Proposal for 4+1 Undergraduate/Graduate Dual Degree Concentrations in American Studies

The Master of Arts in American Studies Program: CIP Code 05.0102
(American/United States Studies/Civilization)

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Draft Date: March 1, 2022

MAAS Program Background:

Since its founding in 2011, the Master of Arts in American Studies (MAAS) program has cultivated a modestly-sized, close-knit group of interdisciplinary scholars and students who have fostered outsized intellectual and professional growth within Stockton and in communities beyond.

Program faculty in MAAS are drawn from across disciplines. MAAS draws its core faculty from HIST, LITT, AFRI, SOAN, ARTV, ENVL, INTS, WGGS, Writing, Latin American and Caribbean Studies, Languages, and Library Science. The MAAS program also participates in a joint scholar-teacher exchange with Aristotle University of Thessaloniki, Greece.

Program faculty in MAAS have presented at the American Studies Association (ASA) annual conference and the Eastern American Studies Association (EASA) annual conference, and published in the official journal of the ASA, *American Quarterly*. The program's students have also attended and presented at EASA, and organized an American Studies graduate student conference held at Stockton in 2018.

MAAS has worked closely with the South Jersey Culture and History Center (SJCHC), University Archives, Service Learning, Digital Humanities, Why the Humanities Matter (WHM), the Southern Regional Institute and Education Technology Training Center (SRI-ETTC), and the Stockton Institute on Lifelong Learning (SILL). Faculty have earned internal and external grants integrating student experiences, and students have worked independently and with faculty in the African American Heritage Museum of South Jersey (AAHMSJ), the Alliance Heritage Center, Batsto Historic Village, the Atlantic City Northside Project, and the New Jersey Department of Environmental Protection Office of Historic Preservation (NJDEP-OHP). MAAS students have earned numerous internships, including with the Museum of the American Revolution, the Numismatic Society of New York, the 48 Blocks initiative, the Vineland Historical and Antiquarian Society, *SoJourn*, and the Stockton 50th Anniversary Planning Group. MAAS is the lead sponsor of the Paul Lyons Annual Memorial Lecture.

MAAS graduates work in secondary and higher education, creative arts, historical preservation, heritage tourism, library science, politics, journalism, grants administration and further fields.

MAAS is a member of the American Studies Association (ASA).

Program Expansion Plan:

In keeping with its mission to foster interdisciplinary inquiry into American cultures, the program began offering a 4+1 dual degree concentration in LITT in 2019. The current proposal is to expand similar offerings in AFRI, HIST and SOAN. With minor alterations based on specific degree requirements in each program, the three new program-based 4+1 degrees are designed on the existing LITT 4+1 model. That is, the home undergraduate BA program will accept MAAS core and shared space credits as program-based core, cognate or ASD credits which will count simultaneously toward the completion of the BA in the home program and the MA in American Studies. Effectively, with MAAS core and shared space electives counting toward both the undergraduate and graduate degree requirements, the Master of Arts in American Studies degree becomes attainable in one additional year of study after the baccalaureate.

Undergraduate students may declare the Program/MAAS dual degree concentration at any time during their undergraduate education. To maintain enrollment status, students must maintain a 3.2 program-based GPA. To take any courses in the dual degree concentration, students must have earned a minimum of 96 undergraduate credits (senior level); however, different programs may recommend relevant related courses earlier, such as GAH 2275, Introduction to American Studies. Such courses are recommendations only and do not impact dual degree concentration requirements. Students who declare the dual degree

concentration are encouraged to find a preceptor affiliated with MAAS or to communicate directly with the MAAS Chair in matters related to dual degree progress. The DegreeWorks system already recognizes MAAS/LITT dual degree requirements. Upon approval, the MAAS chair will work with the Office of Academic Advising and the Registrar to implement the dual degree requirements relative to each new BA program in DegreeWorks. Tracking of dual degree concentration enrollments will occur through DegreeWorks and advising.

Program Expansion Objectives:

Learning opportunities: MAAS seeks through this proposal to offer students graduating in Humanities-based and adjacent fields a chance to earn additional education, experience and credentialing for further professional opportunities, as well as to continue to support advanced cultural and historical education in the region. Furthermore, the exchange between and among students of different majors will increase interdisciplinary inquiry, and expose students to interdisciplinary discourses and approaches.

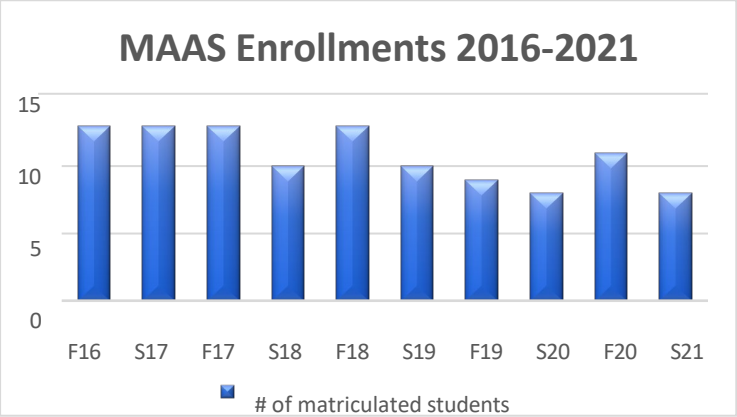
Sustainable Growth and Inclusion: Through the expansion of three new 4+1 program-based concentrations we hope to achieve the sustainable growth necessary to continue our academic mission as an interdisciplinary program without faculty of its own. The inclusion of a concentration in Africana studies (AFRI) will strengthen our partnership with the existing and new faculty in AFRI, increase diversity in our offerings, and foster exchange and collaboration among advanced undergraduates across 4+1 partner programs. The inclusion of SOAN will broaden our interdisciplinary scope to include aspects of our program that have been growing in the past five years, namely the integration of ethnography, cultural geography, LBTQIA+ initiatives, and more that may be offered through increased social sciences-based approaches and methods. Finally, through a concentration in HIST we hope to increase the already strong enrollment by Historical Studies advanced undergraduate students in MAAS courses.

