusters, and mentors.
- **GOAL 1 and 7, Campus Strategic Plan:** Collaboration between IUPUI and partners outside the university in a variety of fields and industries, who will help recruit students for the program by working with IUPUI to create doctoral internships that will shape dissertation research. These partners will also serve on a board of advisors for the program and on dissertation committees for doctoral candidates.

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<sup>5</sup> See: <http://csl.iupui.edu/doc/deans/liba-dean2012-13.pdf>

<sup>6</sup> For an international list of center of American Studies and their associations see appendix 1.

<sup>7</sup> “Our Commitment to Indiana and Beyond,” IUPUI Strategic Plan, August 2, 2014, p. 12-14.

- **GOAL 6, Campus Strategic Plan:** Collaboration between academia and the world outside to demonstrate how doctoral research prepares graduates for professions that analyze contemporary issues.
- **GOAL 6, Campus Strategic Plan:** Collaboration between the humanities and social sciences to demonstrate interdisciplinary academic training across campus.
- **GOAL 8, Campus Strategic Plan:** Collaboration between American Studies at IUPUI and centers for American Studies in countries around the world to bring international students to Indianapolis and to send American students abroad.

*How does this program build upon the strengths of the institution?*

This program builds upon three key strengths of the School of Liberal Arts and the campus in general: research centers, international programs at IUPUI, and the capacity to create clusters of courses that can serve as concentrations or, in more traditional terms, Ph.D. minors.

**Centers**

This proposal uses existing structures and programs to recruit, train, and place students. For example, it will leverage scholarship housed in research centers across the university, providing both structure for potential research projects and faculty to serve as research mentors for doctoral students. These centers also provide application for clusters of courses. For example, the Center for Study of Religion and American Culture can provide guidance to students who are recruited to research the relationship between professional obligations as leaders of faith communities and the wider social and cultural context in which religious officials work. The Center for Urban and Multicultural Education offers students high-level engagement with both theories shaping education and the politics pervading it. The Polis Center has, for many years, been the exemplar at IUPUI of integrating academic research and careers outside of academia. The key point is that the American Studies doctoral program traverses institutional boundaries by offering students a way to draw on the great resources of research and knowledge across IUPUI's many schools and research centers.

**Study Abroad Programs**

The American Studies Ph.D. program can use the many study abroad programs already established on campus. For example, the Euroculture program directed by John McCormick, Jean Monet Professor of European Union Politics in Political Science, links IUPUI students to eight European universities through an exchange program open to graduate (as well as undergraduate) students and faculty. This program holds the prospect of a consistent exchange of graduate students each year.<sup>8</sup>

Similar programs include an exchange with Newcastle University in the United Kingdom, a program directed at IUPUI by Jason Kelly, director of the IAHI and an associate professor of history; a program in religious studies with the University of Jordan, directed by Edwards Curtis, Millennium Chair of Liberal Arts and Professor of

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<sup>8</sup> See: <https://iabroad.iu.edu/istart/controllers/inquiry/Flyer.cfm?programID=220>



Religious Studies; a summer abroad program in Communication Studies led by John Parrish-Sprowl to Poland; a program with the University of Derby directed by Martin Coleman in Philosophy; as well as other programs currently under development in Germany, Denmark, Australia, and China.<sup>9</sup>

As part of the IU system, IUPUI graduate students also have a great variety of study abroad opportunities available to them. In short, the ability to identify places for overseas study will not require reinventing exchanges, but rather linking up with universities that have active programs in American Studies.<sup>10</sup>

### **Ph.D. Minors and Concentrations**

The program also takes advantage of well-organized Ph.D. minors that have proscribed courses of study and that expand the research capacity and skill sets of American Studies students. For example, students enrolled in the Ph.D. minor offered by the School for Informatics in [Human-Computer Interaction](#) can bring their training in HCI to research centers in the School of Liberal Arts or take their interest in areas such as culture, politics, and development to ongoing projects directed by faculty in the School of Informatics. Furthermore, several departments in the School of Liberal Arts either offer Ph.D. minors or can create a cluster of graduate courses that could serve as an area of concentration for doctoral students. The key is that the American Studies Ph.D. program offers cross-discipline training and research in order to help students develop research projects that can be studied as part of their internships.

### *Describe the student population to be served*

1. Students with advanced professional degrees, such as MAs, MBAs, JDs, and EdDs, and veterans and active military who have achieved a rank commensurate with graduate training who want to pursue a research project not possible within their current position or who see the achievement of an applied doctoral program as a way to move into leadership positions
2. Students from under-represented groups, including Latino students and those enrolled at the historically black colleges and universities who wish to combine academic training with applied experience for the improvement and advancement of civic culture
3. Students who want to pursue careers outside of academia but who appreciate the broad-based theoretical training offered in the humanities
4. Students trained at American Studies centers abroad who need time to do research in the United States and who want internship experience in fields outside of academia but within the United States.

### **B. State Rationale**

The state report, *Reaching Higher, Achieving More* notes that the area with the greatest growth will be for those people who hold post-secondary degrees. This program provides

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<sup>9</sup> See: [http://liberalarts.iupui.edu/index.php/international/study\\_abroad](http://liberalarts.iupui.edu/index.php/international/study_abroad)

<sup>10</sup> See: <http://www.iupui.edu/academics/study-abroad.html>.

work-aligned, post-secondary degrees for students who will have both international experiences and a commitment to the state and its capital city. IUPUI has traditionally trained graduates who have remained active, engaged residents of the state rather than moving out of the state.

### C. Evidence of Labor Market Need

#### i. National, State, or Regional Need

This program is based on the understanding that the labor market loses when students are deterred from pursuing advanced degrees in liberal arts disciplines. To gauge interest in this type of program from communities outside of IUPUI, the Solution Center sponsored an event attended by a variety of organizations—non-profit to for profit companies—who provided evaluation and recommendations for this proposal.<sup>11</sup>

The rationale for requiring methods courses from different disciplines reflects evidence gathered from a survey of employers. A 2013 study of employers conducted by Hart Associates for the AACU entitled “It Takes More Than a Major,” found that a “candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important” than a particular major.<sup>12</sup> Furthermore, employers expressed the necessity of certain educational practices that this Ph.D. program specifically features in its curriculum. These practices include requiring students to: “a) conduct research and use evidence-based analysis; b) gain in-depth knowledge in the major and analytic, problem solving, and communication skills; and c) apply their knowledge in real-world settings.”<sup>13</sup> According to employers, they favor those graduates who have the ability to apply and adapt discrete fields of knowledge to situations that are both local as well as international. This Ph.D. program meets such needs by integrating applied knowledge within a broad liberal arts based curriculum.

Thus, graduates of this program will be able to investigate a wide variety of questions that relate to many different professional tracks. Moreover, through such questions—or the framing of problems—many present-day and future career tracks will be made apparent. For example, student research might delve into the integration of living, commuting, and working in developing urban areas; the ethical implications of technological transformation of healthcare; the implications of changing perceptions and prevailing opinions of race and gender for commerce

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<sup>11</sup> For more on this aspect, see also the work undertaken by IUPUI’s Solution Center and its commitment to linking university programs to organizations and employers outside of academia: <http://www.iupui.edu/~solctr/community-venture-fund/>

<sup>12</sup> Hart Research Associates, for the Association of American Colleges and Universities, “It Takes More Than a Major: Employer Priorities for College Learning and Student Success,” (April 10, 2013), 1.

<sup>13</sup> Ibid.

and culture; and memorialization of communities whose identities are changing because of trends in labor, marriage, and education.

Likewise, IUPUI has research centers that can be used as sites for internships. The Center for the Study of Religion and American Culture publishes a scholarly journal that ranks among the best in the field. The center has consistent need for the type of editorial support that a doctoral candidate in American Studies could provide. The Institute for American Thought researches and produces scholarly editions of major American thinkers and artists and could serve as a site for a doctoral intern interested in scholarly and digital editing.

These programs represent a sample of the kind of research that will shape the identity of the program. Thus, the Ph.D. in American Studies emphasizes the fact it is a research degree with a focus on studying America in all its diversity and complexity. This program produces graduates who can go to work in fields such as healthcare, urban planning, advertising, marketing, strategic planning, and community/civic administration, to name just a few.

ii. Preparation for Graduate Programs or Other Benefits

This is a terminal PhD degree that prepares students to go into the labor market.

*See Appendix 1: **Institutional Rationale** for additional detail.*

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

According to the Employment Projections Program of the U.S. Bureau of Labor Statistics, the fastest area of job growth over the next decade will be for jobs requiring at least a master's degree. Moreover, those graduates who have had opportunities to participate in apprenticeships or internships are more likely than their peers with comparable degrees to be prepared for jobs and to land jobs. Additionally, employers who hire graduates with degrees above the bachelors level prefer graduates have a "global" perspective and, if possible, actual international experience.

*See Appendix 2: **Summary of Indiana Department of Workforce Development and/or U.S. Department of Labor Data** for additional detail.*

iv. National, State, or Regional Studies

The Humanities Commission issued a substantial report sponsored by four members of the United States Congress emphasizing the need to support humanities research and to consider how best to leverage training in humanities disciplines. The commission's report accepted the understanding that training in the humanities makes the nation a better, safer, more advanced, and more creative place. But in order for the humanities to make this case, students must be trained: first, to share their knowledge and skills broadly and digitally among the public;

connect with communities both outside of academia and overseas; and demonstrate the courage to address the “grand challenges” of our time. This report makes clear that the nation cannot rely on innovation in technical skills and products; the program proposed here seeks to make progress comprehensible in a civil and ethical way. Serious engagement with the humanities serves not merely to check the excesses of American life, but to preserve that life, to bequeath the diversity of that life and be a wellspring for change that *must come*.

Likewise, in a comprehensive two-part study entitled “The Responsive Ph.D.: Innovations in Doctoral Education,” the Woodrow Wilson National Fellowship Foundation advanced very specific recommendations regarding doctoral work in the humanities and social sciences. First, disciplines and the students trained within them must collaborate and demonstrate productive interdisciplinary research. Second, because research is the heart of doctoral programs and doctoral programs are the soul of universities, such research must be open to the world in order to “engage social challenges more generously.” Third, the Woodrow Wilson report emphasized that doctoral programs must enlist the population that represents America—Americans of color (Latinos and African-Americans, especially) who will soon comprise over one-third of graduate-school-age Americans. Fourth, doctoral education must take responsibility for its outcomes; doctoral programs cannot merely prize their ability to attract and accept candidates, they must demonstrate strength through graduate placement in career paths commensurate with the degree students earn and the ability to link alumni to each other and new cohorts of students.<sup>14</sup>

*See Appendix 3: National, State, or Regional Studies for additional detail.*

v. Surveys of Employers or Students and Analyses of Job Postings

Employer surveys indicate that there are four categories of student learning outcomes that are most significant: knowledge of human cultures and the physical and natural world; intellectual and practical skills; personal and social responsibility; and integrative and applied learning. Among these categories, the most significant learning outcomes, with over 80% of employers in agreement, are broad knowledge of the liberal arts and sciences; critical thinking and analytical reasoning; complex problem solving; problem solving in diverse settings; ethical issues/public debates important in their field; civil knowledge; and direct experience with community problem solving. In sum, employers ask for graduates with classical liberal arts and sciences training, who can think and communicate well, and who have practical experience solving problems within communities.<sup>15</sup>

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<sup>14</sup> See: <http://woodrow.org/news/publications/responsive-phd/>

<sup>15</sup> Hart Research Associates, for the Association of American Colleges and Universities, “It Takes More Than a Major,” op.cit.

This proposal also relies on interviews with the program coordinator and alumni of the successful American Council of Learned Societies (ACLS) Public Fellows program. According to the program director, the ACLS receives “hundreds of applications for twenty internship positions” each year. The main goal is to get full-time employment outside of university teaching for recent Ph.D.s in the humanities. Alumni of the program confirm that the ACLS has so far met this goal, but that many participants wish they would have had a chance to take courses or acquire skills specific to the jobs they eventually took.

*See Appendix 4: Surveys of Employers or Students and Analyses of Job Postings for additional detail.*

## **vi. Letters of Support**

### **A. University Faculty and Administrators**

Deborah Cohn, Chair, Department of American Studies, IU-Bloomington  
William Blomquist, Dean, School of Liberal Arts  
Janice Blum, Dean, Associate Vice Chancellor for Graduate Education, IUPUI  
David Bodenhamer, Professor of History, Executive Director of Polis Center, IUPUI  
Jason Kelly, Director, IUPUI Arts and Humanities Institute  
Patricia Rogan, Executive Associate Dean, School of Education  
Davide Bolchini, Chair, Department of Human Centered Computing, School of Informatics  
Eva Roberts, Chair, Department Visual Communication, Herron School of Art and Design  
Philip K. Goff, Executive Director, Center for the Study of Religion and American Culture  
Sheila Suess Kennedy, Director, IU Center for Civic Literacy  
Marianne Wokeck, Director, Institute for American Thought  
David King, Director, Lake Institute on Faith and Giving  
Karen Roesch, Director of Max Kade German-American Research and Resource Center

### **B. Community Members**

Bob Neary, Staff Geographer and Project Manager, Keep Indianapolis Beautiful  
Mark Sontag, Manager, Advisory Services, KPMG  
Keira Amstutz, President and CEO, Indiana Humanities  
Jaree Ervin, Vice President of Development, Indianapolis Urban League  
Regina Marsh, Chief Executive Officer, Forest Manor Multi-Service Center  
John A. Herbst, President and CEO, Indiana Historical Society  
Janet Boston, Executive Director, Indiana Intern.net

### **C. International Faculty and Administrators**

Dr. Wilfried Mausbach, Executive Director of the Heidelberg Center for American Studies, Heidelberg University

Heike Bungert, Prof. Dr., Westfälische Wilhelms-Universität, University of Muenster,  
History

Jurgen Overhoff, Prof. Dr. Westfälische Wilhelms-Universität, University of Muenster,  
Director of Center for German-American Education History

*See Appendix 5 for **Letters of Support**.*

### **III. Cost of and Support for the Program**

#### **A. Costs**

##### **i. Faculty and Staff**

- All courses will be taught by faculty already housed in departments and research centers
- Contingent faculty: Except for two new courses in American Studies, all courses offered as part of the program are currently offered in other departments and programs.
- A significant goal of this program is to bring together faculty from different fields across the campus into a program that provides students with innovative combinations of methods courses and doctoral concentrations and minors.
- Continued use of support staff housed within the Institute for American Thought (IAT)

*See Appendix 6: **Faculty and Staff** for additional detail.*

##### **ii. Facilities**

- The program intends to collaborate with the IUPUI Arts and Humanities Institute (IAHI) by using its space in the campus library as hub for some of the digital aspects of the program and as a central location for presentations by invited guests, campus faculty, and students.
- The director's office should be in Cavanaugh Hall to be close to faculty who will serve as directors of dissertation committees and who will teach the courses that comprise the foundation for the program.

*See Appendix 7: **Facilities** for additional detail.*

##### **iii. Other Capital Costs**

- The program will use existing web-based portals and course management systems to help students create digital environments for communication, presentation, and collaboration. The construction of this component requires the allocation of computers, server space, hardware and software support.

There is support staff at the IAT who work with the American Studies program at present.

*See Appendix 8: **Other Capital Costs** for additional detail.*

## B. Support

### i. Nature of Support

- The Graduate Office at IUPUI has expressed its support for the proposed PhD in American Studies in part because it is collaborative for faculty, integrated internationally, and leverages the campus's connections to communities outside of higher education.
- The Office of the Vice Chancellor for Research has expressed its support for the proposal and is working to identify funding sources both within and outside the university
- There is also the real potential to receive funds for the development of a more diverse population of students and alumni. This will be specifically the case when the program reaches out to its partners among historically black colleges and universities.
- The plan is to enlist external partners who will not only employ doctoral interns but will also contribute to the salary for these interns
- Likewise, the program is pursuing funding for international travel and partnerships through the Max Kade Institute, the Fulbright Program, and Mellon Foundation. There is also the possibility that international partners, including those who might offer internships abroad, will also help fund doctoral students.

### ii. Special Fees above Baseline Tuition

No special fee shall be assessed to students enrolled in this program.

## IV. Similar and Related Programs

### A. List of Programs and Degrees Conferred

- Indiana University-Bloomington, American Studies, Ph.D.
- Purdue University, American Studies, Ph.D.
- University of Michigan, American Culture, Ph.D.
- Bowling Green State University, American Cultural Studies, Ph.D.
- University of North Carolina, Chapel Hill, American Studies, Ph.D.
- Emory University, Graduate Institute of the Liberal Arts, Ph.D.



- Georgetown University<sup>16</sup>

#### B. Related Programs at the Proposing Institution

- Urban Education Studies, Ph.D., School of Education
- Health Communication, Ph.D., School of Liberal Arts
- Economics, Ph.D. (a. Health or b. Nonprofit/Philanthropic), School of Liberal Arts
- Philanthropy, Ph.D., School of Philanthropic Studies

## **V. Quality and Other Aspects of the Program**

#### A. Credit Hours Required/Time To Completion

The Ph.D. degree requires completion of at least 90 credit hours of an advanced course of study of which up to 30 credit hours will be considered for transfer if students have earned a Masters degree. The Ph.D. is awarded in recognition of a candidate's command of a broad field of knowledge and accomplishment in that field through an original contribution of meaningful knowledge and ideas.

The Director of the American Studies program is responsible for monitoring student progress toward the degree and for making recommendations to the University Graduate School regarding the nomination to candidacy, the appointment of a research committee, the defense of the dissertation, and the conferring of the degree.

