

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:

SIGNATURE OF AUTHORIZING INSTITUTIONAL OFFICER

DATE

DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION

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.”¹ 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

¹ 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.²

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.³ IUPUI's proposed Ph.D. in American Studies would place students with organizations in Indianapolis that have profiles similar to the ACLS partners to

² See: <http://libra.virginia.edu/catalog/libra-oa:3266>

³ 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 education⁴ 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

⁴ 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.⁵ 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.⁶

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 IUPUI⁷ 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.

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

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

⁷ “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.⁸

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

⁸ 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.⁹

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.¹⁰

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

⁹ See: http://liberalarts.iupui.edu/index.php/international/study_abroad

¹⁰ 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.¹¹

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.¹² 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.”¹³ 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

¹¹ 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/>

¹² 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.

¹³ 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.¹⁴

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.¹⁵

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

¹⁵ 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 University¹⁶

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.

¹⁶ 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

| Student Outcomes | Where will students learn this knowledge or skill? | How will student achievement of the outcome be assessed? | Relationship to Mission, PGLs, and RISE? | In what setting will the assessment take place? |
|---|--|--|---|--|
| Outcome 1: Summarize and analyze major theories in the field of American Studies in various geographic, ideological, and political contexts | 601: American Studies in Theory | Written work, group discussion | In course assignments, instructor evaluated, part of on-line portfolio maintained by each student. | AMST 601 |
| Outcome 2: Analyze series of case studies, contrasting origins, distinguishing different levels of change over time, and appraise actions taken to address each case | 602: American Studies in Practice | Written work, group discussion | In course assignments, instructor evaluated, part of on-line portfolio. | AMST 602 |
| Outcome 3: 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 |
| Outcome 4: 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 |
| Outcome 5: 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 |
| Outcome 6: 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? |
|--|---|---|--|--|
| Outcome 7: 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 |
| Outcome 8: 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 |
| Outcome 9: 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 |
| Outcome 10: 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 |
| Outcome 11: 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 |
| Summative Outcomes | | | | |
| Outcome 1: Achieve 80% employment in first year | Digital workshop | Student self-reporting | Committee comprised of program director, program board of advisors | Annual report |
| Outcome 2: Achieve 95% employer satisfaction | Digital workshop | Employer self-reporting | Committee comprised of program director, program board of advisors | Annual report |
| Outcome 3: Achieve 90% alumni involvement | Digital workshop | Alumni self-reporting | Committee comprised of program director, program board of advisors | Annual report |
| Outcome 4: 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. Thus, the FTE for year one will be 4, year two 8, year three 12, year four, 16, year five 20, year six, 20, and year seven 20. 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 | = 4 |
| Year 2 headcount | = 6 FT + 4PT |
| FTE | = 8 |
| Year 3 headcount | = 9 FT + 6 PT |
| FTE | = 12 |
| Year 4 headcount | = 12 FT + 8 PT |
| FTE | = 16 |
| Year 5 headcount | = 15 FT + 10 PT |
| FTE | = 20 |
| Year 6 headcount | = 15 FT + 12 PT (3 FT degrees conferred) |
| FTE | = 21 |
| Year 7 headcount | = 15 + 12 PT (5 FT and PT degrees conferred) |
| FTE | = 21 |