Certificate Programs: Another goal in implementing three new 4+1 concentrations is to establish a foundation for offering certificate programs through MAAS aimed at NJ middle and secondary education teachers. MAAS has provided education and professional development opportunities for NJ teachers in the past and sees opportunities to continue doing so. In the past three years, New Jersey has passed legislation mandating middle and secondary education in African American history, Asian American History and LGBTQIA-inclusive curricula. MAAS sees these mandates as an opportunity to help develop and shape approaches to such teaching in our region and beyond. Implementing such certificate programs takes time and requires us to build upon a programmatic foundation of courses and faculty, especially those in AFRI, HIST and SOAN.

Efficient Use of Faculty: MAAS enrollments, which have remained flat to diminishing over the past five years, often do not justify the redirection of faculty members from their regular undergraduate teaching assignments to graduate student-only courses with smaller enrollments. Initially, after the proposed 4+1 are approved, MAAS plans to offer an increased number of advanced undergraduate shared space courses, which serve as MAAS program electives and enroll both undergraduates and graduates. If we are successful in recruiting more undergraduate 4+1 students, this will eventually produce an increased number of fifth-year matriculated graduate students, creating conditions in which it may be more prudent to offer additional advanced graduate courses at a later time. It is important to note that the current proposal *reduces the need to redirect faculty away from undergraduate teaching*. In fact, as advanced undergraduate courses become shared space courses, faculty may expect a slight increase in enrollment as undergraduate shared space courses will be in demand among fifth-year, matriculated MA students. however, has averaged around 14 matriculated students per year since its founding. In two years since implementation, the dual degree concentration in LITT has enrolled an additional 4 students. MAAS hopes to build upon the success of this concentration by offering it in three addition programs. The Program looks forward to incorporating other disciplines in an ongoing effort to provide opportunities for students to enhance their educational and professional opportunities in regional cultural studies and

beyond. Below, see the total enrollments for MAAS over the past five years. (Source: MAAS Program Annual Report/IR data)

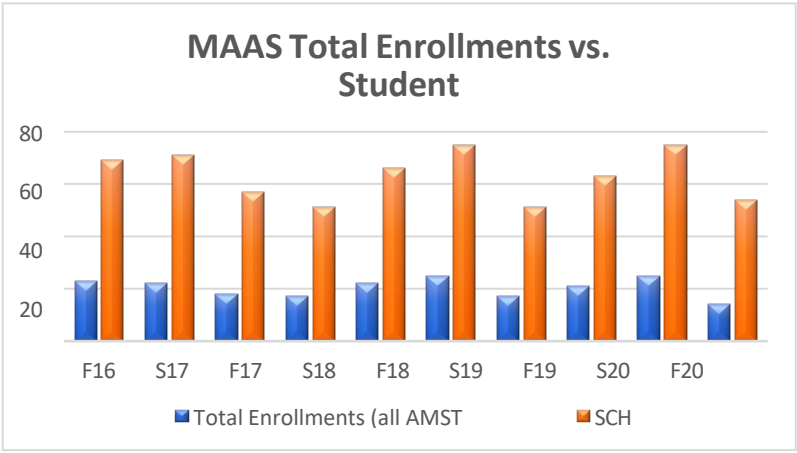
Term	Enrolled
Fall 2016	13
Spring 2017	13
Fall 2017	13
Spring 2018	10
Fall 2018	13
Spring 2019	10
Fall 2019	9
Spring 2020	8
Fall 2020	11
Spring 2021	8



Declining enrollments since the beginning of the COVID-19 pandemic were offset somewhat by student credit hours (SCH) accrued by Dual Degree students, advanced undergraduate enrollments, and out-of-program graduate students enrolled in AMST courses.

Student Credit Hours (SCH):

Term	Enrolled	SCH
Fall 2016	23	69
Spring 2017	22	71
Fall 2017	18	57
Spring 2018	17	51
Fall 2018	22	66
Spring 2019	25	75
Fall 2019	17	51
Spring 2020	21	63
Fall 2020	25	75
Spring 2021	14	54



Historical, Cultural and Arts Environment in Southern New Jersey:

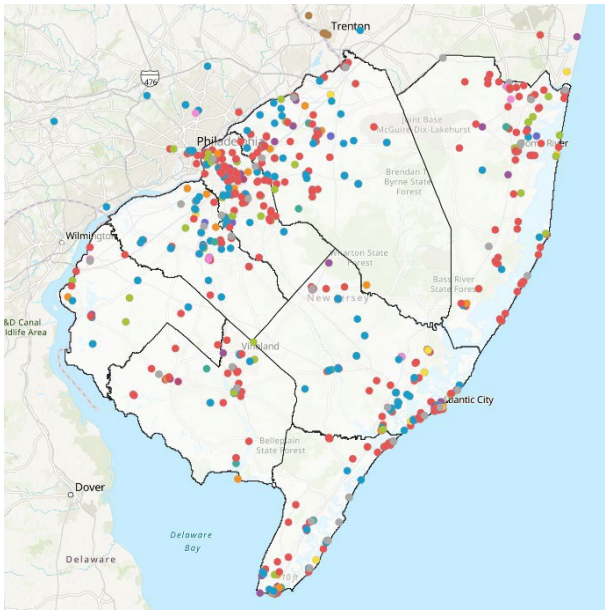
MAAS hopes to promote collaboration and community development in the region by graduating students whose experience and expertise prepare them for roles in various institutions and organizations serving South Jersey art, history and culture, and the public humanities.

The South Jersey Cultural Asset Map project maintained by the South Jersey Cultural Alliance (SJCA) lists over 600 historical, cultural and arts-based organizations in eight southern New Jersey counties.