#### **Core and Methods courses (24 credit hours + 0 credit hour doctoral seminar)**

The Ph.D. shall require at least 24 hours in courses that will comprise the core curriculum of the American Studies Ph.D. These courses include: AMST 601 American Studies in Theory, AMST 602 American Studies in Practice, a zero credit Doctoral Seminar that students will enroll every semester of residency up to their internship, and at least six courses in methods from across three categories: analytical, digital, and quantitative/qualitative. Students will choose methods courses in consultation with the chair of their graduate committee.

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<sup>16</sup> See: <http://www.thehoya.com/career-based-english-phd-proposed/> and <https://www.insidehighered.com/views/2014/10/03/humanities-phd-calling-not-vocational-training-essay> Georgetown University's English Department announced in the fall of 2014 that it would begin to offer a Ph.D. in English that seeks to train students for careers outside of academia, to graduate students in fewer than six years, that provides coursework credit for internships, will cap the total number of students at 12-15 total, and that revises the dissertation requirement to allow digital, collaborative, and alternatives to the single-author monograph. This program has been approved by the department but has not yet been approved by the university.



Every student will take the doctoral seminar in American Studies until they begin their internship and will be invited to events in the program as long as they are in residency. The doctoral seminar will be coordinated by the Director of American Studies and serves as a venue for the presentation and discussion of the current state of the field, open problems and emerging trends, with lectures given by visiting faculty and experts, school faculty, and graduate students..

### **Ph.D. Minor Concentration Area (12 credit hours)**

The student will select at least one minor concentration area. Concentrations can be either a proscribed minor in a specific department or school (most likely in the School of Liberal Arts – e.g., Sociology, Communication studies) or an interdepartmental minor that satisfies a theme or field within American Studies (e.g., Urban Development, Health, Illness and Medicine in the US, Religion in the Midwest).

This concentration serves as a research focus for the individual's program. The determination of the minimum requirements and examination procedure (if any) for the minor is entirely at the discretion of either the minor department, program or the designated director of an interdepartmental minor.

Concentrations shall be selected with the student's advisor's recommendation. The selected concentration should align with a student's work in both a research center and internship and therefore might require additional course work beyond the 12 credit hour requirement.

### **Electives (24 credit hours)**

Because of the interdisciplinary nature of this Ph.D., the student will choose elective courses that compliment this applied doctoral program. The student will work with her/his faculty committee to identify those courses that best complement the research questions of the Ph.D. concentration and that supplement the theories and areas of cultural study within American Studies. Electives can also be satisfied by coursework already completed prior to acceptance in the doctoral program such as a Masters degree or other applicable graduate level work.

### **Qualifying Exam—Written**

All students shall take a written qualifying examination that aims to assess the student knowledge and readiness to carry out successful research. The examination shall be set by a group of faculty who are familiar with the content of core courses and courses in the concentration. Individual specializations may have additional requirements, such as the preparation of a research paper or proposal. Examinations shall be offered before students enter their internships. A retake examination shall be offered within one month to those who have failed to pass at 80% in all subject areas. Students who do not successfully complete the examination can only retake the exam one time.

### **Internship and Applied Dissertation (at least 30 credit hours)**

### *Internship*

Among the chief aims of the program is to provide doctoral students in the humanities and social sciences with opportunities to train for careers outside of academia. The doctoral internship required of this program places interns in non-profit, for-profit, and government agencies where they participate full-time in the substantive work of an organization. The AMST program works with the external organization to cover costs associated with graduate training. The doctoral internship serves as part of the research for student dissertations and therefore must be guided by the student's research committee.

*See appendix 12 for an **Internship Questionnaire** for potential internship hosts.*

### *Dissertation*

The American Studies doctoral program requires a student to integrate scholarship with the internship; therefore, the final product will be an applied dissertation. This applied dissertation will contribute to the literature in a student's area of concentration. The dissertation must be an original contribution to the knowledge of that field. The dissertation is written under the supervision of a research director and a research committee and **cannot** be a collection of unrelated published papers. There must be a logical connection between all components of the dissertation. It is the responsibility of the student's research committee to determine the kind and amount of published material that may be included in a dissertation.

### *Research committee and proposal (From the campus bulletin)*

The research proposal for the dissertation must be approved by the student's research committee. To initiate research for the dissertation, the student chooses a faculty member who will agree to direct the dissertation. The director of American Studies shall then recommend to the dean for approval a research committee composed of the chosen director (who will also normally serve as chairperson of the committee), and two or more additional faculty members selected from the graduate faculty who are best qualified to assist the student in conducting the research for the dissertation. The committee has the responsibility of supervising the research, reading the dissertation, and conducting the final examination.

All chairpersons of research committees and directors of research must be members of the graduate faculty with the endorsement to direct doctoral dissertations. If, however, special expertise in an area is held by a member of the graduate faculty who does not have the endorsement, the director of American Studies may request that the dean approve such an individual as research committee chairperson or director of the dissertation research.

After consultation with and approval by the dissertation director and research committee, the student will submit to the University Graduate School a one- or two-page prospectus

of the dissertation research.

*Estimated Time to Completion Rates*

Full-time without previous graduate credits = 90 hrs./5 years

Full-time with up to 30 graduate credits = 60 hrs./4 years

Part-time without previous graduate credit = 90 hrs./7 years

Part-time with up to 30 graduate credits = 60 hrs./6 years

B. Exceeding the Standard Expectation of Credit Hours: Not Applicable

C. Program Competencies or Learning Outcomes

- Demonstrate logical problem solving by integrating philosophical and scientific methods
- Summarize literature in a particular field or concentration
- Integrate philosophical and scientific methods in a research design
- Summarize and critique assumptions that prevail in the study of the United States and its institutions
- Analyze and compare different case studies
- Coordinate a project and interact with a team within a non-academic environment as part of an internship
- Produce a project design that integrates web-based material within an interactive environment.
- Contrast institutional differences between the United States and other countries through experiences made possible by study in international centers of American Studies
- Demonstrate applicability of project design
- Test and evaluate research project with a team of experts
- Defend and refine research project

D. Assessment of Graduate Student Learning:

- Graded course work based on learning rubric
- Successful defense of research design
- Construction and maintenance of a digital research portfolio
- Integration of internship into a dissertation

<b>Student Outcomes</b>	<b>Where will students learn this knowledge or skill?</b>	<b>How will student achievement of the outcome be assessed?</b>	<b>Relationship to Mission, PGLs, and RISE?</b>	<b>In what setting will the assessment take place?</b>
<b>Outcome 1:</b> Summarize and analyze major theories in the field of American Studies in various geographic, ideological, and political contexts	<b>601:</b> American Studies in Theory	Written work, group discussion	In course assignments, instructor evaluated, part of on-line portfolio maintained by each student.	AMST 601
<b>Outcome 2:</b> Analyze series of case studies, contrasting origins, distinguishing different levels of change over time, and appraise actions taken to address each case	<b>602:</b> American Studies in Practice	Written work, group discussion	In course assignments, instructor evaluated, part of on-line portfolio.	AMST 602
<b>Outcome 3:</b> Apply grounded research study using statistical methods including regression	Quantitative /Qualitative Methods	Written work, applied work	In course assignments, instructor evaluated, part of on-line portfolio	Required Courses
<b>Outcome 4:</b> Create a web-based interactive environment that integrates media; Demonstrate theoretical arguments.	Digital Methods	Web-based work	In course assignments, instructor evaluated, part of on-line portfolio	Required Courses
<b>Outcome 5:</b> Identify problems and the methods necessary to address them. Organize research plan and literature relevant to problem. Share knowledge and progress with cohort.	Doctoral Seminar	Collaborative project with cohort, most likely a blog/website for the AMST program	Program director monitors participation in on-line forum. Students will discuss issues through a program blog for student work. This blog will act as a digital workshop and serve as a location for student collaboration and peer critique.	On-line
<b>Outcome 6:</b> Summarize and analyze literature in American Studies methods and one minor concentration	Coursework in programs/ departments	Qualifying Exam	In course assignments, instructor evaluation of written work and discussion participation, digital portfolio and on-line collaboration with cohort	In courses, through digital portfolio, and as part of digital workshop

Student Outcome	Where will students learn this knowledge or skill?	How will student achievement of the outcome be assessed?	Relationship to Mission, PULs, and RISE?	In what setting will the assessment take place?
<b>Outcome 7:</b> Apply core and field knowledge bases to settings outside of the classroom	Internship	Digital portfolio	Research mentor and internship mentor evaluate work submitted to digital portfolio. Metrics established as part of work undertaken in internship	In a practice setting
<b>Outcome 8:</b> Evaluate research topic in a transnational and comparative framework.	International experience	Written work, group discussion	Research mentor, external mentor, and mentor on-site at international center	In class and international site
<b>Outcome 9:</b> Compile data, summarize findings based on research design, write research-based manuscript	Dissertation	Research project based on digital portfolio	Committee comprised of research mentor, external mentor, international mentor	Web-based portfolio
<b>Outcome 10:</b> Analyze job openings in area of interest and expertise	Digital Workshop	Digital portfolio	Committee comprised of program director, research mentor, representative from program of visitors	Web-based portfolio
<b>Outcome 11:</b> Develop professional portfolio for use in job search	Digital workshop	Digital portfolio	Committee comprised of program director, research mentor, representative from program board of visitors	Web-based portfolio
<b>Summative Outcomes</b>				
<b>Outcome 1:</b> Achieve 80% employment in first year	Digital workshop	Student self-reporting	Committee comprised of program director, program board of advisors	Annual report
<b>Outcome 2:</b> Achieve 95% employer satisfaction	Digital workshop	Employer self-reporting	Committee comprised of program director, program board of advisors	Annual report
<b>Outcome 3:</b> Achieve 90% alumni involvement	Digital workshop	Alumni self-reporting	Committee comprised of program director, program board of advisors	Annual report
<b>Outcome 4:</b> Track publication record of students	Program website	Program director oversight	Program director and program board of advisors	Program website

E. Licensure and Certification -- Not Applicable.

F. Placement of Graduates

Data compiled for over two decades illustrates that graduates with doctorates in American Studies are able to achieve successful careers outside of academia. However, few students in such programs intended such careers. The innovation of this program is to train graduates for positions in a variety of fields outside of academic teaching. That expectation is made more feasible and realistic by requiring an internship at the center of the program and a dissertation that reflects that applied nature of this academic program. Thus we expect this doctoral program to place students in fields associated with their internship sites. Those fields include but are not limited to, urban and suburban development, religious leadership and administration, professional and digital editing, social and community development and management, strategic consultants and managers, non-profit executives, managers at heritage organizations, administrators of arts and historical institutions, and public health and social service consultants and managers.

G. Accreditation -- Not Applicable.

## **VI. Projected Headcount, FTE Enrollments and Degrees Conferred**

### Enrollment Projections (Headcount)

The program estimates that it will enroll 3 full-time and 2 part-time students each year for the first five years. Because the program allows the transfer of up to 30 credits, the expectation is that by the end of year five, 3 full-time students will graduate. In year six, another 3 full-time students will graduate and 2 part-time students will graduate. By year seven, another 3 full-time students will graduate and another 2 part-time students will graduate.

Annual enrollment (headcount):

Year 1 headcount = 3FT + 2PT

FTE = 6

Year 2 headcount = 6 FT + 4PT

FTE = 12

Year 3 headcount = 9 FT + 6 PT

FTE = 18

Year 4 headcount = 12 FT + 8 PT

FTE = 24

Year 5 headcount = 15 FT + 10 PT

FTE = 30

Year 6 headcount = 15 FT + 12 PT (3 FT degrees conferred)

FTE = 31.5

Year 7 headcount = 15 + 12 PT (5 FT and PT degrees conferred)

FTE = 31.5

## **Appendices**

1. Institutional Rationale
2. Summary of Labor Data
3. National, State, and Regional Studies
4. Surveys and Analyses of Employee and Student Data
5. Letters of Support
6. Faculty and Staff—Advisory committee and faculty eligible to teach
7. Facilities
8. Other Capital Costs
9. Credit Hours Required and Time to Completion (Sample Programs)
10. Internship questionnaire for potential organizations
11. Syllabi for new courses, AMST 601 and AMST 602
12. CVs of faculty on advisory board

## **Appendix 1: Institutional Rationale**

Below are links to the sites that provide information referenced in the main body of the proposal.

[IUPUI's Strategic Vision](#)

[IUPUI Core: Vision, Mission, Values & Diversity](#)

[Principles of Graduate and Professional Learning](#)

The chart below demonstrates how students in the program might connect different aspects of their training, including campus research centers, international centers of American Studies, external sites for internships, and potential job markets.

<b>Research Centers</b>	<b>International Centers</b>	<b>Potential External Partners for Doctoral Internships</b>	<b>Job Projections</b>
Center for the Study of Religion and American Culture	Heidelberg University University of Münster	Local congregations Christian Theological Seminary	21-2011.00 Clergy
Institute for American Thought  Max Kade Center	University of Münster Fudan University	Society for U.S. Intellectual History Web-based academic communities and organizations	27-3042.00 Technical Writers
Center for Urban and Multicultural Education	Southern Denmark University	Lumina Foundation Urban League The Mind Trust	15-2031.00 Operations Research Analysts
Indiana Public Policy Institute	University of Sydney	Indiana State Dept. of Health GlobalSource KPMG	13-1111.00 Management Analyst
Basile Center for Art, Design, and Public Life  IUPUI Arts and Humanities Institute	Free University, Berlin	People for Urban Progress TinderBox Centric DeveloperTown	15-1199.03 Web Administrator  19-3051.00 Urban and Regional Planner
National Sports Journalism Center		NCAA IHSSA	27-2012.03 Prog. Directors



<b>Research Centers</b>	<b>International Centers</b>	<b>Potential External Partners for Doctoral Internships</b>	<b>Job Projections</b>
National Council on Public History	University of Münster	War Memorial IHS Historical Research Associates Historic Indianapolis Mayor's Office on International and Cultural Affairs	25-4012 Curators
POLIS Center	University of Jordan	Office of the Mayor National Consulates KPMG Dept. of Homeland Security IMPD Affordable Transportation MyFarms.org	33-3021.06 Intelligence Analyst
Lake Institute on Faith and Giving	Heidelberg University	Goodwill Kiwanis IHS	11-91515 Social and Community Service Managers
Center for Civic Literacy	University of Sydney	Kiwanis KPMG Southern Law Poverty Center	11-91515 Social and Community Service Managers

## Appendix 2: Summary of Labor Data

**Indiana Department of Workforce Development and U.S. Department of Labor**

Federal #	Type of Education/Job	Employment 2012 (in thousands)	Employment 2022/Median Salary	Percent of Change	Job Openings due to growth and replacement
	All	145,355,800	160,983,700	10.8	50,557,300
	Doctoral	4,002,400	4,640,800	16.0	1,426,800
13-1111.00	Management Analyst	719,000	\$78,600	15-21%	245,200
19-3051.00	Urban and Regional Planner	39,000	\$65,230	8-14%	21,400
33-3021.06	Intelligence Analysts	115,000	\$74,300	Bright outlook	
27-3042.00	Technical Writers	50,000	\$67,900	15-21%	22,600
15-2031.00	Operations Research Analysts	73,000	\$74,630	22%	36,000
15-1199.03	Web Administrator	206,000	\$82,340	3-4%	40,200
27-2012.03	Program Directors	104,000	\$69,840	3-7%	37,900
11-91515	Social and Community Service Managers	133,000	\$61,160	15-21%	55,100
25-4012	Curators	11,000	\$50,650	8-14%	3,900
21-2011.00	Clergy	240,000	\$43,800	8-14%	72,600

### **Appendix 3: National, State, or Regional Studies**

1. Woodrow Wilson National Fellowship Foundation, “The Responsive Ph.D.: Innovations in U.S. Doctoral Education,” (September 2005) [http://www.woodrow.org/wp/wp-content/uploads/2013/06/ResponsivePhD\\_overview.pdf](http://www.woodrow.org/wp/wp-content/uploads/2013/06/ResponsivePhD_overview.pdf)
2. Woodrow Wilson National Fellowship Foundation, “Diversity and the Ph.D.: A Review of Efforts to Broaden Race and Ethnicity in U.S. Doctoral Education,” (May 2005) [http://www.woodrow.org/wp/wp-content/uploads/2013/06/WW\\_Diversity\\_PhD\\_web.pdf](http://www.woodrow.org/wp/wp-content/uploads/2013/06/WW_Diversity_PhD_web.pdf)
3. Lauren Apter Bairnsfather, “Selling ourselves short? PhDs Inside the Academy and Outside of the Professoriate,” <http://www.notevenpast.org/blogentry/selling-ourselves-short-phds-inside-academy-and-outside-professoriate>
4. American Academy of Arts and Sciences, “Humanities Report Card, 2013,” [http://www.amacad.org/binaries/hum\\_report\\_card.pdf](http://www.amacad.org/binaries/hum_report_card.pdf)
5. David Moltz, “Applying the Liberal Arts,” *Inside Higher Ed* (6 May 2010): <http://www.insidehighered.com/news/2010/05/06/applied>
6. Vivek Ranadivé, “A Liberal Arts Degree Is More Valuable Than Learning Any Trade,” *Forbes* (13 November 2013): <http://www.forbes.com/sites/vivekranadive/2012/11/13/a-liberal-arts-degree-is-more-valuable-than-learning-any-trade/>
7. Nathan Bomey and John Gallagher, “How Detroit Went Broke,” (15 September 2013): <http://www.freep.com/interactive/article/20130915/NEWS01/130801004/Detroit-Bankruptcy-history-1950-debt-pension-revenue>
8. [Scholarly Communications Institute: Reports on Rethinking Graduate Education](#)

Military to civilian job transition:

1. <http://www.careerinfonet.org/moc/Default.aspx>
2. <http://www.military.com/>
3. <http://www.pewsocialtrends.org/2011/12/08/the-difficult-transition-from-military-to-civilian-life/>

