



UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF AMERICAN STUDIES

227 GREENLAW HALL
CAMPUS BOX 3520
CHAPEL HILL, NC 27599-3520

T 919.962.4062
F 919.962.3520
<http://amerstud.unc.edu>

March 21, 2009

Bobbi Owen
Senior Associate Dean for
Undergraduate Education
College of Arts & Sciences
UNC-CH
3011 Steele Building, CB# 3504
Chapel Hill, NC 27599-3504

Dear Dean Owen,

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

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

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

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

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

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

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

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

Sincerely,

Joy Kasson
Chair

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

Program Description and Background

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

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

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

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

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

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

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

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

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

Program Justification

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

American Studies and the Academic Plan

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

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

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

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

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

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

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

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

American Studies and UNC Tomorrow

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

4.1

Global Readiness

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

4.2

Access to Higher Education

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

4.4 Our Communities and their Economic Transformation

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

4.7 Outreach and Engagement

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

Student Demand

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

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

Societal Need

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

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

Impact on Existing Programs

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

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

² *Ibid.*,

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

Potential program duplication and program competitiveness

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

Program Requirements and Curriculum

Program Planning

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

Recruitment and Admissions

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

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

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

Degree Requirements

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

For the Master of Arts Degree in American Studies:

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

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

AMST 701, *Interdisciplinary Research Methodologies*

AMST 702, *Readings in American Studies*

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

Two more courses drawn from American Studies and Folklore graduate offerings

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

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

At least two semesters in residence

For the Ph.D. Degree in American Studies:

An additional 24 credit hours, including:

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

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

Ph.D. Dissertation
Successful completion of an oral defense of dissertation

At least four additional semesters in residence

Language Requirement

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

Language competence may be demonstrated in one of three ways:

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

Colloquium

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

Master's Degree Culminating Requirements

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

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

Ph.D. Program

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

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

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

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

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

The Ph.D. Dissertation

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

Teaching and Professional Development

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

Participating Faculty and Areas of Research

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

AMERICAN STUDIES TENURE-TRACK FACULTY AND THEIR INTERESTS

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

AMERICAN STUDIES JOINT APPOINTMENTS AND THEIR INTERESTS

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

Southern Culture, History and American Studies	
--	--

AMERICAN STUDIES ADDITIONAL CORE FACULTY AND THEIR INTERESTS

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

AMERICAN STUDIES ADJUNCT FACULTY AND THEIR INTERESTS

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

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

AMERICAN STUDIES AFFILIATED FACULTY AND THEIR INTERESTS

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

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

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

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

APPENDIX B

THE UNIVERSITY OF NORTH CAROLINA

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

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

Date:

March 21, 2009

Constituent Institution: UNC-Chapel Hill

CIP Discipline Specialty Title: American Studies

CIP Discipline Specialty Number: 05.0102 Level: D X 1st Prof. _____

Exact Title of the Proposed Degree: American Studies

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

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

Does the proposed program constitute a substantive change as defined by SACS?
Yes_ No X

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

b) Is the proposed program in a new discipline division? Yes_ No X

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

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

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

Chancellor _____

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

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

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

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

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

American Studies and the Academic Plan

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

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

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

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

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

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

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

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

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

American Studies and UNC Tomorrow

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

4.1

Global Readiness

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

4.2

Access to Higher Education

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

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

4.4 Our Communities and their Economic Transformation

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

4.7 Outreach and Engagement

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

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

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

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

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

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

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

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

Student Demand

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

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

Societal Need

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

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

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

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

⁴ *Ibid.*,

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

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

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

There are no plans to offer the program away from campus

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

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

Contact information:

Joy Kasson
Chair, American Studies
CB #3520, 226 Greenlaw Hall
University of North Carolina
Chapel Hill, NC 27599-3520
telephone: 919-962-4063
fax: 919-962-3520
email: jskasson@email.unc.edu

Other faculty members engaged in planning include:

Robert Cantwell
Townsend Ludington Professor of American Studies
CB #3520, 226 Greenlaw Hall

University of North Carolina
Chapel Hill, NC 27599-3520
Telephone: (919) 962-8479
Email: rcantwel@email.unc.edu

Bernard Herman
George B. Tindall Professor of American Studies
CB #3520, 226 Greenlaw Hall
University of North Carolina
Chapel Hill, NC 27599-3520
Telephone: 919-962-4062
Email: blherman@email.unc.edu

Timothy Marr
Associate Professor of American Studies
CB #3520, 226 Greenlaw Hall
University of North Carolina
Chapel Hill, NC 27599-3520
Telephone: : (919) 962-4019
Email: marr@unc.edu

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

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