Artist Collective	1
Association	29
Community Cultural Group	58
County Cultural and Heritage	8
Creative Business	8
Culinary Arts	5
Cultural Destination	38
Environmental Org/Site	12
Festival	23
History	29

Library	8
Organization	374
Other	4
Partner	8
University	21

Source: South Jersey Cultural Alliance https://www.sjca.net/sjcamp/



Historical and cultural arts organizations in SJ. Source: https://www.sjca.net/sjcamp/

Arts and Culture: The US Bureau of Economic Analysis reports that the arts and culture sector of New Jersey contributes $23 billion to the state's economy, almost 4% of the state's GDP. [1] While these numbers represent grand totals of a sprawling arts and entertainment industry, the *non-profit* arts and culture sector alone in New Jersey is a $500 million industry "generat[ing] $340 million in household income for local residents and $41 million in state and local government revenue."[2] A robust environment in New Jersey calls for creating new pipelines of qualified individuals in the areas of arts and cultural studies. According to 2017 data collected by Art Matters and the Americans for the Arts, almost 1800 jobs in non- profit community arts organizations accounted for about $57 million in income across the eight counties of southern New Jersey.[3]

Historic Preservation: Historic preservation and heritage tourism investment in New Jersey generates billions in annual revenue for the state, helps revitalize communities, brings jobs to local communities, raises property values and attracts new generations of residents who prefer "character-rich" neighborhoods.[4] In 2020, the New Jersey Historic Trust noted that, on an annual basis, the economic impact of historic preservation efforts in New Jersey creates over 2,000 jobs generating about $81 million in resident income.[5] In 2020, the state of New Jersey approved $10.7 million in new grants funding efforts in historical preservation planning, heritage tourism, and saving or promoting historic sites across the state.[6] In 2022, the NJ legislature will consider the Historic Property Reinvestment Act, adding substantial tax credits and incentives for businesses and residents to invest in the revitalization of older communities and historic structures. The state of New Jersey additionally apportions about $5 million annually in grant awards for individuals and organizations doing historical preservation work.[7]

Such initiatives do more than simply fix up old structures. More importantly, they preserve and sustain the stories and pasts that constitute New Jersey culture and history. This proposal seeks to broaden the impact of Stockton humanities and social sciences students can make in these areas – not only for the material benefits to the state and local communities, but just as significantly for the purpose of enriching our communities' connections to the past, particularly our local and regional indigenous peoples' heritage, the African American experience, and the cultures of other minoritized communities throughout New Jersey. MAAS seeks to expand access to, and awareness of, these pasts by integrating AFRI, HIST and SOAN, whose students and faculty may work synergistically toward the ends of promoting an inclusive and equal opportunities in historical and cultural preservation, understanding the demographics and cultural geographies of the region, and consolidating a space where such initiatives and efforts can

[1] Americans for the Arts, New Jersey Factsheet, March 2020.
[2] The Geraldine R. Dodge Foundation, "The Arts in New Jersey are a Multi-million Dollar Business," n.d.
[3] South Jersey Cultural Alliance, SJ Demographics and Art and Culture Impact, 2017.
[4] Courtenay Mercer, "It's Time to Invest in New Jersey's Past," NJ Spotlight News, 22 Feb 2022.
[5] State of New Jersey Historic Trust, Partners in Prosperity: Economic Impact Study [1997-2020], 2020.
[6] "New Jersey Historic Trust Announces . . . Grant Awards Recommendations," NJ Department of Community Affairs, 29 Oct 2020.
[7] New Jersey Historical Commission, Grants Awarded by the NJ Historical Commission, FY2006-FY2022.

occur. We look forward to future collaborations with other undergraduate programs to enhance the quality and impact of the MAAS program and its affiliated BA programs – offering students a uniquely interdisciplinary pathway toward professionalization in historical and cultural studies.

Public Humanities: The public humanities refers to the many and diverse ways the humanities are put to work in the world. Examples include forms of public history, media literacy and local journalism initiatives, community conversations about art, culture and design, education initiatives related to democratic participation, and community outreach and integration with academic resources and initiatives. MAAS believes Stockton is equipped with untapped resources that could be mobilized toward the public humanities with increased student and faculty participation, building on our successes in such initiatives as the Why the Humanities Matter series. Up to the present, MAAS has not leveraged the resources of our campus radio station, WLFR, or our television production studio, but would like to work more closely with ARTV faculty, Stockton Student Television (SSTV), and our physical satellite sites to lead or participate in expanded public humanities programming.

MAAS especially looks forward to developing partnerships with the New Jersey Council for the Humanities, which offers annual incubation and action grants spurring the planning, development, and implementation of public humanities projects for New Jersey-based audiences. Annually, the NJCH awards over $1 million in grants for public humanities projects.[8] MAAS hopes with program expansion to increase our pool of students and faculty who could work together toward such initiatives.

MAAS has more opportunities annually than students available to take advantage of those opportunities. In the past year alone (2021-2022), MAAS has been presented with calls for candidates to apply for FT and PT teaching positions at area charter schools and community colleges. MAAS was invited by the NJ Office of Historical Preservation to help join a team of faculty and graduate students conducting a study on civil rights era sites in Camden. The Rudnick Fellowship from the Alliance colony targeted Stockton's American Studies graduate students. The Sam Azeez Holocaust Museum reached out in 2022 seeking an intern who might prepare for a FT position. The Tabernacle Historical Society reached out looking for graduate student researchers to work under a grant. The Atlantic County Historical Society (ACHS) contacted Thomas Kinsella (SJCHC Director and MAAS internship coordinator), seeking ways to integrate AMST graduate students in their work. In six years prior to the most recent report of the SJCHC, Dr. Kinsella has managed 16 external internships for undergraduate and graduate students at historical societies, museums and cultural sites including ACHS, the Atlantic County Veterans' Museum, Batsto, Cold Spring Village, Museum of the American Revolution, Rancocas Nature Center, Vineland Historical and Antiquarian Society, and the Whitebog Preservation Trust. Additionally, 25 students have completed internships on campus ranging from oral history research to library exhibitions; 14 students have completed internships at the Bjork Library Archives and Special Collections; and 137 students have been enrolled as editing interns for *SoJourn*, the regional journal of South Jersey culture studies published by the SJCHC.[9] On its webpage, the SJCHC lists 65 museums, historical societies and other preservation institutions in the immediate area of Stockton, many of which are in need the expertise and investment of graduates from the MAAS program.[9] MAAS believes that we can expand our institutional affiliations with such organizations and make our program a touchstone for cultural and historical studies in the area, region and beyond.