## **Appendix 4: Surveys of Employers or Students and Analyses of Job Postings**

Surveys of graduates with doctorates in the humanities, Academy of the Arts and Sciences, Humanities Indicators

1. Employment of graduates, 1991-2011:

[http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-6b.jpg&o=hrcoIIIC.aspx\\_topIII6](http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-6b.jpg&o=hrcoIIIC.aspx_topIII6)

2. Job status of graduates at time of graduation in the humanities, 1991-2011:

[http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-6a.jpg&o=hrcoIIIC.aspx\\_topIII6](http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-6a.jpg&o=hrcoIIIC.aspx_topIII6)

3. Principal occupations of humanities doctoral graduates, tracking to 1995 from as far back as 1970: [http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-7.jpg&o=hrcoIIIC.aspx\\_topIII7](http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-7.jpg&o=hrcoIIIC.aspx_topIII7)

[http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-7.jpg&o=hrcoIIIC.aspx\\_topIII7](http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-7.jpg&o=hrcoIIIC.aspx_topIII7)

4. Career paths for history doctorates:

[http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-8f.jpg&o=hrcoIIIC.aspx\\_topIII8](http://www.humanitiesindicators.org/content/hrcoImageFrame.aspx?i=III-8f.jpg&o=hrcoIIIC.aspx_topIII8)

5. Anthony Grafton and James Grossman, “No More Plan B: A Very Modest Proposal for Graduate Programs in History,” *Perspectives on History* (October 2011):

<https://www.historians.org/publications-and-directories/perspectives-on-history/october-2011/no-more-plan-b>

6. American Studies Association, Careers: <http://www.theasa.net/resources/careers/>

7. “It Takes More Than A Major: Employer Priorities for College Learning and Student Success,” Hart Research Associates (10 April 2013):

[http://www.aacu.org/leap/documents/2013\\_EmployerSurvey.pdf](http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf)

### **Career-transitioning fellowships:**

ACLS Public Fellows Program: [www.acls.org/programs/publicfellows/](http://www.acls.org/programs/publicfellows/)

Presidential Management Fellows Program: [www.pmf.gov](http://www.pmf.gov)

### **Learned Societies:**

American Historical Society: <http://www.historians.org/perspectives/issues/2013/1304/AHAs-Tuning-Project-at-12-Months.cfm>

American Philological Association: <https://placement.apaclassics.org/alternative-employment>

American Political Science Association:

[http://www.apsanet.org/mtgs/program\\_2013/program.cfm?event=1516471](http://www.apsanet.org/mtgs/program_2013/program.cfm?event=1516471)

The *Chronicle* on AHA, MLA: <https://chronicle.com/article/Scholarly-Groups-Take-On-a/141955/>

*Inside Higher Ed* on AHA: <http://www.insidehighered.com/news/2014/03/20/historians-association-and-four-doctoral-programs-start-new-effort-broaden-phd>

**University programs:**

Stanford Bibliotech: <http://bibliotech.stanford.edu/about>

University of Wisconsin Public Humanities: <http://humanities.wisc.edu/public-projects/public-humanities-exchange/about-public-humanities-exchange>

**PhDs outside of the academy:**

VersatilePhD.com

PhDsatwork.com

fromPhDtolive.com

jobsontoast.com

**Humanities graduate student enrollment, placement:**

American Academy of Arts and Sciences: [http://www.amacad.org/binaries/hum\\_report\\_card.pdf](http://www.amacad.org/binaries/hum_report_card.pdf)

Council on Graduate Education:

[http://www.cgsnet.org/ckfinder/userfiles/files/GEDReport\\_2012.pdf](http://www.cgsnet.org/ckfinder/userfiles/files/GEDReport_2012.pdf)

Stanford whitepaper: <https://www.stanford.edu/dept/DLCL/cgi-bin/web/events/humanities-education-focal-group-discussion-future-humanities-phd-stanford>

## **Appendix 5: Letters of Support**

The letters of support included with this proposal reflect discussions regarding coursework, doctoral minors, doctoral mentorships and assistantships, doctoral internships, and potential international exchanges.



**INDIANA UNIVERSITY**

DEPARTMENT OF AMERICAN STUDIES

College of Arts and Sciences  
Bloomington

5 January 2015

Dear Ray,

I have enjoyed our conversations about the PhD program in American Studies that you are proposing at IUPUI, as well as reading the documents that you have assembled that detail how the program will work. Based on both our discussions and the materials that you have prepared, which emphasize the distinctions between the PhD program that you are proposing and the one that we offer here at IUB, I want to go on the record for those administrators who need this information that I do not see any conflict between the proposed PhD program at IUPUI and our own standalone PhD program at IUB. The ways that we have organized our programs, what we emphasize (and how we emphasize it), and the projected goals for our students (academic careers for those at IUB vs. non-academic trajectories for those in your program) are quite different.

I wish you the best of luck with this endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read "Deborah Cohn".

Deborah Cohn  
Professor of American Studies and Spanish and Portuguese  
Chair, American Studies Department  
Indiana University  
BH 544  
Bloomington, IN 47405



SCHOOL OF LIBERAL ARTS

INDIANA UNIVERSITY  
Office of the Dean  
IUPUI

November 10, 2014

To All Whom It May Concern

Greetings:

I am pleased to offer my support on behalf of the School of Liberal Arts for the proposed Ph.D. program in American Studies. The design of this program is truly distinctive and perhaps even unique—certainly for our campus. It combines international partnerships and the recruitment of international students with deep engagement in community affairs here in central Indiana, incorporates technology into doctoral education, and incorporates all of these into a rigorous curriculum. In addition, the program will prepare graduates for academic or non-academic careers.

I commend Dr. Ray Haberski and all those with whom he has collaborated in developing this excellent proposal. I believe that adoption and implementation of the program will bring added distinction to IUPUI locally and internationally, extend and strengthen our partnerships at home and overseas, and above all, provide excellent graduate education for students interested in American Studies for many years to come. I look forward to the proposal's successful review and approval through the steps of the university governance process.

Sincerely,

William Blomquist  
Dean

425 University Boulevard Cavanaugh Hall 441 Indianapolis, IN 46202-5140 U.S.A. (317) 274-8448 fax (317) 278-2525 [www.liberalarts.iupui.edu](http://www.liberalarts.iupui.edu)

Indiana University Purdue University Indianapolis





**Indiana University  
The University Graduate School  
IUPUI Graduate Office**

November 16, 2014

Dr. Raymond Haberski, Jr.  
Professor of History and Director of American Studies  
Institute for American Thought, Indiana University School of Liberal Arts  
Indiana University-Purdue University Indianapolis  
902 West New York Street, Education & Social Work Building 0010  
Indianapolis, IN 46202

Dear Dr. Haberski:

I am writing to provide a strong letter of endorsement for your proposed new doctoral degree program in American Studies which would be based on the IUPUI campus. I have reviewed your program description and found the proposed plan innovative and highly translational. Your new program is a perfect fit with IUPUI's educational goals and focus on learning experiences beyond the classroom. The program's well-conceived plan for applied research by doctoral candidates is supplemented by a requirement for internships and interactions with businesses and community partners, in agreement with IUPUI's emphasis on service learning and community engagement. The program also encourages graduate students to pursue international travel to advance their learning experience and career opportunities, which may prove very attractive to students.

The proposed plan of study does not overlap with existing doctoral programs from Indiana University and Purdue University, which by contrast focus on preparing students for careers as educators at academic institutions. This new American Studies program at IUPUI would serve a distinct group of students who are looking for cross-disciplinary experiences and education. As proposed, the target audience of students would be drawn from a variety of backgrounds including museum curators, individuals working at cultural or religious organizations, those currently in business, communications, or marketing, individuals with a focus on arts and humanities, urban studies and planning, as well as journalists. Students in the program will benefit significantly from access to program faculty based in several distinct departments and programs. This also is consistent with IUPUI's goal to foster collaborations between faculty and students from different programs and disciplines.

I am pleased to offer my assistance as you move forward with this program and its implementation. Our Graduate Office works closely with the Office of International Affairs to help bring students and faculty from abroad to IUPUI, as well as to facilitate the travel of our students to institutions outside the US. We also offer funding to programs for use in recruiting and training talented doctoral degree students working on applied and basic research problems at IUPUI. I am confident your new program will prove to be popular in attracting diverse graduate students, and I look forward to working with you to ensure its success.

Yours,

A handwritten signature in dark ink that reads "Janice S. Blum". The signature is fluid and cursive.

Janice S. Blum, Ph.D.  
Chancellor's Professor and Associate Dean for Graduate Studies  
Vice Chancellor for Graduate Education, Indiana University-Purdue University in Indianapolis  
*Janice S. Blum, Ph.D., Chancellor's Professor, Associate Dean for Graduate Studies,  
Associate Vice Chancellor for Graduate Education, IUPUI  
Indianapolis, IN 46202*



December 10, 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Ray:

My colleagues and I enthusiastically support the proposed doctoral program in American Studies. Collaboration between the faculty and students in the program and our various projects would be productive for us and for American Studies. As you know, we involve graduate students regularly in our work and offer them opportunities to learn and apply methods in spatial analysis, especially focused on topics of interest to American Studies. We would welcome the opportunity to include graduate assistants from American Studies as part of our emphasis in spatial humanities and community informatics. For example, our SAVI Community Information System currently contains a wealth of quantitative data about the eleven-county Indianapolis MSA but it lacks much of the stuff that binds people into communities—the histories, memories, images, and relationships that keep us connected to each other. American Studies is all about the development and use of this information. It is not difficult to imagine how a doctoral student from the program could help enrich SAVI and make it more valuable to Central Indiana, even while adding to the robust vein of community studies that the field has developed elsewhere. In similar fashion, we also have a wide array of external partners who also can benefit from connection to doctoral students from the program.

We look forward to working with you to build an American Studies program that can engage and enrich various communities locally, nationally, and internationally. It is an exciting prospect, one with much potential to advance the mission of Indiana University generally and IUPUI specifically.

Best wishes,



David J. Bodenhamer  
Executive Director, Professor of History, and Adjunct Professor of Informatics

School of Liberal Arts 1200 Waterway Blvd., Suite 100 Indianapolis, IN 46202 (317) 274-2455 fax (317) 278-1830

Indiana University—Purdue University Indianapolis



24 July 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski.

As the Director of the IUPUI Arts and Humanities Institute, I can confirm that we are willing to support the proposal you have outlined for a doctoral program in American Studies. The IAHI can foresee how our collaboration would be productive both for students and faculty and be in line with the strategic goals of the university. We have experience incorporating students from across the disciplines in the several projects managed by the institute. We also see the benefit of helping to recruit and mentor students in fields related to the arts and humanities. We welcome the prospect of incorporating a graduate researcher into our work, which includes such projects as Rivers of the Anthropocene, Voices from the Waterways, and the Open Scholarship Project. I welcome the experience to work with doctoral students, and I would be willing to collaborate with you on how best to integrate American Studies doctoral students into the work with our external partners, which include Indiana Humanities and Newcastle University.

We look forward to the possibility of working with you to build an American Studies program that can engage the needs of various communities both locally and internationally.

Sincerely,

Jason M. Kelly, PHD FSA  
Director, IUPUI Arts & Humanities Institute  
Associate Professor of British History at IUPUI

755 W. Michigan St. 1140 Indianapolis, IN 46202-5195 317.274.1689 fax 317.278.3602



INDIANA UNIVERSITY

SCHOOL OF EDUCATION  
IUPUI

November 3, 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski,

Thank you for the opportunity to learn about your proposed doctoral program in American Studies. Based on my understanding of the program, it appears to be a 'win-win' for American Studies students and the School of Education. That is, we can foresee how our collaboration would be productive both for students and faculty.

The School of Education has an Urban Education Studies doctoral program and experience incorporating students from other disciplines in our methods courses and specific concentrations. We would benefit from recruiting students in fields related to education and involving these doctoral students in our work. For example, graduate assistants could be involved in the work of our Center for Urban and Multicultural Education as they engage in projects with K-12 and community partners.

In sum, the School of Education is willing to support the doctoral program proposal you have outlined. We look forward to collaborating with you when the program is launched.

Sincerely,

A handwritten signature in cursive script that reads "Pat Rogan".

Pat Rogan, Ph.D.  
Executive Associate Dean

902 W. New York Street Indianapolis, IN 46202-5155 (317) 274-6801 fax (317) 274-6864

Indiana University-Purdue University Indianapolis



IUPUI

**SCHOOL OF INFORMATICS  
AND COMPUTING**

DEPARTMENT OF HUMAN-CENTERED COMPUTING  
Indiana University–Purdue University  
Indianapolis

Indianapolis, 26 September 2014

To: Review Committees of the doctoral program proposal **Ph.D. in American Studies to Be Offered by Indiana University at IUPUI**

With this letter, I confirm my support and willingness to collaboration to the proposed program **Ph.D. in American Studies** to Be Offered by Indiana University at IUPUI. My dialogue with Dr. Haberski illuminated opportunities for collaboration among our two departments that can take place with this newly proposed doctoral program.

The vision of the program fits very well within the type of selectively specialized liberal arts education that can be complemented by disciplinary contributions offered by our department of Human-Centered Computing. The students coming out of this program will possess a well-rounded, interdisciplinary skillset of research methods, inquiry mindset and domain knowledge that will enable them to tackle fundamental problems in our increasingly complex and data-driven society.

Specifically, I am very pleased to see that the proposal prominently indicates the students in the American Studies doctoral program will have the opportunity to complete a PhD minor (12 cr) in Human-Computer Interaction. This component of the program will enable students to gain fundamental knowledge in the field of interaction design, user experience of interactive technologies and research methods. This assets of theoretical and methodological knowledge will allow students to complete to go into research-based industry or academic settings and bring to the table a unique combination of theoretical and practical knowledge which is highly competitive and effective.

I look forward to see this program quickly approved and populated with top-notch students who are full of intellectual questions about "America," broadly defined, and will be equipped to research solutions to challenging problems faced by our society.

Best regards,  
Davide Bolchini

Sincerely,

---

Davide Bolchini, Ph.D.  
Associate Professor and Department Chair, Human-Centered Computing  
Indiana University School of Informatics and Computing - Indianapolis  
Phone: +1 (317) 278 5144 | Fax: +1 (317) 278 7669  
[dbolchin@iupui.edu](mailto:dbolchin@iupui.edu)

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Indiana University–Purdue University Indianapolis



**HERRON SCHOOL OF  
ART AND DESIGN**

INDIANA UNIVERSITY  
IUPUI

08. 09.2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski;

Thank you for meeting with Youngbok Hong, graduate coordinator of VCD and myself. We enjoyed the opportunity to discuss the proposed PhD in American Studies and are excited about the possibilities inherent in this endeavor. As Chair of Visual Communication Design, I can confirm that my colleagues and I strongly support the proposal you have outlined. Given the scope of investigation you have defined for this major, we can easily foresee how our collaboration would be productive both for students and faculty as well as being in line with the strategic goals of the university. We have experience incorporating students from outside our discipline and indeed our Master of Visual Communication Design was developed with the expectation of students from diverse backgrounds. The graduate courses currently offered include methods as well as specific applied focus on actual problem spaces affecting people's lives. We also see the benefit of helping to recruit and mentor students in fields where there is potential for synergy with our discipline area within the university. Indeed such alliances are already in place as our students have worked with SPEA and the School of Medicine, among others. We welcome the prospect of incorporating a graduate assistant into the work of our department to help with projects such as the Migrant Farmworker Project, a partnership with Indiana State Department of Health and Indiana Legal Services. Though our program has been in place less than a decade, we have been actively engaged with community-based problems and have developed numerous projects in partnerships with various organizations. Currently we have two PhD students, one from Education and one from Human Computer Interaction, pursuing a minor in VCD studies as well as faculty who have served on a PhD thesis committee. We would welcome the opportunity to collaborate with you on how best to integrate American Studies doctoral students into the work with our external partners.

We look forward to the possibility of joining with you to build an American Studies PhD program. As the Herron Visual Communication Design program is committed to engaging the needs of various communities both locally and internationally, we are confident that alliance with the proposed PhD in American Studies will be a successful partnership.

Thank you for your interest in Herron's MFA in Visual Communication Design program as a valuable component of your proposed studies.

Sincerely,

Eva Roberts  
Chair Visual Communication Design Department  
Herron School of Art & Design

Cc: Valerie Eickmeier, Dean Herron School of Art + Design  
Youngbok Hong, VCD MFA Graduate Coordinator





October 23, 2014

Dear Dr. Haberski,

I'm writing as director of the Center for the Study of Religion and American Culture to confirm that my colleagues and I enthusiastically support the proposal you have outlined for a doctoral program in American Studies. While many do not know it, this Center spun out of several jointly sponsored programs in the 1980s between American Studies and Religious Studies. Since its founding in 1989, the CSR&AC has stood with one foot in each of those scholarly communities and I can easily foresee how our collaboration would be productive for students and faculty associated with the Center. Indeed, as one IUPUI's "Signature Centers," I can envision ways the students could become involved in our research and publisher programs. Indeed, while the CSR&AC does not offer courses (it is not a department or program), it conducts many activities that could be tied to courses and could help to finance graduate students as research assistants. Because the Center is well known, I imagine it would be helpful in recruiting students, as well as attracting collaborative research commitments across the country and internationally that would involve students. I'm happy to play whatever part I can in that endeavor.

I'm especially pleased to see such a practical doctoral degree, one with an eye to giving students both knowledge and skill sets to succeed in the twenty-first century. We look forward to the possibility of working with you to build an American Studies program that can engage the needs of various communities both locally and internationally.