A Note on Gray's Data:

The APPC recommendation to include Gray's data has been complicated by the lack of a point person and clarification on how to define and acquire such data. An email was sent by the MAAS chair to

[8] New Jersey Council for the Humanities, Impact Report, 2021. https://njhumanities.org/about/impact/
[9] https://stockton.edu/sjchc/historical-societies-museums.html

AmyBeth Glass on March 28, 2022, inquiring about such data. AmyBeth Glass responded that she would not be able to assist in a before the end of April, but our plan is to keep trying to pull relevant data.

Relevant data may be difficult to frame precisely because of the interdisciplinary nature of American Studies. Students in our program come from diverse intellectual backgrounds. Our program's structure allows students to learn interdisciplinary methodologies that help them weave together content from a variety of fields while sharpening their professional skills in ways that benefit them on an individual basis. Gray's data, for example, could be assembled to provide information on historical, cultural, and artistic opportunities in the state or region, or in areas of education, library science, museum studies, entrepreneurship, tourism, public relations and advertising, law and government, media and journalism, social justice and social work, and more. The distinctiveness of American Studies lies precisely in its interstitial character, making one area of employment challenging to identify. Our focus on graduate education and preparation for individualized personal, civic and career goals makes us confident in the potential individual opportunities for our students in the region and beyond.

Regional American Studies Programs:

Institution	**UG or Grad**	**AMST Degree Type**	**Credits**
Georgian Court	UG	Interdisciplinary Minor	18
Kean University	N/A	NONE	N/A
Rider University	UG UG	B.A., American Studies Interdisciplinary Minor	36 (13 courses) 18 (6 courses)
Monmouth	N/A	NONE	N/A
Rowan	UG UG	B.A., American Studies (all students are double majors) Interdisciplinary minor	33 (11 courses) 21 (7 courses)
Rutgers – Camden	UG	Interdisciplinary Minor in AMST	18 (6 courses)
Rutgers – Main	UG	B.A., American Studies (single or double major options)	36 credits (12 courses)
Rutgers – Newark	UG Grad Grad	Interdisciplinary Minor M.A., American Studies (General and Public Humanities Tracks) Ph.D., American Studies	21 credits (7 courses) 30 credits (10 courses) 60 credits (with

			dissertation)
TCNJ (The College of New Jersey)	UG	Minor in US Studies	15 credits (5 courses)
Thomas Edison	N/A	NONE	N/A

MAAS Student Learning Outcomes:

MAAS graduates demonstrate achievement in the following areas:

1. Recognizing and understanding the range of approaches related to the field of American Studies and its development over time.

2. Understanding the research methods and/or theoretical perspectives that inform contemporary American Studies scholarship, including theories of race and ethnicity, gender studies, queer theory, feminism, cultural materialism, Marxism, post-structuralism, historicism, psychoanalysis, postcolonialism, cultural studies, archival research, textual analysis, oral history, ethnography, and performance studies.

3. Applying the multi-disciplinary methods and theories scholars use in American studies to analyze sources as well as diverse objects of study, including primary source texts, visual imagery, material culture, and aspects of daily life.

4. Developing skills in expressing oneself orally and in writing.

5. Designing and executing an interdisciplinary research project that contributes to the field of American studies AND/OR applying American Studies' perspectives to the larger world beyond the classroom and scholarly community through an internship, study tour, and/or an independent study. Applied projects might be related to public history, museum studies, archival studies, digital media, and/or social justice and civic awareness.

MAAS Program Comprehensive Assessment Plan:

The MAAS program is currently working within a comprehensive multi-year assessment plan developed in 2015, to assess student achievement of Learning Outcomes demonstrated in our two core courses, and independent studies, internships and thesis projects. In 2021, we completed our most recent multi-year assessment of AMST 5001 (Research Methods) with a grant from the Provost's Program Assessment pool, with results reported to Academic Affairs. This year, MAAS is planning an alumnae survey to measure post-graduation satisfaction and employment outcomes.

With new 4+1 programs onboarding, we will assess outcomes at both the undergraduate and graduate levels (i.e., BA programs will assess the efficacy of the BA concentrations according to their specific learning goals, while MAAS will continue assessing graduate outcomes separately according to MAAS learning outcomes). These outcomes may be mapped together through the use of ELOs 1 (Program Competence), 2 (Critical Thinking) and 3 (Written and Oral Communication).

Additionally, we will assess student satisfaction with the dual degree concentrations individually for each B.A. program and together as a interdisciplinary program.

Note each BA concentration will assist in the assessment of core and elective courses as well as alumnae survey.

MAAS Resources Needed:

No new resources are required for the implementation of three new 4+1 concentrations, nor do we expect the need to add additional resources resulting from these programs in the future.

MAAS Program Core Faculty:

Betsy Erbaugh, Associate Professor of Sociology Chair, SOAN
Robert Gregg, Dean of General and Graduate Studies, Professor of History
Deborah Gussman, Professor of Literature
Adalaine Holton, Associate Professor of Literature
Christina Jackson, Associate Professor of Sociology
Rodger Jackson, Professor of Philosophy Kristin
Jacobsen, Professor of Literature
Nazia Kazi, Associate Professor of Anthropology
Thomas Kinsella, Professor of Literature; Director, South Jersey Culture and History Center
Nathan Long, Professor of Literature - Creative Writing
Gorica Majstorovic, Professor of Spanish
Michelle McDonald, Associate Professor of History
Daniel Moscovici, Associate Professor of Environmental Science and Geology
Sharon Musher, Professor of History
Robert Nichols, Professor of History; Chair, HIST
John O'Hara, Associate Professor of Critical Thinking and First Year Studies; Chair, MAAS
Heather Perez, Special Collections Librarian and University Archivist
Patricia Reid-Merritt, Distinguished Professor of Social Work and Africana Studies
Javier Sanchez, Associate Professor of Spanish
Wendel White, Distinguished Professor of Art

MAAS Program Approval for three new 4+1 concentrations in AFRI, HIST and SOAN:

Approval Recorded 2/18/22 via Qualtrics

***** AFRI, HIST AND SOAN Concentration Proposals and Curriculum Maps**

Proposal for 4+1 Concentration in American Studies (AFRI)

Proposal for 4+1 Concentration in American Studies (HIST)

Proposal for 4+1 Concentration in American Studies (SOAN)

AFRICANA STUDIES/AMERICAN STUDIES 4+1 CONCENTRATION

Faculty Senate First and Second Readings: April 15 2022 ___X___ May 16, 2022 _____

Name of Current Program: Africana Studies **Stockton Program Acronym**: AFRI

Degree/Level of Current Program: B.A.

CIP Code: 05.0201 (African-American/Black Studies.) 05.0102 (American/United States Studies/Civilization: American Studies M.A.)

Name(s) and signature of Faculty Proposing New Option:

Donnetrice Allison
Darrell Cleveland
Shawn Donaldson
Patricia Reid-Merritt
Will St. Hilaire (Kimoni Yaw Ajani)

Date of Program Faculty Vote to Approved the Proposed New Option: November 17, 2021

Text Description of Proposed New Option:

This is a proposal for a new concentration within the Africana Studies Program, which would allow students to earn a B.A. in Africana Studies (General Concentration) and an M.A. in American Studies in 5 years.

The proposal requests that the three American Studies M.A. classes completed during the student's senior year (at least 96 credits earned maintaining a 3.2 program G.P.A.) be counted as Cognates to Africana Studies or At Some Distance, ASD, (which will be helpful for transfer students considering this option). These three graduate courses would also fulfill requirements in the M.A. in American Studies program. In other words, these three AMST graduate courses will double count for the B.A. in History and M.A. degree in American Studies. Students may declare participation in the program at any time and work toward required benchmarks.

The proposal further requests that our senior seminar course (AFRI 4601) be considered for three credits of American Studies.

Additional details about the curriculum are included at the end of this document.

Date of Faculty Senate Committee on Academic Programs and Planning Approval:

03-28-2022

Date of Provosts' Council Approval:

Date of the Faculty Senate Approval:

XX-XX-XXXX

Students who declare *the Africana Studies B.A./American Studies M.A. 4+1 concentration* can matriculate into the program after earning *a minimum of 96 credits, with a minimum of 20 credit hours in the AFRI program, a 3.2 G.P.A. in the AFRI major, and successful completion of AFRI 2101 (Ancient African Civilizations) and AFRI 3122 (An Afrocentric Approach to American History) with a grade of C or better.*

AFRICANA STUDIES PROGRAM COMMON CORE (ALL MUST BE TAKEN AT STOCKTON): 6 COURSES, 24 CREDITS TOTAL

- AFRI 1101 Introduction to Africana Studies or GSS 1092 (Freshman Seminar in Africana Studies)
- AFRI 2101 Ancient African Civilizations
- AFRI 2103 The Contemporary African World
- AFRI 3122 An Afrocentric Approach to American History
- AFRI 4601 Senior Seminar or GIS 4601 African-Americans: A Seminar
- Experiential Learning Requirement – CHOOSE ONE
    - AFRI 3125 West Africa Now Study Tour
    - AFRI 3132 African Americans in New Jersey
    - AFRI 3143 African American Civil Rights in the US Study Tour
    - GIS 4671 Contemporary African Business in a Global Society
    - GSS 2451 South Africa Now Study Tour
    - SOCY 2355 Black Lives: Social and Economic Realities

AFRICANA STUDIES REQUIRED ELECTIVES: 4 COURSES, 16 CREDITS TOTAL

The Africana Studies Program currently offers three concentrations:

- History/Humanities
- Arts/Entertainment and Literature
- Social/Political & Global Perspectives

For the Africana Studies/American Studies 4+1 Concentration, however, students would be offered the opportunity to complete a General Concentration in Africana Studies before moving on to the AMST track. In the General Concentration, students would need to complete four courses from the following selections. At least TWO courses must be 3000-level or higher.

AFRI 2112 The History of Black Education
AFRI 2122 A History of Black Protest and Civil Unrest
AFRI 2124 The Institutionalization of Anti-Black Racism
AFRI 2184 An Introduction to Hip Hop Culture
AFRI 3135 African Americans and the Shaping of Pop Culture
AFRI 3112 Literature of the African Diaspora
AFRI 3190 Black Power
AFRI 3165 Social & Psychological Perspectives on the Black Experience
AFRI 3168 Race and Identity in the African Diaspora

AFRICANA STUDIES ELECTIVES/COGNATES: 6 COURSES, 24 CREDITS TOTAL

AFRI majors with a General concentration must also complete 6 cognate courses (24 credits) on a more specialized range of topics that further impact the African American experience. This includes the following courses:

- AFRI 1248 Music of Black Americans
- ANTH 2245 Race, Ethnicity, and Immigration
- CRIM 3715 Race, Class and Gender in Criminal Justice
- COMM 3306 Race, Gender and the Media
- GAH 1360 Topics in African-American History and Culture
- GAH 3206 Race and U.S. Culture
- GAH 3207 Blaxploitation: Cinema During the 1970s
- GIS 4656 Documenting Hemmings and Jefferson
- GIS 4671 Contemporary African Business and Society
- GSS 2264 Race & Islam in the US
- GSS 2278 Dealing with Diversity
- GSS 2480 The Sixties
- PHIL 2201 African-American Philosophy
- POLS 2245 Race and Politics
- SOWK 2504 Race, Ethnicity, Diversity
- SOCY 3636 W.E.B. Du Bois: The Scholar and Activist
- GAH 3229 Race and Gender in African American Art
- GSS 3188 (CRN 21266) – African Americans, Race and Medicine
- GIS 4462 (CRN 21259) African American Women and Health Equity

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GENERAL STUDIES REQUIREMENT: 64 credits

Eight "G" courses are required (32 credits) towards the BA degree in Africana Studies.