Many thanks,

Philip Goff  
Executive Director  
Professor of Religious Studies and American Studies  
Co-editor, *Religion and American Culture: A Journal of Interpretation*

425 University Boulevard Cavanaugh Hall 417 Indianapolis, IN 46202-5140 USA (317) 274-8410 [www.iupui.edu/~raac/](http://www.iupui.edu/~raac/)

September 18, 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski,

As Director of the Center for Civic Literacy (CCL), I can confirm that my colleagues and I are very supportive of the proposed doctoral program in American Studies.

The scholars associated with the Center come from a variety of schools and departments both here at IUPUI and from Bloomington, and we have a number of ideas about the ways in which we might collaborate, as well as the ways in which that collaboration could be productive both for students and faculty.

Your proposal is clearly in line with the strategic goals of the university. CCL has experience incorporating students from outside SPEA (which is itself an interdisciplinary school) in our various research projects, and we certainly see the benefit of helping to recruit and mentor students in fields related to our research focus.

I would particularly welcome the prospect of incorporating a graduate assistant, or doctoral intern into the work being done by CCL as we expand our efforts to include more translational research. I would be excited to collaborate with you, and to decide how we might best integrate American Studies doctoral students into the work with both our internal and external partners.

We look forward to the possibility of working with you to build an American Studies program that can engage the needs of various communities both locally and internationally.

Yours truly,

Sheila Suess Kennedy  
Professor, Law and Public Policy  
School of Public & Environmental Affairs  
Director, Center for Civic Literacy





**SCHOOL OF LIBERAL ARTS**

INDIANA UNIVERSITY  
Institute for American Thought  
IUPUI

28 October 2014

Prof. Raymond Haberski  
Director, American Studies  
IU School of Liberal Arts  
IUPUI  
902 W. New York Street, ES0017K  
Indianapolis, IN 46202-5157

Dear Professor Haberski:

It is with great pleasure that I go on record in support of the American Studies Ph.D. program proposal. The reason for my unequivocal and enthusiastic support is twofold.

First and foremost is my professional assessment of the program as one that is sound in its disciplinary foundation of theory and methodology, innovative in its interdisciplinary, transnational, and practice-based intent and curriculum, and path-breaking in its goal of educating and preparing advanced students for careers not in academia but in many different sectors of the economy and society. In the fast-paced world of the 21<sup>st</sup>-century the need is paramount for highly educated and well-trained professionals who can explain, adapt to, and lead in places and situation when change occurs or is called for—and this program is designed to prepare those professionals.

In addition, I welcome the development and expansion that the American Studies Ph.D. program promises to bring to the Institute for American Thought (IAT). It is a demonstration of the long-standing commitment of the IU School of Liberal Arts to the study of American thought and culture that led to the creation of the IAT more than a decade ago and that is not recognized as an IUPUI signature center. As a former director of the American Studies program and as the current director of the IAT, I am delighted about the proposal and pledge full cooperation and collaboration toward the success of the program.

With best wishes for this endeavor,

A handwritten signature in cursive script, reading "Marianne S. Wokeck".

Marianne S. Wokeck, Ph.D.  
Chancellor's Professor of History  
Adjunct Professor, American Studies  
Director, Institute for American Thought

902 W. New York Street ES 0010 Indianapolis, IN 46202-5157 (317) 278-3374 fax (317) 274-2170 [iat@iupui.edu](mailto:iat@iupui.edu) [www.liberalarts.iupui.edu/iat](http://www.liberalarts.iupui.edu/iat)

Indiana University–Purdue University Indianapolis



**LILLY FAMILY  
SCHOOL OF PHILANTHROPY**

INDIANA UNIVERSITY  
Lake Institute on Faith & Giving

October 27, 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski:

As Karen Lake Buttrey Director of the Lake Institute on Faith and Giving at the Indiana University Lilly Family School of Philanthropy, I can confirm that the Lake Institute is willing to support the proposal you have outlined for a doctoral program in American Studies. The Lake Institute can foresee how our collaboration would be productive both for students and faculty and be in line with the strategic goals of the university. As well as serving as Director of the Lake Institute, I am also a faculty member in the School of Philanthropy. In both settings, we continue to incorporate students from multiple disciplines in our courses. Our faculty pride themselves in interdisciplinary work, and they often work on collaborative research across the university. As a relatively new school ourselves, we see the benefit of helping to recruit and mentor students in fields that may relate to our own work.

Lake Institute currently employs a graduate assistant in our work and would welcome opportunities to include others to help with projects such as coordinating our scholarly conferences, pursuing new grant opportunities, coordinating international research efforts, and developing new public educational offerings. Both Lake Institute and the Lilly Family School of Philanthropy have experience mentoring doctoral students and many of our own students pursue minors or concentrations across the university. Likewise, faculty members from across the campus serve on dissertation committees for our doctoral students. We would love to be able to do the same and collaborate with you on how best to integrate American Studies doctoral students into the work through our research and teaching as well as through practical work with our external partners.

We look forward to the possibility of working with you to build an American Studies program that can engage the needs of various communities both locally and internationally.

Sincerely,

David P. King, Ph.D.  
Karen Lake Buttrey Director  
Lake Institute on Faith & Giving  
Indiana University  
Lilly Family School of Philanthropy

550 West North Street Suite 301 Indianapolis, IN 46202-3272 (317) 274-4200 fax (317) 684-8900  
[www.philanthropy.iupui.edu](http://www.philanthropy.iupui.edu)



**SCHOOL OF LIBERAL ARTS**

INDIANA UNIVERSITY  
Max Kade German-American Center  
IUPUI

October 13, 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski,

As Director of the Max Kade German-American Research and Resource Center, I can confirm that my colleagues and I are willing to support the proposal you have outlined for a doctoral program in American Studies. Our center can foresee how our collaboration would be productive both for students and faculty and be in line with the strategic goals of the university. We have experience incorporating students from outside our discipline in various courses we presently offer in study abroad, internships, and research projects. We also see the benefit of helping recruit and mentor students in fields related to our area of the university. We welcome the prospect of incorporating a graduate assistant into the work of our center to help with projects such as internships, graduate theses, and field research which overlap with German-American Studies. The Max Kade Center has experience with graduate students in American Studies and in other departments such as History, Philosophy, and Engineering. We would be willing to collaborate with you on how best to integrate American Studies doctoral students into our work with external partners.

We look forward to the possibility of working with you to build an American Studies program that can engage the needs of various communities both locally and internationally.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karen Rösch', written over a light blue circular stamp.

Karen Rösch

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski,

I am happy to lend the support of Keep Indianapolis Beautiful (KIB) to the proposal you have outlined for a doctoral program in American Studies. KIB is a nonprofit working to create vibrant public spaces with diverse communities, helping people and nature thrive. We can see tangible and measurable benefits in working with the kind of program you have envisioned and we would be interested helping establish a clearly defined and productive relationship with you and IUPUI in this program. We welcome the prospect of incorporating a doctoral intern into the affairs of our organization to help with projects such as developing metrics and analyzing outputs to gauge missional outcomes. Analysis will help us with strategic direction and inform our community and donors of the true nature of the work we do. KIB has had experience with internships before and is encouraged by the prospect of helping to design internships at the doctoral level. Working with Dr. Burnell Fischer, Co-director, Ostrom Workshop in Political Theory and Policy Analysis and then doctoral candidates Jessica Vogt and Sarah Mincey (with the Bloomington Urban Forest Research Group) has yielded excellent research for KIB.

We look forward to the possibility of working with you and IUPUI to build an American Studies program that can engage the needs of various communities both locally and internationally. KIB relies on the generosity of community partners for internships, so we can not currently commit to funding for an internship. However, we are happy to engage in conversations as the program develops.

Sincerely,

Bob Neary

Bob Neary  
*Staff Geographer and Project Manager*  
GIS Analyst  
**Keep Indianapolis Beautiful, Inc.**  
1029 E. Fletcher Ave., Ste. 100  
Indianapolis, IN 46203  
317.264.7555 x(117)  
bneary@kibi.org



KPMG LLP  
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Office 216.875.8161  
Mobile 330.618.1384  
Internet [www.us.kpmg.com](http://www.us.kpmg.com)

November 10, 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Ray,

I am writing in reference to the proposed doctoral program in American Studies at IUPUI. By providing students with an educational experience that combines qualitative and quantitative academic research skills with applied experience through internships, the program would help prepare students for success and leadership in many organizations, including one such as KPMG. With a strong internship tradition, KPMG has relied on its internship program as a significant recruiting mechanism for the firm, and we would welcome the opportunity to explore internships in the future as the American Studies doctoral program develops.

In my own career, having a background that includes advanced academic studies in the humanities and quantitative fields has proven highly beneficial to my professional growth. More importantly, it has increased my contributions to the organizations I have served, by equipping me with multiple perspectives and tools to apply in framing questions, conducting research and analysis, developing solutions, and communicating results.

I am excited about the vision for this program, the experience it can provide to its students, and the potential impacts its alumni can have on the organizations where they pursue their professional careers. We look forward to opportunities to develop a productive relationship with you and IUPUI.

Sincerely,

A handwritten signature in dark ink, appearing to read "Mark Sonntag". The signature is fluid and cursive, written over a light blue horizontal line.

Mark Sonntag, Ph.D.  
Manager, Management Consulting  
KPMG LLP





1500 NORTH DELAWARE STREET  
INDIANAPOLIS, IN 46202

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INDIANAHUMANITIES.ORG

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**TRACY HAMILTON SOUZA**  
COLUMBUS

**REP. JERRY TORR**  
CARMEL

**DR. JOE TRIMMER**  
MUNCIE

November 6, 2014

Dr. Raymond Haberski, Jr.  
Professor of History/Director of American Studies  
Institute for American Thought  
Indiana University  
902 West New York Street  
Indianapolis, IN 46202

Dear Ray:

Thank you for sharing with us your ideas for a new initiative in American Studies at IUPUI. We enthusiastically support the strategy and look forward to working with you as the effort moves forward.

The Indiana Humanities team just returned from the annual National Humanities Conference, a gathering of academic and public humanities professionals and volunteers. The discussion revolved around "Leadership in a Time of Change," and it is clear that today's public humanities offer a remarkable set of opportunities for leaders trained in the academy. We believe your program has the vision and strategy to create successful new collaborations, to this end, between the university and outside partners, such as Indiana Humanities.

As we discussed, Indiana Humanities would be very interested in hosting students in your new program as interns or fellows. Our current partnership with Dr. Philip Scarpino in the public history program is a great example of how Indiana Humanities has worked successfully with graduate students to deepen their understanding of the public humanities and offer an opportunity to implement programs in the community.

We are very interested in your effort and how it can contribute to our mission "to connect people, open minds and enrich lives by creating and facilitating programs that encourage Hoosiers to think, read and talk." By providing contacts, advice and other assistance to your students and faculty, we can help to open their research to the public sphere. Indiana Humanities sincerely supports your requests for funding for this project, and we look forward to working with you.

Sincerely,

Keira Amstutz  
President & CEO

THINK. READ. TALK.



**Indianapolis  
Urban League**

*Empowering Communities.  
Changing Lives.*

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski

I am happy to lend the support of the Indianapolis Urban League (IUL) to the proposal you have outlined for a doctoral program in American Studies. IUL can see tangible and measurable benefits in working with the kind of program you have envisioned and we would be interested helping establish a clearly defined and productive relationship with you and IUPUI. We welcome the prospect of incorporating a doctoral intern into the affairs of our organization to help with projects such as is America in a "post" civil rights era? By studying a historical civil rights organizations such as the Indianapolis Urban League, scholars will explore how these organizations are relevant to today and/or in what ways can these organizations align themselves, be relatable, visible to empower/ improve the quality of life for African Americans, under represented and underserved in America? The Indianapolis Urban League has had experience with internships before and is encouraged by the prospect of helping to design internships at the doctoral level.

We look forward to the possibility of working with you and IUPUI to build an American Studies program that can engage the needs of various communities both locally and internationally.

Sincerely,

*Jaree Ervin*

Jaree Ervin, MA, CNP, CFRE  
VP of Development  
Indianapolis Urban League



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**Ken Thorpe**  
**Jasmin Shaheed-Young**  
**Kimberly Jointer-Young**



Forest Manor Multi-Service Center  
empowers the lives of our neighbors  
by offering individuals and families the  
services and support they need  
to become self-sufficient.

August 5, 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski:

Please accept this letter of support for the proposal you have outlined for a doctoral program in American Studies.

Forest Manor Multi-Service Center (FMMSC) is a community-based social service organization located on the near eastside of Indianapolis is located in one of the target areas and includes neighborhoods in one or more of the targeted zip codes. Our mission is to empower the lives of our neighbors by offering individuals and families the services and supports they need to become self-sufficient. Forest Manor Multi Service Center strives to improve the quality of life of individuals and families in our neighborhood- our programs, services and advocacy will result in a more vibrant community by increasing employment opportunities, improving high school graduation rates, reducing poverty and crime and empowering families to thrive.

I can see tangible and measurable benefits in working with the kind of program you have envisioned and we would be interested helping establish a clearly defined and productive relationship with you and IUPUI. We welcome the prospect of incorporating a doctoral intern into the affairs of our organization to help with projects such as Crime.

In the Forest Manor catchment area, an area highlighted on all crime prevention targeting maps, violent crime is an overwhelming reality. In fact, too many of our young residents have committed or been involved with criminal activity, have spent time in the Juvenile Justice System and are currently at risk of becoming repeat offenders. In addition, we are losing more of our youth to gun violence each year. The recent and dramatic increase in violence and crimes in our service area, specifically crimes committed by and directed at our youth, has spurred our organization to take a broader, more in depth look at crime and violence prevention strategies and techniques. Forest Manor has had experience with internships before and is encouraged by the prospect of helping to design internships at the doctoral level.

We look forward to the possibility of working with you and IUPUI to build an American Studies program that can engage the needs of various communities both locally and internationally. Thank you for your careful consideration

Peace & Blessings,

Regina Marsh  
Chief Executive Officer



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Le Carole West

August 26, 2014

Dr. Ray Haberski  
IUPUI Department of History  
Cavanaugh Hall 504M  
425 University Blvd. ES00110K  
Indianapolis, IN 46202



Dear Ray,

On behalf of the Indiana Historical Society we are most pleased to offer our enthusiastic endorsement of the new doctoral program in American Studies being proposed at IUPUI. The Indiana Historical Society has had a long and fruitful partnership with IUPUI. Over the last 15 years since the History Center opened, we have awarded many paid and unpaid internships to IUPUI students especially through the Public History and Museum Studies programs. The impact has been significant: during these years more than 30 of these interns were hired on to our staff for full and part-time positions and right now, 14 of our current staff are IUPUI grads including 7 in permanent full-time positions.

At the IHS we can see tangible and measurable benefits in working with the kind of program which you have envisioned and we would be interested in helping establish a clearly defined and productive relationship with you and IUPUI. We would welcome the prospect of incorporating doctoral interns into our organization to help with a range of projects. For instance, the IHS creates 15-20 time travel journeys on various topics of Indiana history for inclusion in Destination Indiana, which is both a gallery experience at the History Center and a new app for iPhone devices. Interns could share their own research with a broad public history audience through this medium.

Also the IHS has a research and development process for its award winning exhibit program "You Are There." Interns could play a welcome part in helping our staff research historic photographs and create a context for the images being interpreted. We would work closely with your program, IUPUI and our own staff to ensure that a valuable and successful experience is designed and created for these doctoral students.

As you are aware, the IHS Press publishes our magazine *Traces of Indiana and Midwest History* and *Connections: The Hoosier Genealogist* as well as 5-15 books each year. There is also great opportunity here for your students.

Please let us know when we can begin to engage further on this wonderful opportunity to partner. We will be glad to let our employees know about the doctoral program for their own continuing education.

Sincerely yours,

John A. Herbst  
President and CEO

EUGENE AND MARILYN GLICK INDIANA HISTORY CENTER  
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September 9, 2014

Raymond Haberski, Jr.  
Director, American Studies  
Professor of History  
ES 0010K  
IUPUI  
Indianapolis, IN 46202

Dear Dr. Haberski,

I am happy to lend the support of Indiana INTERNnet to the proposal you have outlined for a doctoral program in American Studies. Indiana INTERNnet can see tangible and measurable benefits in working with the kind of program you have envisioned, and we would be interested in helping establish a clearly defined and productive relationship with you and IUPUI. Indiana INTERNnet is the catalyst for expanding the creation and use of experiential learning opportunities as a key strategy in retaining Indiana's top talent. We work with partners statewide in industry and education to help make these opportunities available for students, and we're interested by the prospect of helping to design internships at the doctoral level. We would be happy to assist with making business connections that could offer meaningful internship opportunities to these students.

We look forward to the possibility of working with you and IUPUI to support an American Studies program that can engage the needs of various communities both locally and internationally.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet Boston".

Janet Boston  
Executive Director



Dr. Wilfried Mausbach  
Executive Director

Hauptstraße 120  
D-69117 Heidelberg

T + 49 6221/54 37 12  
F + 49 6221/54 37 19

wmausbach@hca.uni-heidelberg.de  
www.hca.uni-hd.de

HCA Heidelberg Center for American Studies Hauptstraße 120 D-69117 Heidelberg

Heidelberg, October 24, 2014

To Whom It May Concern

The Heidelberg Center for American Studies (HCA) and the American Studies Program at IUPUI have started to discuss a targeted collaboration that would entail the exchange of both M.A. and Ph.D. students between Heidelberg and IUPUI.

The HCA is a central academic institution at Heidelberg University, Germany's oldest university. It provides and imparts to its students the knowledge needed to understand the politics, culture, economy, history, and society of the United States of America. At the HCA, the America-related research of six university faculties and ten disciplines converges, offering a unique range of expertise. As a center for interdisciplinary research, the HCA provides the intellectual and organizational setting for international and interdisciplinary research projects as well as for individual research.

Graduates of our study programs profit from their interdisciplinary and intercultural education and are well qualified to work as experts on the United States. American Studies at the HCA is characterized by both sound knowledge about the United States and alternate viewpoints—"Inside knowledge with an outside perspective!" During the past decade, 187 students from 44 countries have enrolled in the HCA's Master of Arts in American Studies program. Our Ph.D. program, started in 2006, currently encompasses 26 students from Canada, Chile, Germany, Greece, India, Italy, Lithuania, the Netherlands, Palestine, Romania, Turkey, the United States and Vietnam.

The Center also facilitates a dialogue between academia and the public and contributes to the creation and strengthening of transatlantic networks. The HCA is a rare exception among liberal arts and social science institutions in Germany in that it derives more than half of its budget from private donors.



Ruprecht-Karls-Universität  
Heidelberg, est. 1386

Seite 1/2



We are enthusiastic about exploratory talks, which IUPUI's Director of American Studies, Raymond Haberski, has conducted with the HCA's Jan Stievertmann. Professor Stievertmann holds the only chair for American religious history in Germany—a joint appointment between the HCA and Heidelberg's Faculty of Theology. Other faculty affiliated to the HCA come from the fields of American Literature and Culture, History, Human Geography, and Political Science, with colleagues from Law and Economics regularly contributing to our programs. This disciplinary diversity creates exceptionally promising prospects for cooperation with IUPUI's American Studies program in general and with its Center for the Study of Religion and American Culture in particular. We believe that students and faculty from both sides of the Atlantic will be able to profit tremendously from such a targeted collaboration.

The HCA therefore strongly supports Professor Haberski's plans for a return visit in the spring of 2015, and we most cordially invite him to Heidelberg and the HCA.

Sincerely,

  
Dr. Wilfried Mausbach  
Executive Director



Ruprecht-Karls-Universität  
Heidelberg, est. 1386

Seite 2/2



Westfälische Wilhelms-Universität Münster  
Historisches Seminar

Prof. Dr. Heike Bungert, Lehrstuhl für Nordamerikanische Geschichte

Westfälische Wilhelms-Universität Münster - Historisches Seminar  
Domplatz 20-22 · D - 48143 Münster

Prof.  
Ray Haberski  
Institute for American Thought  
IUPUI  
Indianapolis, IN 46202

D - 48143 Münster,  
Domplatz 20-22

Telefon: (02 51) 83 24 333  
E-Mail: [heike.bungert@uni-muenster.de](mailto:heike.bungert@uni-muenster.de)  
Skr. (Friederike Simon)  
Telefon: (0251) 83 25 423  
E-Mail: [fsimo\\_01@uni-muenster.de](mailto:fsimo_01@uni-muenster.de)

Münster, 20.08.2014

Future Cooperation

Dear Ray:

We at the University of Muenster are looking forward to our cooperation with you, with IUPUI in general, but with the Institute of American Thought, the National Council on Public History, and the Center for the Study of Religion and American Culture in particular. We are envisaging as a first step collaboration in three areas:

- American Studies, where we have a focus on history, cultural studies, and education, and where we are only training a smaller portion of our Ph.D. students to become future professors, while the rest will be working in museums, publishing houses, archives, public relations, consulting, or in the areas of culture or economics. In the latter area, we envisage the most fruitful collaboration.
- Public History, with a focus on German immigration to the U.S., where we have excellent contacts with at least two pertinent museums in the vicinity of Muenster plus several regional archives and where we are just trying to institute a new professorship.
- Religion and Politics, where Muenster has a big Cluster of Excellence with over 200 participants; many of our students would be interested in spending some time at IUPUI's Center for the Study of Religion and American Culture and we would welcome IUPUI's students in Muenster.

In addition to you having talked with several very interested colleagues in History, American Studies, and Education during your stay here, I have meanwhile talked to our International Office, whose head, Dr. Anke Kohl, is very supportive and could at any time write a letter of support for our initiative.

Looking forward to a close and fruitful cooperation,





WWU | Institut für Erziehungswissenschaft | Georgskommende 26 | 48143 Münster

Prof. Dr. Raymond Haberski  
Indiana University-Purdue University Indianapolis  
Institute for American Thought  
902 West New York Street, ESoo10  
Indianapolis, IN 46202  
USA



Professor Dr. Jürgen Overhoff  
Georgskommende 26  
48143 Münster  
Tel. +49 251 83-24273  
juergen.overhoff@uni-muenster.de

Sekretariat Nadine Allickmann  
Tel. +49 251 83-24227  
Fax +49 251 83-24184  
allickmann@uni-muenster.de

Datum 02.10.2014

Dear Professor Haberski,

during my recent stay at IUPUI in September 2014 I was delighted to meet faculty members as well as representatives of the International Office, with whom I exchanged ideas about the possibilities of future collaborations with my university, the Westfälische Wilhelms-Universität Münster, Germany, and IUPUI, especially the Institute of American Thought and the Max Kade German-American Center.

As the director of the Arbeitsstelle für Deutsch-Amerikanische Bildungsgeschichte (Center of German-American Educational History) at the Universität Münster I wish to confirm that I would indeed like to collaborate with IUPUI on a number of potential areas:

- 1.) Exchange of students (enrolled in the Master's program)
- 2.) Organisation of joint research projects (with a focus on German-American Educational History; based on the rich collection of archival material kept in the Ruth Lilly Special Collections at the University Library of IUPUI)
- 3.) the development of joint lecture series held in Münster and Indianapolis.

Sincerely,

  
(Prof. Dr. Jürgen Overhoff)

## **Appendix 6: Faculty and Staff**

### **Director of Program**

Raymond Haberski, Jr., Professor of History, Director of American Studies

### **Advisory Committee<sup>17</sup>**

- David Bodenhamer, Professor of History, Director of Polis Center
- Edward C. Curtis, Millennium Chair of the Liberal Arts and Professor of Religious Studies
- Carrie A. Foote, Associate Professor of Sociology
- Philip K. Goff, Professor of Religious Studies, Executive Director of the Center for the Study of Religion and American Culture
- Sara Hook, Professor of Informatics
- Jason Kelly, Associate Professor of History, Director of IUPUI Arts and Humanities Institute
- Sheila Kennedy, Professor of Law and Public Policy, SPEA-IUPUI
- David King, Assistant Professor of Philanthropic Studies, Karen Lake Buttery Director of Lake Center on Faith & Giving
- Monica A. Medina, Clinical Associate Professor and CUME Interim Director for Community Partnerships, School of Education
- Eva Roberts, Professor and Chair, Visual Communication Design, Herron School of Art and Design
- Jane E. Schultz, Professor of English, Director of Literature

### **Faculty with Teaching and Research Interests Aligned with American Studies**

Robert Aponte, **Sociology**, Demography, especially Latin American immigration, Latino Studies, Poverty and Social Policy, Race and Ethnicity

Aniruddha Banerjee, **Geography**, Urban and regional geography, geographic information science, environmental epidemiology/medical geography, mathematical models, spatial econometrics

Robert G. Barrows, **History**, Indiana/Indianapolis history, late nineteenth and early twentieth-century U.S. history, American urban history, social reform efforts in Indiana during the Progressive era and the Great Depression (currently focusing on New Deal public housing projects in Indiana)

David C Bell, **Sociology**, Social networks; HIV/AIDS; Family

Linda G. Bell, **Communication Studies/Nursing**, The relationships between family communication and family system processes and the health and wellbeing of family members, particularly adolescents.

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<sup>17</sup> The curriculum vitae of this group are attached in appendix 12.

**Dennis Bingham, English/Film**, Film studies, film theory, gender theory, American film genres, artists and history, film biography and stardom and acting

**Ulf Jonas Bjork, Journalism**, Immigrant press in the United States Presence of U.S. mass media in Europe History of foreign correspondence in the American press International journalism organizations

**David J. Bodenhamer, Polis/History**, Anglo-American legal and constitutional history, history of criminal justice and criminal law, nineteenth-century United States, and urban studies

**Maria Brann, Communication Studies**, integration of health, interpersonal, and gendered communication. Primary research interests focus on the study of ethical issues in health communication contexts and promotion of healthy lifestyle behaviors.

**Charmayne 'Charli' Champion-Shaw, Native American Studies**, Identity & Community, Social Justice, Media Studies, Interpersonal Communication, Intercultural Communication

**M. A. Coleman, Philosophy**, American Philosophy, George Santayana, John Dewey

**David M. Craig, Religion/Philanthropy**, History of religious and secular traditions of moral thought in the west, economic justice, health care ethics, ethics of consumption, virtue theory, democratic theory, religion and politics, religion and social theory

**Edward E. Curtis, IV, Religion**, Africana religions; Islamic studies; U.S. history; modern Middle East; religion and politics.

**Holly Cusack-McVeigh, Museum Studies/Anthropology**, Social, Medical and Cultural Anthropology Folklore Studies and Oral History Museum Studies and Material Culture Native American Studies, Arctic Studies

**Thomas J. Davis, Religion**, History of Christianity, Reformation history and thought, the Eucharist and exegesis in sixteenth-century Europe, images of John Calvin in American culture, Religion and Philanthropy

**André De Tienne, Philosophy/IAT**, Classical philosophy, pragmatistic philosophy, Charles S. Peirce, Josiah Royce, logic of signs, connection between phenomenology and semiotics, philosophy of text.

**Cornelis de Waal, Philosophy**, Charles S. Peirce, pragmatism, philosophy of science, metaphysics

**Catherine A. Dobris, Communication Studies**, Contemporary rhetorical theory and public address, Women's Studies, intersections of race, class, culture, ethnicity and gender from a rhetorical perspective



**Aaron Dusso, Political Science**, The U.S. Congress Mass Political Behavior Parties and Elections

**Owen J. Dwyer, III, Geography**, Public space, collective memory, cartography, urbanism, and cultural landscapes

**Jonathan R. Eller, English/IAT**, American literature, literature and science, textual studies with an emphasis on the work of Ray Bradbury, and the history of publishing.

**Arthur Emery Farnsley, II, Religion**, Religious organizations and religion's impact on other organizations, Faith-based welfare reform, Religion and Politics

**Margaret Robertson Ferguson, Political Science**, State politics and policy, executive politics, and American government

**Carrie E. Foote, Sociology**, Research: HIV/AIDS; Social Construction and Experience of Health, Illness, and Disability; Traumatic Combat Injury; Reproductive Health.

**Stephen L. Fox, English**, composition, literacy studies, educational reform, nineteenth-century American literature, and history of writing instruction

**Amanda Friesen, Political Science**, American politics, political behavior, political psychology, religion and politics, family socialization, public opinion, public policy, gender and politics, behavior genetics, and biology and politics

**Philip Goff, Religious Studies**, Director of Center for the Study of Religion and American Culture, American Religious History

**Jennifer Guiliano, History**, 19th and 20th century American Cultural and Racial History; Digital Technologies; Native American Mascotry; American Sports; Historical Methodology

**Raymond J. Haberski, Jr., History/American Studies**, U.S. Intellectual History, American Studies, American cultural history, American religious history, history of movie culture, transnational intellectual history, civil religion, American Catholic history, just war theory

**Katharine J. Head, Communication Studies**, Social influences in applied health communication contexts, message design, health campaign design and evaluation, new media

**Ronda C. Henry Anthony, English/Africana Studies**, American Literature/Studies, African, African-American, and, American Literature, Gender Studies, Caribbean Studies

**Sara Anne Hook, Informatics/American Studies**, intellectual property law, the emerging field of legal informatics, electronic discovery, legal technology, professional ethics and issues related to the privacy and security of legal and health information

**Bessie House-Soremekun, Africana Studies**, International Political Economy,

Entrepreneurship, Economic Development, African Politics, World Politics, Comparative Politics, Women and Development

**Susan Brin Hyatt, Anthropology**, Urban anthropology, service learning and ethnographic methods, social movements, anthropology of policy, anthropology of contemporary Europe and North America

**Andrea R. Jain, Religion**, History of South Asian religions, history of yoga, theories of religion, religion in relation to the body, especially with regard to sexual and ascetic religious phenomena, religion and contemporary culture. Current research projects include studies on the popularization of yoga, studies on yoga among the incarcerated and other disenfranchised populations, studies on Christian and Hindu protests against the popularization of yoga, and studies on modern yoga gurus.

**Karen Ramsay Johnson, English**, Twentieth- and twenty-first-century American literature, Southern literature, postcolonial literature, literature of South Africa and India, literature in social and historical context

**John R. Kaufman-McKivigan, History**, Nineteenth-century U.S. history (the Antebellum, Civil War and Reconstruction eras), American reform movements, and American ethnic history, American labor history

**Jason M. Kelly, History**, eighteenth-century Britain, history of archaeology, history of art and architecture, history of environment, comparative imperialisms, gender and masculinity, historiography and theory

**Karen Kovacik, English**, contemporary American poetry, history of the lyric, working-class poetry, literary translation, and creative writing

**Kristine Brunovska Karnick, Communication Studies**, mass media and society, film and television history, film and television aesthetics and criticism, media humor and comedy, film comedy, and early television history

**Elizabeth Kryder-Reid, Anthropology/Museum Studies**, museum studies, archeological public programs, New World archeology, landscape archeology, and material culture studies, cultural heritage management, California mission landscapes

**Missy Dehn Kubitschek, English**, African-American literature, women's fiction, British Victorian fiction, and multicultural American literature

**Modupe Labode, History**, African American/African Diaspora  
Women's History, Public History/Museum Studies

**Chris Lamb, Journalism**, sport journalism, race, United States

**Pamela Laucella, Journalism**, sport journalism, gender

**Thomas Marvin, English**, American literature, African-American literature, American Studies.

**Kyle Minor, English**, Fiction Writing, Narrative Nonfiction, The Essay, Poetry, Screenwriting, 20th and 21st Century American Literature, Literary Publishing, Contemporary Haitian Culture, Haitian Diasporic Literature, Southern Literature, Creative Writing Theory & Pedagogy

**Elizabeth Brand Monroe, History**, American legal history, public history, material history, local and community history

**Malcolm Moran, Journalism, Director of National Sports Journalism Center**, professional sports journalism

**Wendy Morrison, Economics**, Health economics, health policy, economic evaluation, experimental economics

**Paul R. Mullins, Anthropology**, historical archaeology, popular culture, race and racism, and modern material culture; urban Midwest, Finland

**Megan L. Musgrave, English**, Children's literature, Native American literature, magical realism, Women's Studies

**Una Okonkwo Osili, Economics/Philanthropy**, field of development economics. In particular, she studies how households in developing countries make economic decisions where incomes are low and variable, and especially in the presence of market imperfections. Households rely on family members and community resources to deal with adverse economic circumstances which may include unemployment, ill health, crop loss and bad weather. In most cases, formal markets that provide credit and insurance are not well developed. Furthermore, government programs that can provide aid to households tend to be limited in scope.

**Mark Ottoni-Wilhelm, Economics**, The economics of pro-social behavior.

**John Parrish-Sprowl, Communication Studies**, Relational, organizational, and cultural transformation and change; global health issues

**Robert Rebein, English**, Creative writing (fiction, creative nonfiction), contemporary American fiction, and twentieth-century American literature

**Nancy Marie Robertson, History**, U.S. history; late nineteenth and twentieth centuries; American philanthropy; women; religion; U.S. race relations; women and banking; and history of citizenship.

**Karen A. Roesch, Max Kade Center**

**Patrick Rooney, Economics/Philanthropy**, Philanthropy: Giving and volunteering behaviors; nonprofit overhead costs; the costs of fundraising; compensation and pay for performance in

nonprofits;

Higher education administration and finance: accountability and best practices, decentralized financial management, and enrollment management issues

Employee ownership and worker participation

**Jonathan Paul Rossing, Communication Studies**, Critical Race Theory; Comedy as a source for social justice education; Racial controversies and constructions of racial knowledge

**Steve Russell, Economics**, Research interests are in macroeconomics and monetary economics. Macroeconomics studies how the levels of important economic indicators such as the inflation rate, the real GDP growth rate, the prime interest rate, and the unemployment rate get determined. Monetary economics studies the role of money in the economy and how government policy about money and credit can affect these economic indicators. Professor Russell is especially interested in the question of whether changes in monetary policy can have large, long run effects on our incomes and living standards.

**Philip V. Scarpino, History**, Public History, Historic Preservation, Oral History Environmental history, and environmental history of the Great Lakes comparing U.S. and Canadian perspectives I have worked with a number of museums that have mounted exhibits with environmental themes, several funded by the National Endowment for the Humanities

**Carly Elizabeth Schall, Sociology**, Health and Social Policy, Political Sociology, Culture, Race & Ethnicity, Theory

**Jane E. Schultz, English**, nineteenth-century American literature and culture, literature and medicine, especially illness narrative; American domestic fiction, historical narrative and life writing, the social history of Civil War relief work, history of nursing, and gender studies

**Peter J. Seybold, Sociology**, Political Sociology, Sociology of Work, Social Change, Inequality and Society, Sociology of Knowledge, Social Theory, Critical Pedagogy, the American Labor Movement.

**Kristina Horn Sheeler, Communication Studies**, Political communication, gender, and public identity, studying the ways in which political identity is rhetorically constructed and contested in popular media.

**Young Ju Shin, Communication Studies**, Health Communication • Youth Substance use Prevention Intervention • Family Communication • Immigrant Families and Intercultural Communication • Research Methodology

**Rebecca K Shrum, History**, Public History, Material Culture, North America to 1850

**Michael David Snodgrass, History**, 20th-Century Mexico, history of immigration/emigration/return migration, Bracero Program, comparative labor and working-class history, U.S.-Latin American relations.

**Brian Steensland, Sociology**, religion and urban engagement in Indianapolis and a project on contemporary American religious practices.

**Richard Steinberg, Economics**, The nonprofit sector, philanthropy, and public economics

**Janani Subramanian, English/Film**, Race and representation in contemporary American media, science fiction and horror, avant-garde film

**Joseph Vincent Terza, Economics**, development and application of econometric methods for health policy analysis, health economics and health services research in nonlinear regression contexts involving endogeneity.