AT SOME DISTANCE COURSE REQUIREMENT: 32 credits are usual for a 128 credit BA degree.

Additionally, 8 courses (32 credits) are required for ASD. The AFRI/AMST proposal will allow three AMST courses (9 credits) to be included as ASD courses.

AMERICAN STUDIES M.A. 30 CREDITS TOTAL

M.A. students must complete two core courses and eight electives. At least two of the electives must be in two of the three categories listed (Periods Electives, Approaches and Applications Electives, and Topics Electives). Students in the AFRI/AMST 4+1 Dual Degree will take the two core courses and a graduate-level elective in the senior year (>96 credits), in addition to AFRI 4601 Senior Seminar.

AFRI/AMST Courses taken during year four (senior year): 4 courses, 16 BA credits, 12 MA credits total* **

AMST 5000 Proseminar in American Studies (3) (Fall)
AMST 5001 Research Methods in American Studies (3) (Spring)
AMST 5xxx Elective (3) (Fall or Spring, Spring recommended)

AFRI 4601 Senior Seminar (4) (Fall or Spring; may also be taken during the Spring of the junior year).

* Graduate courses count as 4 credits at the undergraduate level and 3 credits at the graduate level.

** Graduate credits earned at the senior undergraduate level may be moved to ASD if needed for the undergraduate degree.

Six AMST elective courses, including internships, independent studies, or thesis, will be finished in year five of the 4+1 year program.

AMST Courses taken during year five, three electives each semester:

Fall
AMST 5xxx Elective (3)
AMST 5xxx Elective (3)
AMST 5xxx Elective (3)

Spring
AMST 5xxx Elective (3)
AMST 5xxx Elective (3)
AMST 5xxx Elective (3)

CURRICULUM MAP

COURSE	CREDIT	COURSE	CREDIT
FIRST-YEAR/FALL	**16**	**FIRST-YEAR/SPRING**	**32**
GSS 1092 Intro to Africana Studies (FRST seminar) (I, R2)	4	AFRI 2101 Ancient African Civilizations	4
FRST (W1)	4	G Course	4
G course (Q1)	4	ASD	4
Cognate Course – AFRI 1248 Music of Black Americans (A)	4	Cognate	4

COURSE	CREDIT	COURSE	CREDIT
SECOND-YEAR/FALL	**48**	**SECOND-YEAR/SPRING**	**64**
AFRI 2103 The Contemporary African World	4	Program Elective – AFRI 2122 A History of Black Protest and Civil Unrest	4
Program Elective – AFRI 2124 The Institutionalization of Anti-Black Racism (R1)	4	G course – GAH 1360 Topics in African-American History and Culture (H)	4
G course (W2)	4	ASD	4
Cognate Course – PHIL 2201 African-American Philosophy (V)	4	Cognate course (Q2)	4

COURSE	CREDIT	COURSE	CREDIT
THIRD-YEAR/FALL	**80**	**THIRD-YEAR/SPRING**	**96**
AFRI 3122 An Afrocentric Approach to American History	4	Program Elective (W2)	4
AFRI 3125 West Africa Now Study Tour Travel to West Africa during winter break (January)	4	Program Elective	4
G course (W2)	4	ASD (Q2)	4
Cognate Course	4	Cognate course	4

COURSE	CREDIT	COURSE	CREDIT
FOURTH-YEAR/FALL	**112**	**FOURTH-YEAR/SPRING**	**128**
AFRI 4601 Senior Seminar	4 (undergraduate)	AMST 5001 Research Methods in American Studies	4 (undergraduate)
AMST 5000 Proseminar in American Studies	4 (undergraduate)	AMST 5xxx Elective	4 (undergraduate)
ASD	4	ASD	4
ASD	4	ASD	4

M.A. YEAR FIVE

COURSE	CREDIT	COURSE	CREDIT
M.A. YEAR/FALL	**137**	**M.A. YEAR/SPRING**	**146**
AMST 5xxx Elective	3	AMST 5xxx Elective	3
AMST 5xxx Elective	3	AMST 5xxx Elective	3
AMST 5xxx Elective	3	AMST 5xxx Elective	3

B.A in the Africana Studies Program

The Africana Studies Program is one of the oldest interdisciplinary minors at Stockton University. It has and continues to be one of the most active and visible programs at the university on matters of cultural diversity and social justice. The Africana Studies Program was founded in 1983 as a topical concentration; then later became a certificate program; and in 1998 it officially became a minor program. Additionally, in 2005, the program was renamed the "Africana Studies Program," to reflect new directions and understandings of the overall discipline nationally, and reflect ways of connecting African American studies to the larger diaspora. Beginning in the fall of 2019, Africana Studies became a major program, in addition to the minor, offering a BA in Africana Studies. Moreover, the program serves student from across the university community, and serves as a vital contributor to their knowledge about Africana history and culture.

Learning Objectives for Africana Studies

1. **Critical Thinking**: Upon graduating students will:
    - recognize, describe, and analyze sources (data, literature, archives, etc.)
    - evaluate evidence to develop or implement solutions
    - examine literature and other sources to develop solutions
    - synthesize knowledge and use insight and creativity to better understand and improve communities or contribute to society

Courses that support this objective:

AFRI 2124 The Institutionalization of Anti-Black Racism
AFRI 3190 Black Power
AFRI 3165 Social & Psychological Perspectives on the Black Experience
AFRI 3168 Race and Identity in the African Diaspora

2. **Research and Communication:** Upon graduating students will:
    - retrieve, analyze, and interpret scholarly literature/sources providing information to both professionals and the public.
    - Communicate effectively through written reports, oral presentations and discussions.
    - guide, mentor and support peers/colleagues to achieve excellence in practice of the discipline of Africana studies

Courses that support this objective:

AFRI 1101 Introduction to Africana Studies or GSS 1092 (FYS in Africana Studies)
AFRI 2112 The History of Black Education
AFRI 2122 A History of Black Protest and Civil Unrest
AFRI 3122 An Afrocentric Approach to American History
AFRI 4601 Senior Seminar or GIS 4601 African-Americans: A Seminar

3. **Contextualization of Knowledge:** Upon graduating students will:
    - identify, formulate and solve problems using appropriate information and approaches based on the discipline and paradigm of Africana studies.
    - demonstrate their understanding of major theories, methods/approaches, concepts, and current and research findings in the area of concentration.