**Jennifer Thorington Springer, English**, Caribbean literature; postcolonial literature and studies; African American literature; ethnic immigrant literature

**Peter J. Thuesen, Religion**, United States religious history, the Bible in American culture, history of Christian thought since the Reformation, Mormonism and American culture, history of the book in colonial British America, race and religion in American history

**John J. Tilley, Philosophy**, Ethical theory, practical reason, early modern ethics

**Joseph Lennis Tucker Edmonds, Religion**, African and African American Religions, Religion and Globalization, Liberation Theology, Womanist Theology, Alternative Christianities, New Religious Movements in the African Diaspora

**Wendy A Vogt, Anthropology**, Migration, Violence, Political Economy, Transnational Feminisms, Borders & Transit Spaces, Race & Gender, Historical Anthropology, Engaged Anthropology, Mexico, Latin America, US

**Richard E. Ward, Anthropology/Dentistry**, medical anthropology, human variation, growth and development, human nature and human adaptability from the biocultural perspective, and the study of facial variation in congenital syndromes

**Rachel M. Wheeler, Religion**, American religious history, colonial American history, Native American religions

**Kim White-Mills, Communication Studies**, organizational communication, group communication, research methodology, and communication styles and strategies of women

**Colin J. Williams, Sociology**, sociology of deviant behavior, human sexuality, sociological theory, and sociology of sexual behavior (especially human sexual variations)

**Jeremy J. Wilson, Anthropology**, archaeology of the Eastern Woodlands, bioarchaeology, archaeological/anthropological demography, paleoepidemiology, human skeletal biology, human behavioral ecology, quantitative modeling

**Patricia Wittberg, Sociology**, sociology of religion, formal organizations, urban sociology, community, and church and nonprofit organizations

**Marianne S. Wokeck, History**, American history, colonial and Revolutionary history, history of the Atlantic world 1500-1800, immigration and ethnicity, and women's history, scholarly editing.

**Elee Wood, Museum Studies**, museum studies, nonformal and informal learning in community, phenomenology and hermeneutics, object-based learning

**Larry J. Zimmerman, Anthropology/Native American Studies**, North American archaeology, ethics in anthropology, indigenous and community archaeology, Native American issues, cultural and intellectual property, archaeology of the contemporary world

## **Appendix 7: Facilities**

The American studies program requires a space for students gather consistently to engage in collaborative work, for meetings with faculty regarding research, and to organize discussion sessions on timely topics. Jason Kelly, director of the IAHI, has offered American studies the use of the IAHI seminar room and collaborative work stations housed on the fourth floor of the university library. Additionally, the American studies program will have an office in the Cavanaugh Hall that provides specific post-graduate preparation.

## **Appendix 8: Other Capital Costs**

No additional resources will be required to launch this Ph.D. program. The program leverages the expertise of faculty and research centers at IUPUI for its intellectual and academic character. It also seeks to develop the capacity of IUPUI experts to speak to each other—across disciplines—as members of research committees.

## **Appendix 9: Credit Hours Required/Time to Completion**

### **Admission Requirements**

Recruitment of candidates for this program will present opportunities that are somewhat atypical for doctoral programs in the liberal arts. Traditionally, doctoral programs attract students who wish to work with specific faculty members within specific disciplines in order to build expertise and future careers in that discipline. The program proposed here seeks to attract students who believe contemporary problems require understanding and analysis that a research degree anchored in the liberal arts provides. Rather than recruit students to become future academics, this program uses academic training to develop expertise that can be applied primarily outside of classrooms. To that end, the recruitment of students will depend on establishing clear connections between external partners for internships, research centers at IUPUI, and faculty who will mentor students by helping them build programs that prepare them for fields in which they will intern.

Candidates are not required to hold advanced degrees in any particular discipline but this program will most likely attract students holding either a B.A. or M.A. in liberal arts disciplines or related degrees. Candidates should have a GPA of 3.5 or higher and are required to take the Graduate Record Examination (GRE) General Test (Quantitative, Verbal, and Analytical Writing). While we do not expect to institute a fixed minimum requirement, students shall be advised that successful candidates typically have scores above the 70<sup>th</sup> percentile in the verbal, quantitative, and analytic writing sections.

For those applicants whose native language is not English, IUPUI requires a 79 on the Internet-based TOEFL or 550 on the paper-based TOEFL or a 6.5 on the IELTS or a G011 or higher on the IUPUI EAP Placement Exam taken from within the last two years. However, because of the importance of writing skills on a program with a dissertation requirement applicants should typically score above the 70<sup>th</sup> percentile (i.e., 94 on the Internet-based TOEFL). Final decisions on admission shall be made by the American Studies Advisory Committee.

Beyond these measures for admission, the applicants shall submit a written statement of purpose for entering the Ph.D. program, three letters of recommendation from individuals in professional positions able to judge success (at least one from a tenured or tenure-track faculty), original transcripts, and a curriculum vitae.

### **Curriculum (90 total hours; 60 hours beyond a M.A.)**

The program's curriculum is designed to maximize the capacity of IUPUI's faculty to study America from a variety of disciplines and through a diversity of analytical tools and theories. In this program, a doctoral internship of at least a year will help students not only gain practical experience for post-graduate careers, but will also help structure their curricular choices and provide the foundation for dissertation work. The basic purpose of this program's curriculum is to keep choices flexible so that students can take courses calibrated to the project crafted through their internship and dissertation. The proposed curriculum below outlines requirements and suggests potential doctoral paths of study for students. Students should leave this program being able to analyze theoretically, measure quantitatively or qualitatively, and present or demonstrate their work digitally.



Core courses (6 hours)

AMST 601: American Studies in Theory

AMST 602: American Studies in Practice

AMST Doctoral Seminar (Research blog and in person seminar for students)

Methods courses (18 hours)

Most departments consistently teach methods courses as part of their graduate programs. As proposed here, such courses will comprise the foundation for the doctoral program in American Studies. The courses are distributed across three categories: analytical, digital, and quantitative/qualitative. Consultation between a student, the chair of the student's committee, and, if possible, input from the internship director will help determine which courses necessary.

Minor Concentration (12 credits)

Every student will have at least one minor concentration, the list below covers those areas in which minors either already exist or can be easily created. Students also have the option of creating, in consultation with their committee, a minor that brings together courses from a few disciplines.

*Existing Ph.D. Minors*

- PhD Minor in Women's Studies, IUPUI School of Liberal Arts
- PhD Minor in History, IUPUI School of Liberal Arts
- PhD Minor in Applied Anthropology, IUPUI School of Liberal Arts
- PhD Minor in Health Communication, IUPUI School of Liberal Arts
- PhD Minor in Sociology, IUPUI School of Liberal Arts
- PhD Minor in Philosophy, IUPUI School of Liberal Arts
- PhD Minor in Philanthropic Studies, IUPUI School of Philanthropy
- PhD Minor in Urban Education Studies, IUPUI School of Education
- PhD Minor in Human-Computer Interaction, IUPUI School of Informatics and Computing

*Potential Ph.D. Minor Concentrations*

- Urban Development and Sustainable Development
- Health, Illness, and Medicine in the United States
- Religious Pluralism and Community
- Crime, Community, and Justice
- Ethnic Migration and Education
- Urban-Suburban Transportation and the Fiscal Health of Cities
- The Financial Nexus of High School, Collegiate, and Professional Sports in American Cities

### Electives (24 credit hours)

Because of the interdisciplinary nature of this Ph.D., the student will choose elective courses that compliment this applied doctoral program. The student will work with her/his faculty committee to identify those courses that best complement the research questions of the Ph.D. concentration and that supplement the theories and areas of cultural study within American Studies. Electives can also be satisfied by coursework already completed prior to acceptance in the doctoral program such as a Masters degree or other applicable graduate level work.

### International Coursework

Ideally, each student will be strongly encouraged to have at least 6-9 hours in coursework from a foreign university. Such coursework can involve a minor field, methods courses or elective credits.

### Qualifying Exam—Written

All students shall take a written qualifying examination that aims to assess the student knowledge and readiness to carry out successful research. This exam will be completed by the semester prior to the start of the student's internship.

### Internship and Applied Dissertation (30 credit hours)

#### *Internship*

Among the chief aims of the program is to provide doctoral students in the humanities and social sciences with opportunities to train for careers outside of academia. The doctoral internship required of this program places interns in non-profit, for-profit, and government agencies where they participate full-time in the substantive work of an organization. The AMST program works with the external organization to cover costs associated with graduate training, including health insurance and monthly stipends. The doctoral internship serves as part of the research for student dissertations and therefore must be guided by the student's research committee.

*See appendix 12 for an **Internship Questionnaire** for potential internship hosts.*

#### *Dissertation*

The American Studies doctoral program encourages a student to investigate problems connected with the internship; therefore, the final product will be an applied dissertation. The applied dissertation will contribute to the literature in a student's concentration area. The dissertation must be an original contribution to knowledge and of high scholarly merit. The candidate's research must reveal critical ability and powers of imagination and synthesis. The dissertation is written under the supervision of a research director and a research committee and **cannot** be a collection of unrelated published papers. There must be a logical connection between all components of the dissertation, and these must be integrated in a rational and coherent fashion. It is the responsibility of the student's research committee to determine the kind and amount of published material that may be included in a dissertation.

## **Sample Curriculum**

### **Concentration: Urban Development (Internship with Indy 2020)**

Student transferred 24 hours of electives

<b><u>Semester</u></b>	<b><u>Title</u></b>	<b><u>Credit Hours and Category</u></b>
<b><u>Semester One</u></b>		
AMST G601	American Studies in Theory	(3, core)
SOC R551	Quantitative Research Methods	(3, quantitative)
ANTH E501	Fundamentals of Applied Anthropology	(3, analytical)
AMST 7XX	Doctoral Seminar	(0, prof. develop <sup>18</sup> )
<b><u>Semester Two</u></b>		
AMST G602	American Studies in Practice	(3, core)
POLS Y575	Political Data Analysis	(3, quantitative)
HIST 6XX	Digital Humanities Project Design	(3, digital)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<b><u>Semester Three</u></b>		
HIST H501	Historical Methodology	(4, analytical)
SOC S610	Urban Sociology	(3, concentration)
POLS Y622	Urban Politics	(3, concentration)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<b><u>Semester Four</u></b>		
PHIL P540	Contemporary Ethical Theories	(3, analytical)
ANTH E681	Seminar in Urban Anthropology	(3, concentration)
ANTH A560	Ethnic Identity	(3, concentration)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<b><u>Summer Two</u></b>		
Comprehensive Exams		
<b><u>Semester Five</u></b>		
AMST 7XX	Internship/Applied Research for Dissertation	(9, research)
<b><u>Semester Six</u></b>		
AMST 7XX	Internship/Applied Research for Dissertation	(9, research)
<b><u>Semester Seven</u></b>		
AMST 8XX	Dissertation	(6, writing)
<b><u>Semester Eight</u></b>		
AMST 8XX	Dissertation	(6, writing)

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<sup>18</sup> “prof. develop” = professional development

### Concentration: Health, Illness And Medicine In The United States (Internship with the Indiana State Department of Health)

Student transferred in 30hrs from a Masters Degree in Applied Communication

<u>Semester</u>	<u>Title</u>	<u>Credit Hours and Category</u>
<u>Semester One</u>		
AMST G601	American Studies in Theory	(3, core)
NEWM N500	Principles in Multimedia Technology	(3, digital)
SOC-S560	Qualitative Textual Analyses	(3, qualitative)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Semester Two</u>		
AMST G602	American Studies in Practice	(3, core)
NEWM N501	Foundations of Digital Production	(3, digital)
POLS-Y575	Political Data Analysis	(3, quantitative)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Semester Three</u>		
SOC R515	Sociology of Health and Illness	(3, concentration)
ANTH A560	Topics in Medical Anthropology	(3, concentration)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Semester Four</u>		
MHHS 520	The Culture of Mental Illness	(3, concentration)
SOC S560	Health Care Systems and Policy	(3, concentration)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Summer Two</u>		
Comprehensive Exams		
<u>Semester Five</u>		
AMST 7XX	Internship/Applied Research for Dissertation	(9, research)
<u>Semester Six</u>		
AMST 7XX	Internship/Applied Research for Dissertation	(9, research)
<u>Semester Seven</u>		
AMST 8XX	Dissertation	(6, writing)
<u>Semester Eight</u>		
AMST 8XX	Dissertation	(6, writing)

## Concentration: Religious Pluralism and Community (Internship with Christian Theological Seminary)

Student enters with a bachelor's degree.

<u>Semester</u>	<u>Title</u>	<u>Credit Hours and Category</u>
<u>Semester One</u>		
AMST G601	American Studies in Theory	(3, core)
GEOG G537	Cartography and Graphics	(3, digital)
SOC-S560	Qualitative Textual Analyses	(3, qualitative)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Semester Two</u>		
AMST G602	American Studies in Practice	(3, core)
HIST 6XX	Digital Humanities Project Design	(3, digital)
SOC R551	Quantitative Research Methods	(3, quantitative)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Semester Three</u>		
HIST H501	Historical Methodology	(4, analytical)
SOC S613	Complex Organizations	(3, concentration)
REL R533	Theories of Religion	(3, concentration)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Semester Four</u>		
PHIL P540	Contemporary Ethical Theories	(3, analytical)
REL R539	Religion and Philanthropy	(3, concentration)
SOC S560	Religion and Society	(3, concentration)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Summer Two</u>		
International	Heidelberg Center for American Studies	(6, electives)
<u>Semester Five</u>		
International	Heidelberg Center for American Studies	(9, electives)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Semester Six</u>		
REL R590	Directed Readings in Religious Studies	(3, electives)
SOC R517	Sociology of Work	(3, electives)
PHIL P542	The Ethics and Values of Philanthropy	(3, electives)
AMST 7XX	Doctoral Seminar	(0, prof. develop)
<u>Summer Three</u>		
Comprehensive Exams		

Semester Seven

AMST 7XX	Internship/Applied Research for Dissertation	(9, research)
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Semester Eight

AMST 7XX	Internship/Applied Research for Dissertation	(9, research)
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Semester Nine

AMST 8XX	Dissertation	(6, writing)
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Semester Ten

AMST 8XX	Dissertation	(6, writing)
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## **Appendix 10: Internship Questionnaire**

The aim of the **AMST PhD** program at IUPUI is to provide doctoral students in the humanities and social sciences with opportunities to gain valuable experience in institutions outside of academia. The doctoral internship required of this program places interns in non-profit, for-profit, and government agencies where they participate in the substantive work of an organization. The internship works with the external organization to cover costs associated with graduate training, including health insurance and monthly stipends. The doctoral internship serves as a significant part of the research for student dissertations and therefore must be guided by the student's research committee.

To be considered as a host organization for this AMST PhD doctoral internship, please complete the following questionnaire. The purpose of the questionnaire is to acquaint IUPUI's AMST program with your organization and to provide you with more detailed information on the responsibilities of being a host organization for a doctoral intern. We ask that you limit your answers to a paragraph or less, except where specifically indicated.

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*1. Name of Organization:*

Location (please provide the primary location and any subsidiary locations):

Contact Person:

Name:

Title:

Email:

Telephone:

Is this a government, for-profit, or non-profit agency?

*2. Please provide us with background information on your organization by answering the following questions (1 page maximum).*

- a. What is the organization's mission and primary focus?
- b. When was the organization founded?
- c. How is the organization funded?
- d. How is the organization structured? Please attach an organizational chart if possible.
- e. How large is the staff overall (full-time employees) and at the site where the fellowship will take place?
- f. How many staff members have advanced degrees (M.A., Ph.D., J.D., etc.)?

3. While IUPUI provides significant financial support for doctoral interns, please be aware that participation in the program as a host organization is not without cost. Host organization contributions include:

- Payroll taxes (including employer FICA contribution), and any additional costs incurred by providing optional fringe benefits to the intern.
- Staff time and expertise, including significant supervisory and mentoring responsibilities.
- Resources associated with hosting a fellow on-site, including requisite office space (interns may not work remotely), office equipment, travel funds (if travel is required), etc.

4. The AMST doctoral internship program is a career-building opportunity for students with direct research interest in the field of the host. While IUPUI can provide placement and financial support, it is the responsibility of the host organization to provide the challenges and opportunities that will ensure that fellows can conduct research that will allow them to produce a dissertation with application outside of academia.

- The following is a list of skills. Please check the skill/skills the doctoral intern will gain over the course of the internship at your organization. (You are welcome to include a narrative explanation as well.)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Advocacy                 | <input type="checkbox"/> Assessment          | <input type="checkbox"/> Communications     |
| <input type="checkbox"/> Development/fund-raising | <input type="checkbox"/> Digital innovation  | <input type="checkbox"/> Digital publishing |
| <input type="checkbox"/> Employee supervision     | <input type="checkbox"/> International       | <input type="checkbox"/> Legislative        |
| <input type="checkbox"/> Liaison                  | <input type="checkbox"/> Lobbying            | <input type="checkbox"/> Negotiating        |
| <input type="checkbox"/> Policy analysis          | <input type="checkbox"/> Project development | <input type="checkbox"/> Project management |
| <input type="checkbox"/> Research/writing         | <input type="checkbox"/> Strategic analysis  | <input type="checkbox"/> Other:             |

- Is your organization willing to provide opportunities for the doctoral intern to develop the skills necessary for success in the position and to develop the networks needed for building a career? (Please check what opportunities would be available and provide at least one example of how you would do this.