Courses that support this objective:

AFRI 3125 West Africa Now Study Tour
AFRI 3132 African Americans in New Jersey
AFRI 3143 African American Civil Rights in the US Study Tour
GIS 4671 Contemporary African Business in a Global Society
GSS 2451 South Africa Now Study Tour
SOCY 2355 Black Lives: Social and Economic Realities

4. **Creating/Creativity and Development:** Upon graduating students will:

- develop creative plans, solutions, and ideas to better the community and society
- make proper interpretations and evaluations of ideas and materials
- compare and contrast different creative ideas, solutions, and plans as it relates to African people.

Courses that support this objective:

AFRI 1248 Music of Black Americans
AFRI 2184 An Introduction to Hip Hop Culture
AFRI 3135 African Americans and the Shaping of Pop Culture
AFRI 3112 Literature of the African Diaspora

Note: *Many of the cognate courses also fulfill the learning outcomes listed above.*

Essential Learning Outcomes Supported by Africana Studies Coursework

- Adapting to Change
- Communication Skills
- Creativity and Innovation
- Critical Thinking
- Ethical Reasoning
- Global Awareness
- Information Literacy and Research Skills
- Program Competence
- Teamwork and Collaboration
- Quantitative Reasoning

M.A. in American Studies Program Goals and Learning Outcomes

From the program website:

https://blogs.stockton.edu/americanstudies/about-american-studies/american-studies-goals-and-learning-outcomes

Graduates of Stockton's American Studies Master of Arts and Certificate program will be able to demonstrate achievement in the following:

1. Recognizing and understanding the range of approaches related to the field of American Studies and its development over time.

2. Understanding the research methods and/or theoretical perspectives that inform contemporary American Studies scholarship, including theories of race and ethnicity, gender studies, queer

theory, feminism, cultural materialism, Marxism, post-structuralism, historicism, psychoanalysis, postcolonialism, cultural studies, archival research, textual analysis, oral history, ethnography, and performance studies.

3. Applying the multi-disciplinary methods and theories scholars use in American studies to analyze sources as well as diverse objects of study, including primary source texts, visual imagery, material culture, and aspects of daily life.

4. Developing skills in expressing oneself orally and in writing.

5. Designing and executing an interdisciplinary research project that contributes to the field of American studies AND/OR applying American Studies' perspectives to the larger world beyond the classroom and scholarly community through an internship, study tour, and/or an independent study. Applied projects might be related to public history, museum studies, archival studies, digital media, and/or social justice and civic awareness.

Note: Not every American Studies course will address all the above learning outcomes.

Program Assessment

In recent years, graduating minors in Africana Studies were asked to complete a survey to assess the knowledge and understanding of the field. Graduating students were asked to complete an online assessment survey of the program.

Questions included the following:

1. Briefly explain why you chose a minor in Africana Studies.
2. Based on your experience in the Africana Studies Program, thoroughly answer the following question: What would you identify as the most significant social developments that impacted the Black community in the 19th, 20th and 21st centuries?
3. Based on your experience in the Africana Studies Program, thoroughly answer the following question: How would you describe the unique aspects of Black creative/expressive culture?
4. Based on your experience in the Africana Studies Program, thoroughly answer the following question: Who would you identify as a leader - past or present - in Black intellectual thought? Describe their contribution in advancing the knowledge base in Africana Studies.
5. Please complete this statement: African American literature offers the reader an opportunity to...
6. Please complete this statement: From the Africana Studies Program at Stockton University I gained...

The purpose of the questions, developed by a team of Africana Studies faculty, is to assess students' knowledge and understanding of Africana Studies content, and their ability to critically examine and disseminate their perspectives. Historically, minors in Africana Studies have majored in a variety of disciplines, including, but not limited to: Political Science, Communication Studies, Literature, History, Teacher Education, Sociology, Social Work and Health Sciences. Based on their responses to the questions listed above, we have determined that most of our students graduate with a solid command and deep understanding of the course material. However, we are in the process of re-evaluating our assessment process and trying to determine whether a senior thesis would be an important addition, particularly for or B.A. students.

M.A. in American Studies Assessment

The American Studies program engages in ongoing program assessment and reviews results during biannual program retreats. Since the MAAS program concluded its first five-year review, we are in the process of developing a multi-year assessment plan for the next five years. Ongoing assessment projects include the following:

- Direct assessment administered in *AMST 5000: Proseminar* to measure program Objectives 1 and 4
- Direct assessment administered in *AMST 5001: Research Methods* to measure program Objectives 2 and 4
- Direct assessment of Independent Study, Internship and Thesis projects to measure Objective 5
- Alumni surveys

4+1 Program

The assessment of student learning in HIST/MAAS 4+1 program will be conducted through the periodic assessment measures detailed above. In addition to these measures, the HIST and MAAS programs will use data provided by the Office of Institutional Research, the school of Arts and Humanities, the Career Center, and survey instruments to assess how well the 4+1 program meets students' needs by tracking the following:

- Time to degree completion
- Job placement
- G.P.A.
- Student feedback

HISTORICAL STUDIES/AMERICAN STUDIES 4+1 CONCENTRATION:

Faculty Senate First Reading: APRIL 15, 2022 Second Reading _____

Full Name of Current Program: Historical Studies **Stockton Program Acronym**: HIST

Degree/Level of Current Program: B.A.

CIP Code: 54 (History: Historical Studies Program B.A.) 05.0102 (American/United States Studies/Civilization: American Studies M.A.)