☐ In-house training and orientation

☐ External advancement opportunities (e.g. conferences, classes, meetings, travel)

- IUPUI requires that each doctoral intern be assigned a supervisor to oversee the doctoral intern's work. Are you prepared to provide the intern with a supervisor? (Yes ☐ No ☐)

5. As the doctoral internship provider, IUPUI requests regular updates and reports from the supervisor of the doctoral intern on his/her integration into the organization and professional development. This includes a) a professional development plan developed jointly by the supervisor and intern, submitted within 45 days after the internship begins; b) a 3-month performance review; and c) two annual performance reviews.

Is your organization willing to adhere to the internship's reporting requirements? (Yes ☐ No ☐)



6. *Please provide descriptions of 2 positions in separate offices or divisions within your organization that a doctoral intern might assume. The descriptions should not exceed 2 pages in length and include the following information:*

- Position title
- Department/Office
- Location
- Name of potential supervisor (if known)
- Host office mission and overview
- Position description and primary responsibilities
- Required and preferred qualifications

The position should be appropriate in level for a doctoral student.

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AMST-A601  
**AMERICAN STUDIES THEORIES**

Instructor: Edward Curtis or Ray Haberski  
Office: Cavanaugh 335  
Phone: 278-1683  
Email: [ecurtis4@iupui.edu](mailto:ecurtis4@iupui.edu)

Classroom: TBA  
Meeting Time: once weekly  
Office Hours: TBA

**Course Description**

What does it mean and what has it meant to be “American”? This course examines multiple responses to this question by asking students to master major theories in the field of U.S. American studies and apply them to a particular question or problem of academic interest. In the past several decades the field of American studies has been transformed. Once animated by the idea of American exceptionalism, the idea that the United States has a unique, even God-given role in world history, many American studies scholars now examine the history, myths, literature, religions, politics, society, and ideologies of the United States through a variety of approaches that cast doubt on the “uniqueness” of American culture. One of the most important theoretical innovations in the past few decades has been to insist on a transnational narrative of the United States that links North Americans to the rest of the Western hemisphere and to regional and global modes of cultural and economic contact, exchange, and competition. Other theoretical emphases have included the ways that race, gender, sexuality, class, and religion affect and construct American identities, practices, and meanings. Newer theories including post-structuralism, queer studies, and post-colonialism have rendered fresh understandings of the ways that “America” creates and contests its ideas about and practices of social citizenship, space-making, memorialization, labor, artistic performance, dress and fashion, of technological innovation. But rather than completely abandoning the “old” American studies, much of this new scholarship looks at enduring questions of the U.S. experience from new vantage points. This course surveys that scholarship, asks students to analyze the diverse theoretical approaches in American studies, and then invites them to apply selected theoretical models and case studies to a research topic, theme, problem, or question in their own graduate study.

**Learning Objectives**

By the end of the semester, students should be able to:

1. Identify, interpret, and compare major theories in the field of American studies, including American exceptionalism and transnationalism;
2. Criticize and defend the relative strengths and weaknesses of these approaches;
3. Identify, interpret, and compare categories of analysis in the field of American studies, including race, class, gender, religion, sexuality, space, culture, society, and politics;
4. Apply their understanding and evaluate the usefulness of American studies theories and analytical categories for their particular research topic, theme, problem, or question; and
5. Hypothesize a new theoretical model in studying their particular research question (thus creating an original synthesis of American studies theory).

### Principles of Graduate and Professional Learning (PGPLs)

The PGPLs form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their degrees. This course is designed and conducted with the PGPLs in mind; one of its chief aims it to contribute, along with our other graduate courses and activities, to the cultivation of all four PGPLs: (1) Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field; (2) Thinking critically, applying good judgment in professional and personal situations; (3) Communicating effectively to others in the field and to the general public; (4) Behaving in an ethical way both professionally and personally. For further information, see <http://graduate.iupui.edu/faculty-staff/policies.shtml>.

### Rubric for Student Participation Assessment

Component	Sophisticated	Competent	Not Yet Competent	Unacceptable
<i>Collaboration on group presentation</i>	Student shows respect for members of the group, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. When group presents, student engages ideas and comments respectfully.	Student contributes to discussion and presentation and preparation is adequate and student shows respect for members of the group. Student fails to ground contributions in evidence beyond a cursory reading of material.	Student contributes to group presentations but speaks at rather than with peers. Student participates in discussions but either shows little respect for the group or the process as evidenced by speech and manner.	Student fails to contribute to group presentations in a manner that demonstrates respect for either the material or peers. Student shows a lack of respect for members of the group and the discussion process
<i>Leadership of discussion (at least twice/semester)</i>	Student makes necessary preparations for running discussion on an assigned reading. Student maintains the flow and quality of the discussion whenever needed.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but	When designated to lead discussion, student fails to take an active role in maintaining the flow or direction of the discussion; acts as a guard rather than a facilitator; and	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.

	<p>Helps to redirect or refocus discussion when it becomes sidetracked or unproductive.</p> <p>Makes efforts to engage reluctant participants.</p> <p>Provides constructive feedback and support to others.</p>	<p>does not regularly take on the responsibility.</p>	<p>constrains or biases the content and flow of the discussion.</p>	
<i>Reasoning demonstrated in class discussion</i>	<p>When designated to lead discussion, student demonstrates that arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.</p>	<p>When designated to lead discussion, student makes arguments or takes positions that are reasonable and mostly supported in part by evidence from the readings, but also shows a lack of specific references to readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.</p>	<p>Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.</p>	<p>Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.</p>
<i>Listening demonstrated in class discussion</i>	<p>When designated to lead discussion, student actively attends to what others say as evidenced by regularly building on, clarifying, or</p>	<p>When designated to lead discussion, student listens well, asks questions of peers, and that make connections to earlier comments. In</p>	<p>Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.</p>	<p>Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and</p>

	responding to their comments. In general student attentively reminds group of comments made by someone earlier that are pertinent.	general student responds to ideas and questions offered by other participants.		questions, non sequiturs, off-task activities.
<i>Reading in preparation for group presentation and leading discussion</i>	Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	Student has read the material, but comments often indicate that he/she didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.

*Adapted from Relearning By Design, Inc.*

### Course Requirements

Course requirements include active learning participation (30%); one take-home examination (30%); and one final paper (40%):

Your **PARTICIPATION** (30%) is vital to the success of the course, and your attendance is required. Please prepare thoroughly for each class by taking notes on the assigned materials; be prepared to lead discussions, summarize readings, give a brief presentation, do in-class writing, complete quizzes, and/or engage in group learning exercises, among other activities. I will use these techniques selectively based on the needs of the class. Active learning requires that students take responsibility for their own intellectual advancement; the instructor is a coach and a midwife, not a sage or guru. **Please see active learning rubric at end of syllabus.**

The **TAKE-HOME EXAM** (30%) is a ten to twelve page paper in which you *compare and contrast three different theoretical approaches to American studies*. You must incorporate at least ten of our assigned readings in the body of your paper. What are their relative strengths and weaknesses? Please criticize and defend all of the models you select.

**The exam will posted on-line two weeks prior to the due date.**

Your paper should utilize the citation style of *American Quarterly*, the journal of the American Studies Association and one of the leading humanities journals in the world. *AQ* follows *Chicago Manual of Style*; its style sheet can be found here:

[http://www.americanquarterly.org/sites/default/files/AQ\\_style\\_sheet\\_March2010.pdf](http://www.americanquarterly.org/sites/default/files/AQ_style_sheet_March2010.pdf)

Papers must also be double-spaced and carefully proofread for stylistic errors.

*The Introduction:* The opening paragraph must introduce an original argument about the three different theoretical approaches to American studies, and then explain how the paper is organized to prove this assertion. The reader should be given a kind of map, which he or she can use to understand the rest of the paper. Lay out your entire argument here; a good piece of expository prose is not a mystery novel—there is no need to keep the reader in suspense.

*The Body:* Each paragraph in the body should use a *topic sentence* that explains to the reader how the argument is being advanced and proven. Topic sentences should also flow easily from the previous paragraph, offering the reader a clear *transition*. Often times, the final sentence of a paragraph can provide a summarizing transition that explains what has been shown or proven in the paragraph, readying the reader to move on to the next point in the argument. Regarding the handling of evidence, *quotations* should be used carefully: never simply state the quoted material; always introduce it by naming its author and by stating any relevant information about when and where the idea was first used; and always tell the reader what one should learn from the quote and how it pertains to the main idea of the paragraph. In addition, properly *document* the source of information and ideas, taking special care to avoid plagiarism. A general rule of thumb: if there is any question about whether a source should be cited, then cite it. To fully document your paper, you must identify the source of any indirect or direct quotation, any concept or opinion from a scholar, any fact that is not common knowledge, or any fact about which there is a dispute.

*The Conclusion:* In this final part of the paper, you should highlight the most compelling evidence and logic from the body of the paper and review the steps taken to show how the argument is correct. In addition, the writer should raise any unanswered questions, thereby lending credibility to the scope of the argument and the prudence of its author.

The **FINAL PAPER** (40%) is an eighteen to twenty page paper in which you apply selected theoretical models and case studies in American studies scholarship to a research topic, theme, problem, or question. You should plan to do original research for this paper—it must include primary sources, which can include archival data, ethnographic research, literature, ephemera, websites, art and architecture, etc. The number of primary sources that you will use will depend on the nature of your research question—this will be a subject of conversation at the paper proposal stage (see below). In this paper you will put the theoretical models that we have studied throughout the term in conversation with your data or sources. The questions that you will answer are: what do selected theories reveal and perhaps obscure about your data and sources? How useful are these theories to your research question, and how might these theories be used in a complementary fashion to analyze the subject matter? This paper requires that you apply and evaluate American studies theories and asks that you create a new synthetic model for understanding your research topic. Please follow the same formatting and stylistic guidelines outlined above in reference to your take-home examination. Be sure to use your introduction to outline your entire argument, summarizing your original theoretical approach to your research question.

Finally, you will note in the schedule of activities below that you will complete a short proposal, an annotated bibliography, a thesis paragraph, and a partial draft before turning in the final draft of your paper.

Proposal: students should be thinking about and discussing with each other and the professor possible topics throughout the semester. The proposal is due six weeks before the final paper is due. This will give all involved time to discuss and revise the research plan.

### **Textbooks**

Janice A. Radway, Kevin K. Gaines, Barry Shank, and Penny Von Eschen, eds., *American Studies: An Anthology* (West Sussex, UK: Wiley Blackwell, 2009), 622 pp.

### **Course Policies**

#### Grading

The standard grading scale of IUPUI (of A through F) will be used in this course; it is found here: <http://registrar.iupui.edu/gradecover.html>. Please note that a grade of C is failing by University Graduate School standards, and to earn a degree from the Graduate School, students must have at least a 3.0 graduate GPA.

#### P/F, W, I Grades

It is not possible to take this course Pass/Fail. After the automatic withdrawal period ends, withdrawals will be granted only in rare cases and in accordance with University policies. Incompletes can be negotiated in the event of illness and other unforeseen circumstances. The instructor and student will negotiate a time-table for completion based on University guidelines.

#### Late Assignments

Late penalties will be assessed at a rate of 5% per business day.

### **University Policies**

#### Academic Integrity

Plagiarism is the use of another person's words, ideas, etc., without attribution. So whenever you take words from or whenever your ideas or expressions have been shaped by another author or source, you *must* reference these borrowings and contributions. Plagiarism is the chief offense in academic writing, and *a finding of plagiarism will result in an F for the course and notification of the appropriate authorities* (see Code of Student Rights, Responsibilities and Conduct: <http://dsa.indiana.edu/Code/index1.html>).

### **Resources for Students**

#### Student Advocate

The Student Advocate Office is located in the Campus Center, Suite 350, and can be contacted by phone at 278-7594 or email at [stuadvoc@iupui.edu](mailto:stuadvoc@iupui.edu). For more information, visit the Student Advocate website at <http://www.life.iupui.edu/advocate/>



### Adaptive Educational Services

Students needing accommodations because of physical or learning disabilities should contact Adaptive Educational Services, Taylor Hall (UC), Room 137: <http://aes.iupui.edu/>

### Counseling & Psychological Services

Students who wish to seek counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information, visit the CAPS website at

<http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/index.shtml>

## **Schedule of Assignments**

**August 22**                      **Introductions & Discussion:  
What can theory do for me?**

**August 29**                      **Empire, Nation, Diaspora**

Introductions, 1-9

1. Nikhil Pal Singh, "Rethinking Race and Nation from Black is a Country: Race and the Unfinished Struggle for Democracy," 9-16
2. Amy Kaplan, "Manifest Domesticity," 17-25
3. Jose David Saldivar, "Nuestra America's Borders: Remapping American Cultural Studies," 26-32
4. Brent Edwards, "The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism," 33-41
5. Tiya Miles, "Removal," 41-48
6. Yoko Fukumora and Martha Matsuoka, "Redefining Security: Okinawa Women's Resistance to US Militarism," 49-56

**September 5**                      **States, Citizenship, Rights**

Introduction, 57-59

7. Laura Doyle, "Liberty's Empire," 59-68

8. Mae Ngai, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law," 69-77
9. Leti Volpp, "The Citizen and the Terrorist," 78-88
10. Peggy Pascoe, "Race, Gender, Privileges of Property," 89-98
11. Moustafa Bayoumi, "Racing Religion," 99-108
12. Lauren Berlant, "The Intimate Public Sphere," 109-118
13. Chris Newfield, "Democratic Passions: Reconstructing Individual Agency," 119-132

## **September 12          Reproduction of Work**

Introduction, 133-134

14. Susan Lee Johnson, "Domestic Life in the Diggings," 135-144
15. Jennifer Morgan, "Women's Sweat: Gender and Agricultural Labor in the Atlantic World," 145-154
16. Nan Enstad, "Fashioning Political Subjectivities: 1909 Shirtwaist Strike and the Rational Girl Striker," 155-165
17. Michael Denning, "The Age of the CIO," 166-176
18. Lisa Lowe, "Work, Immigration, Gender: New Subjects of Cultural Politics," 177-184
19. Saskia Sassen, "Global Cities and Circuits," 185-194

## **September 19          Religion, Spirituality, and Alternate Ways of Being in the U. S.**

Introduction, 195-198

20. Robert Orsi, "Snakes Alive: Religious Studies Between Heaven and Earth," 199-212
21. Leigh Eric Schmidt, "From Demon Possession to Magic Show: Ventriloquism, Religion, and the Enlightenment," 213-224

22. Evelyn Brooks Higginbotham, "Rethinking Vernacular Culture: Black Religion and Race Records in the 1920s and 30s," 225-232

23. Elizabeth McAlister, "The Madonna of 115th Street Revisited: Vodou and Haitian Catholicism in the Age of Transnationalism," 233-245

24. Melani McAlister, "The Good Fight: Israel after Vietnam," 246-259

25. Janet Jakobsen and Anne Pellegrini, "Getting Religion," 260-268

## **September 26                  Performances and Practices**

Introduction, 269-270

26. Richard Ohmann, "The Origins of Mass Culture," 271-279

27. Robin D. G. Kelley, "Riddle of the Zoot: Malcolm Little and Black Cultural Politics during World War II," 280-289

28. George Lipsitz, "Mardi Gras Indians: Carnival and Counter-Narrative in Black New Orleans," 290-298

29. Sunaina Maira, "To Be Young, Brown and Hip: Race, Gender and Sexuality in Indian American Youth Culture," 299-306

30. David Roman, "Teatro Viva! Latino Performance and the Politics of AIDS in Los Angeles," 307-314

31. Takayuki Tatsumi, "Waiting for Godzilla: Towards a Globalist Theme Park," 315-318

32. Eva Cherniavsky, "Hollywood's Hot Voodoo," 319-326

## **October 3                      Body-Talk**

Introduction, 327-328

33. Walter Johnson, "Turning People into Products," 329-337

34. Saidiya V. Hartman, "Redressing the Pained Body: Toward a Theory of Practice," 338-345

35. Nayan Shah, "Between 'Oriental Depravity' and 'Natural Degenerates': Spatial Borderlands and the Making of Ordinary Americans," 346-356

36. Lennard Davis, "The Rule of Normalcy: Politics and Disability in the USA," 357-364

37. Virginia Blum, "The Patient's Body," 365-371

38. Mimi Nguyen, "Queer Cyborgs and New Mutants," 372-384

**October 10                      Mediating Technologies: TAKE HOME EXAM POSTED ONLINE**

Introduction, 385-386

39. Laurel Thatcher Ulrich, "Two Spinning Wheels in an Old Log House," 387-396

40. Michael Warner, "The Cultural Mediation of the Print Medium," 397-404

41. Alan Trachtenberg, "Likeness as Identity: Reflections on the Daguerrean Mystique," 405-412

42. Philip Deloria, "I Want to Ride in Geronimo's Cadillac," 413-423

43. Sarah Chinn, "Reading the Book of Life: DNA and the Meanings of Identity," 424-432

44. Herman S. Gray, "Television and the Politics of Difference," 433-442

**October 17                      Fall Break**

**October 24                      TAKE-HOME EXAM DUE**

**October 31                      Sites, Space, and Land AND ONE PAGE FINAL PAPER  
PROPOSAL DUE**

Introduction, 443-44

45. Amy Kaplan, "Where is Guantánamo?" 445-457

46. Richard White, "Knowing Nature through Labor: Energy, Salmon Society on the Columbia,"  
458-464

47. Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development  
in Southern California," 465-475

48. Lizbeth Cohen, "Commerce: Reconfiguring Community Marketplaces," 476-485

49. Ruth Gilmore, "The Prison Fix," 486-492

50. George Yúdice, "The Globalization of Latin America: Miami," 493-505

51. Clyde Woods, "Do You Know What it Means to Miss New Orleans? Katrina, Trap Economics, and the Rebirth of the Blues," 506-514

## **November 7                    Memory and Re-Memory**

Introduction, 515-516

52. Avery Gordon, "Not only the Footprints, but the Water Too and What is Down There," 517-527

53. David Blight, "The Lost Cause and Causes Not Lost," 528-539

54. Marita Sturken, "The Wall and the Screen Memory: The Vietnam Veterans Memorial," 540-549

55. Donald E. Pease, "*The Patriot Acts*," 550-557

56. Michel-Rolph Trouillot, "Silencing the Past: Power and the Production of History," 558-566

## **November 14**

- **REVISED ONE PAGE PROPOSAL ON FINAL PAPER**
- **THESIS PARAGRAPH**
- **ANNOTATED BIBLIOGRAPHY OF PRIMARY AND SECONDARY RESOURCES**

## **Internationalization and Knowledge Production about American Studies**

Introduction, 569-577

57. Liam Kennedy, "Spectres of Comparison: American Studies and the United States of the West," 569-577

58. Robyn Wiegman, "Romancing the Future: Internationalization as Symptom and Wish," 578-587

59. Donatella Izzo, "Outside Where? Comparing Notes on Comparative American Studies and American Comparative Studies," 588-604

## **November 21                    CONFERENCES**

**November 28**            **CONFERENCES, as needed**

**December 5**            **TURN IN PARTIAL DRAFT VIA CANVAS**

Assignment: Please complete online evaluation

**December 15**            **TURN IN FINAL PAPER VIA CANVAS**

*Note: The above schedule and procedures are subject to change in the event of extenuating circumstances.*

AMST-A602  
**AMERICAN STUDIES in Practice**

Instructor: Raymond Haberski  
Office: ES 0010  
Phone: 278-1019  
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Classroom: TBA  
Meeting Time: once weekly  
Office Hours: TBA

**Course Description**

How does a theoretically based analysis of American life relate to the work people do to change American life? What are the ways in which American Studies scholars have moved from analyzing their subjects to engaging their subjects directly? In short, how do we move from American Studies in theory to American Studies in practice?

In this course, students will analyze a series of case studies in three different contexts—local (Indianapolis), national (Detroit), and international (Copenhagen)—to illustrate how analysis of three urban areas led to different types of urban development. By comparing the origins, different types of change over time, and actions taken in each case, students will identify elements that are particular to each case and distinguish between the American models of development and Danish models of development. This course asks students to combine skills and theories learned in both AMST-A601 and other methods courses and use them to analyze different cases. Students will conduct a comparative analysis of cases that exist outside the United States and thus will need to distinguish characteristics and conditions by their geographic and cultural differences

This course will also build upon the theories covered in AMST-A601 by asking students to consider which major theories in the field of U.S. American studies might best apply to a particular question or problems that they will investigate as part of their applied experience. This course does not jettison the “older” more academic model of American studies but rather asks students to consider how to test the theories that make up the academic field of American Studies in applied practices. This course also surveys how scholars have demonstrated the application of theory to various environments that require analysis, judgment, policy development and implementation, management, and evaluation. The AMST program demands that scholarship in pursuit of knowledge has direct and relevant significance on fields outside the academy.

Finally, this course will discuss the theoretical and intellectual debate to which the program as a whole contributes. Students will synthesize and analyze debates about applied scholarship, digital scholarship, and the crisis often identified with the liberal arts.

**Learning Objectives**

By the end of the semester, students should be able to:

1. Students will learn how to recognize and integrate mixed analytical, quantitative, and digital methods.



2. Student integrate theories drawn from other course work and apply them to case studies
3. Students will demonstrate the integration of archival sources.
4. Students will demonstrate how to apply methodological and theoretical models to quantitative results.
5. Students will place case studies in empirical and historical contexts.
6. Students will integrate digital methods of research, analysis and presentation.
7. Students will collaborate on constructing and completing a final project.

### **Principles of Graduate and Professional Learning (PGPLs)**

The PGPLs form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their degrees. This course is designed and conducted with the PGPLs in mind; one of its chief aims it to contribute, along with our other graduate courses and activities, to the cultivation of all four PGPLs: (1) Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field; (2) Thinking critically, applying good judgment in professional and personal situations; (3) Communicating effectively to others in the field and to the general public; (4) Behaving in an ethical way both professionally and personally. For further information, see <http://graduate.iupui.edu/faculty-staff/policies.shtml>.

### **Rubric for Student Participation Assessment**

<b>Component</b>	<b>Sophisticated</b>	<b>Competent</b>	<b>Not Yet Competent</b>	<b>Unacceptable</b>
<i>Collaboration on group presentation</i>	Student shows respect for members of the group, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. When group presents, student engages ideas and comments respectfully.	Student contributes to discussion and presentation and preparation is adequate and student shows respect for members of the group. Student fails to ground contributions in evidence beyond a cursory reading of material.	Student contributes to group presentations but speaks at rather than with peers. Student participates in discussions but either shows little respect for the group or the process as evidenced by speech and manner.	Student fails to contribute to group presentations in a manner that demonstrates respect for either the material or peers. Student shows a lack of respect for members of the group and the discussion process
<i>Leadership of discussion (at least twice/semester)</i>	Student makes necessary preparations for running discussion on an	Will take on responsibility for maintaining flow and quality of discussion, and	When designated to lead discussion, student fails to take an active role	Does not play an active role in maintaining the flow of discussion or

	<p>assigned reading. Student maintains the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.</p>	<p>encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.</p>	<p>in maintaining the flow or direction of the discussion; acts as a guard rather than a facilitator; and constrains or biases the content and flow of the discussion.</p>	<p>undermines the efforts of others who are trying to facilitate discussion.</p>
<p><i>Reasoning demonstrated in class discussion</i></p>	<p>When designated to lead discussion, student demonstrates that arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.</p>	<p>When designated to lead discussion, student makes arguments or takes positions that are reasonable and mostly supported in part by evidence from the readings, but also shows a lack of specific references to readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.</p>	<p>Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.</p>	<p>Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.</p>
<p><i>Listening demonstrated in class discussion</i></p>	<p>When designated to lead discussion,</p>	<p>When designated to lead discussion, student listens</p>	<p>Does not regularly listen well as indicated</p>	<p>Behavior frequently reflects a failure</p>

	student actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. In general student attentively reminds group of comments made by someone earlier that are pertinent.	well, asks questions of peers, and that make connections to earlier comments. In general student responds to ideas and questions offered by other participants.	by the repetition of comments or questions presented earlier, or frequent non sequiturs.	to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.
<i>Reading in preparation for group presentation and leading discussion</i>	Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	Student has read the material, but comments often indicate that he/she didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.

*Adapted from Relearning By Design, Inc.*

### **Course Requirements**

Course requirements include active learning participation (30%); one take-home examination (30%); and one final paper (40%):

Your **PARTICIPATION** (30%) is vital to the success of the course, and your attendance is required. Please prepare thoroughly for each class by taking notes on the assigned materials; be prepared to lead discussions, summarize readings, and give brief group presentations. I will use these techniques selectively based on the needs of the class. Active learning requires that students take responsibility for their own intellectual advancement; the instructor is a coach and a midwife, not a sage or guru. **Please see the last pages of the syllabus for the class participation rubric.**

The **TAKE-HOME EXAM** (30%) is a ten to twelve page paper in which students assess the digital report by the *Detroit Free Press*, “How Detroit Went Broke.” To complete this assignment students must: a) synthesize the reading completed on digital humanities and big data in relation to the construction of the *DFP* report; b) analyze the sources used for the report in terms of diversity, integrity, and utility; and c) draw conclusions regarding the way the *DFR* report reflects on the nature of research that combines the humanities, social sciences, and digital presentation. Students must incorporate readings from each of the weeks of the course.

Your paper should utilize the citation style of *American Quarterly*, the journal of the American Studies Association and one of the leading humanities journals in the world. *AQ* follows *Chicago Manual of Style*; its style sheet can be found here: [http://www.americanquarterly.org/sites/default/files/AQ\\_style\\_sheet\\_March2010.pdf](http://www.americanquarterly.org/sites/default/files/AQ_style_sheet_March2010.pdf)

Papers must also be double-spaced and carefully proofread for stylistic errors.

The **FINAL PROJECT** (40%) is an eighteen to twenty page essay that includes a digital component that should serve as a prospectus for a student’s dissertation research. While students are obligated to submit this prospectus to their dissertation committee as their official proposal, this assignment is an opportunity to begin serious exploration of the topic(s) students will investigate in their internship and applied dissertation. Therefore, students apply selected theoretical models and case studies in American studies scholarship to a research topic, theme, problem, or question. Each plan must demonstrate original research—it must include primary sources, which can include archival data, ethnographic research, literature, ephemera, websites, art and architecture, etc. The number of primary sources that you will use will depend on the nature of your research question—this will be a subject of conversation at the paper proposal stage (see below).

The following sections will guide this final assignment, each has due dates associated with them so please pay careful attention to the progression of work that is due.

1. Identify and define the problem(s) that you will study, embedding your questions and analysis in the scholarly and popular literature on the topic. I expect no fewer than fifteen sources for this section. **DUE OCTOBER 31**
2. Link the problem you wish to study to institutions outside the university that are directly connected to this problem. Provide a detailed overview of these institutions and embed your discussion in relevant literature by and about these institutions. **DUE NOVEMBER 7**
3. Formulate a proposal for a research plan that involves applying your theoretical research to the work done by the institutions you have identified. How could you use these institutions as case studies to address the problems you want to work on? **DUE NOVEMBER 7**
4. Produce no fewer than THREE digital representations of the ideas contained in your proposal. For example, you could include a dynamic flow chart, dynamic map, and brief annotated video. **DUE NOVEMBER 28**
5. Final Project Paper **DUE DECEMBER 15**

## Textbooks

Louis Menand, *The Marketplace of Ideas: Reform and Resistance in the American University* (New York: Norton, 2010)

Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital Humanities* (Cambridge, MA: The MIT Press, 2012), digital, open access.

James C. Scott, *Seeing Like a State* (New Haven: Yale University Press, 1998)

Henry May and Richard Neustadt, *Thinking In Time* (Free Press, 1988)

Thomas Sugrue, *The Origins of the Urban Crisis* (Princeton: Princeton University Press, second edition 2011)

Sid Vaidhyanathan, *The Googlization of Everything (And Why We Should Worry)* (Berkeley: The University of California Press, 2011)

### **Course Policies**

#### Grading

The standard grading scale of IUPUI (of A through F) will be used in this course; it is found here: <http://registrar.iupui.edu/gradecover.html>. Please note that a grade of C is failing by University Graduate School standards, and to earn a degree from the Graduate School, students must have at least a 3.0 graduate GPA.

#### P/F, W, I Grades

It is not possible to take this course Pass/Fail. After the automatic withdrawal period ends, withdrawals will be granted only in rare cases and in accordance with University policies. Incompletes can be negotiated in the event of illness and other unforeseen circumstances. The instructor and student will negotiate a time-table for completion based on University guidelines.

#### Late Assignments

Late penalties will be assessed at a rate of 5% per business day.

### **University Policies**

#### Academic Integrity

Plagiarism is the use of another person's words, ideas, etc., without attribution. So whenever you take words from or whenever your ideas or expressions have been shaped by another author or source, you *must* reference these borrowings and contributions. Plagiarism is the chief offense in academic writing, and *a finding of plagiarism will result in an F for the course and notification of the appropriate authorities* (see Code of Student Rights, Responsibilities and Conduct: <http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>).

### **Resources for Students**

### Student Advocate

The Student Advocate Office is located in the Campus Center, Suite 350, and can be contacted by phone at 278-7594 or email at [stuadvoc@iupui.edu](mailto:stuadvoc@iupui.edu). For more information, visit the Student Advocate website at <http://www.life.iupui.edu/advocate/>

### Adaptive Educational Services

Students needing accommodations because of physical or learning disabilities should contact Adaptive Educational Services, Taylor Hall (UC), Room 137: <http://aes.iupui.edu/>

### Counseling & Psychological Services

Students who wish to seek counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at [capsindy@iupui.edu](mailto:capsindy@iupui.edu). For more information, visit the CAPS website at <http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/index.shtml>

## **Schedule of Assignments**

**August 22**                      **Introductions & Discussion:**  
**What is the debate IUPUI's AMST program wants to engage?**

**August 29**                      **Crisis in Doctoral Education?**

1. Edwin Steinberg, "Applied Humanities," *College English*, 35 (January 1974), 440-450.
2. Michael Bérubé, "American Studies without Exceptions," *PMLA*, 118 (January 2003), 103-113.
3. Michael Berube, "Humanities Unraveled," *Chronicle of Higher Education* (February 18, 2013)
4. Louis Menand, *The Marketplace of Ideas* (all)
5. David Bell, "Reimagining the Humanities," *Dissent* (Fall 2010), 69-75.

**September 5**                      **Innovations in Higher Education**

6. Todd Presner, "Welcome to the 20-Year Dissertation," *Chronicle of Higher Education* 60 (29 November 2013), A25-26.
7. Barbara Tomlinson and George Lipsitz, "American Studies as Accompaniment," *American Quarterly*, 65 (March 2013), 1-30.
8. Christopher Moses, "What is American Studies? An Annotated Bibliography" (provided by instructor)

9. Joshua Kjerulf Dubrow, "Sociology and American Studies: A Case Study in the Limits of Interdisciplinarity," Conference paper (distributed by instructor)
10. Esther Mackintosh, "Engaged Scholarship 101: What Happens When the Academic Meets the Public," *Western Humanities Review*, 64 (Fall 2010), 15-25.
12. Modern Language Association, "Report of the MLA Task Force on Doctoral Study in Modern Language and Literature," 2014.
13. Merlin Chowkwanyun and Karen M. Tani, "Training Historians and the Dual Degree," *Chronicle of Higher Education* (28 January 2014), 7 pages.

## **September 12                      Big Data and the Digital Liberal Arts**

14. Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital\_Humanities* (Cambridge, MA: The MIT Press, 2012), digital, open access.
15. Adam Kirsch, "The Pseudo-Revolution: What does the digital humanities have to do with the humanities?" *The New Republic* (12 May 2014), 45-49.
16. "Big Data and Privacy," *CQ Researcher* 23( 25 October 2013), 909-932.
17. Luciano Floridi, "Big Data and Their Epistemological Challenge," *Philosophical Technology* 25 (2012), 435-7.
18. Lev Manovich, "The Algorithms of Our Lives," *Chronicle of Higher Education* 60(20 December 2013), B10-13.
19. Patricia White and R. Saylor Breckenridge, "Trade-Offs, Limitations, and Promises of Big Data in Social Science Research," *Review of Policy Research* 31, #4(2014), 331-8.
20. Edward L. Ayers, "A More-Radical Online Revolution," *Chronicle of Higher Education* (8 February 2013), B4-5.

## **September 19                      Transnational American Studies**

21. Evan Rhodes, "Beyond the Exceptionalist Thesis, a Global Studies 2.0," *American Quarterly*, 64(December 2012), 899-912.
22. Winfried Fluck, Stefan Brandt, and Ingrid Thaler, "Introduction: the Challenges of Transnational American Studies," (distributed by instructor)



20. James C. Scott, *Seeing Like a State* (New Haven: Yale University Press, 1998), Part I and Part IV.

**September 26                      Case Study: Detroit**

21. Thomas Sugrue, *The Origins of the Urban Crisis* (Princeton: Princeton University Press, second edition 2011)

**October 3                              Evaluating Digital Reports**

22. “How Detroit Went Broke,”  
<http://archive.freep.com/interactive/article/20130915/NEWS01/130801004/Detroit-Bankruptcy-history-1950-debt-pension-revenue>

**October 10      Critiquing Models, Analogies, and Metaphors**

23. Henry May and Richard Neustadt, *Thinking In Time* (Free Press, 1988) all.

**October 17                              Fall Break**

**October 24                              TAKE-HOME EXAM DUE: Analysis of “How Detroit Went Broke”**

**October 31                              Our Digital Dilemma: PROPOSAL FOR FINAL PROJECT DUE**

24. Sid Vaidhyanathan, *The Googlization of Everything (And Why We Should Worry)* (Berkeley: The University of California Press, 2011) all.

**November 7                              Governing Indianapolis: The Legacy of Unigov**  
INITIAL DISCUSSIONS OF FINAL PROJECT: 5 MINUTES PER STUDENT

25. James Owen, *Governing Metropolitan Indianapolis: the Politics of Unigov* (1985), sections assigned to different students.

26. Stephen J. McGovern, “Ideology, Consciousness, and Inner-City Redevelopment: the Case of Stephen Goldsmith’s Indianapolis,” *Journal of Urban Affairs* 25, #1(2003), 1-25.

27. *Encyclopedia of Indianapolis* (available on-line), read overview essays on African-Americans, Cultural Institutions, Demography and Ethnicity, Economy, Government, Labor, Neighborhoods and Communities, Politics, Transportation, Urban Environment, Women.

28. Polis Center resources: <http://www.polis.iupui.edu>

**November 14                              Indianapolis Culture**

DISCUSSIONS OF DIGITAL REPRESENTATIONS OF PROJECT: 5 MIN PER STUDENT

28. “Art, Race, Space” <http://liberalarts.iupui.edu/artracespace/resources>

29. Sports: Indianapolis Sports Corporation: *The Hudnut Years, 1976-1991* (sections reported on by different students)

30. Religion: Polis Project on Religion and Urban Culture: <http://polis.iupui.edu/ruc/>

**November 21                      Indianapolis Economy**

DISCUSSIONS OF DIGITAL REPRESENTATIONS OF PROJECT: 5 MIN PER STUDENT

**November 28                      Discussion of Final Project: Troubleshooting**  
DIGITAL REPRESENTATIONS DUE

**December 5                      Discussion of Final Project: Troubleshooting**

Assignment: Please complete online evaluation

**December 15                      TURN IN FINAL PROJECT VIA CANVAS**

*Note: The above schedule and procedures are subject to change in the event of extenuating circumstances.*