Name(s) and signature of Faculty Proposing New Option:

Robert Nichols and Sharon Musher

Date of Program Faculty Vote to Approved the Proposed New Option:

October, 2021 (program approval in Historical Studies)

October, 2021 (program approval in American Studies)

Text Description of Proposed New Option:

This is a proposal for a new concentration within the Historical Studies Program, which would allow students to earn a B.A. in History (General Concentration) and an M.A. in American Studies in 5 years.

The proposal requests that the three American Studies M.A. classes completed during the student's senior year (at least 96 credits earned maintaining a 3.2 program G.P.A.) be counted as Cognates to History or At Some Distance, ASD, (which will be helpful for transfer students considering this option). These three graduate courses would also fulfill requirements in the M.A. in American Studies program. In other words, these three AMST graduate courses will double count for the B.A. in History and M.A. degree in American Studies. Students may declare participation in the program at any time and work toward required benchmarks.

The proposal requests that our senior thesis seminar course (HIST 4691) be considered for three credits of American Studies, which already is an option for students earning an "A" on their thesis from other institutions.

Additional details about the curriculum are included at the end of this document.

Date of Faculty Senate Committee on Academic Programs and Planning Approval:

3/28/2022

Date of Provosts' Council Approval:

Date of the Faculty Senate Approval:

Students who declare the Historical Studies B.A./American Studies M.A. 4+1 concentration can matriculate into the program after earning a minimum of 96 credits, with a minimum of 20 credit hours in the HIST program, a 3.2 G.P.A. in the HIST major, and successful completion of HIST 2101 and an Advanced Seminar in History (4000-level ASH class) with a grade of C or better.

HISTORICAL STUDIES PROGRAM COURSES: 40 CREDITS

CORE REQUIRED COURSES FOR ALL HISTORICAL STUDIES MAJORS:

HIST 2101 Introduction to the Study of History (4 credits) (Must be taken at Stockton)

Content Area Courses: at least one 1000-3000 level course in each category (16 credits):

- Pre-Modern History (4 credits per course)
- Atlantic/African/American History
- Indian Ocean/Asian History
- European/Mediterranean History

Two HIST courses at 3000-level or higher (8 credits) These may fulfill content areas, above, or may include internships, summer research, and independent study projects.

Two Advanced Seminars in History from among the following (8 credits), must be taken at Stockton:
HIST 4655 Advanced Seminar in History (ASH): Power (4 credits per course)
HIST 4656 Advanced Seminar in History: Identity
HIST 4657 Advanced Seminar in History: Nature
HIST 4658 Advanced Seminar in History: Belief
HIST 4659 Advanced Seminar in History: Special Topics

Two course sequence culminating in the Senior History Thesis (must be taken at Stockton)

HIST 4690 Historical Methods (4 credits) May count as an AMST elective for students

HIST 4691 Thesis Seminar (4 credits) May count as an AMST elective for students

3000-level and 4000-level HIST course requirements:

- Selected AMST or MAHG courses may also be used to fulfill one or more of these requirements [At the discretion of your HIST advisor, up to twelve (12) credits of graduate-level courses taken as an undergraduate may be applied to the M.A. in American Studies for students enrolled in the Historical Studies/American Studies 4+1 concentration].

A list of current courses that fulfill the above requirements can be found on the Historical Studies Program website and the curriculum worksheet. Other electives: Students are encouraged to select elective program courses in American as well as global history to build a strong transnational foundation for the study of American culture at the graduate level. Students are encouraged to take GAH 2275: "Introduction to American Studies" as one of their General Studies/ASD courses.

FOREIGN LANGUAGE REQUIREMENT: 4 COURSES, 16 CREDITS TOTAL (BEGINNING YEAR COURSES AS ASD (8 CREDITS), INTERMEDIATE YEAR COURSES AS COGNATE (8 CREDITS)

HIST Language Requirement: (0-4 courses, 0-16 credits)
Historical Studies requires proficiency in a second language through the Intermediate II level.

HIST majors with a General concentration must choose one of the following options to complete the Language requirement:

Option 1: The student completes the study of a language, other than English, through the Intermediate II level with a grade of C or better. (This normally calls for four semesters of study in one language.) (4 courses, 16 credits). First year Language courses count as ASD courses (8 credits). Second year Language courses count as Cognates (8 credits).

Option 2: The student participates in an approved study abroad program in a non-English speaking country. Programs may be for one semester (fall or spring) or at least six weeks during the summer. Study abroad programs may be used to fulfil part or all of the language requirement. Transfer credit varies.

Option 3: The student "tests out" of the Language requirement by achieving a score of "Intermediate Mid" on the ACTFL oral proficiency exam. (0 courses/credits). Students who enter the program with a strong background in a foreign language may be able to place out of one or both beginning year classes. Students who choose this option may be required to take additional cognate courses to meet Stockton's 128 credit requirement for graduation with BA.

COGNATES: 4 courses, 16 credits

These are courses in other ARHU programs (ARTV, COMM, DANC, HIST, LANG, MUSC, PHIL, THTR) or in closely related disciplines outside ARHU, determined in consultation with program preceptor. G-courses will not be considered cognates.

GENERAL STUDIES REQUIREMENT: 32 credits as usual for a 128 credit BA.

AT SOME DISTANCE REQUIREMENT: 32 credits as usual for a 128 credit BA.

Typically, 8 courses (32 credits) are required for ASD. The two beginning year LANG courses are considered ASD credits. The HIST/AMST proposal will allow up to three AMST courses (9 credits) to be included as ASD courses.

AMERICAN STUDIES MA/ HISTORICAL STUDIES BA (4+1): 30 CREDITS

Students must complete two (2) core AMST courses and eight (8) elective AMST courses to complete the MA degree. At least two AMST electives must be earned in two of three designated categories (Periods, Approaches and Applications, and Topics courses).

All qualifying HIST/AMST dual credit courses are applied as 3 credits toward the MA degree program and 4 credits toward the BA degree. A maximum of twelve (12) graduate credits may be applied toward the MA degree for taking four (4) qualifying courses at the undergraduate level.

American Studies Courses Taken During Year Four (Senior Year):

Two (2) AMST Core Courses (6 MA credits equivalent to 8 BA credits)*

AMST 5000 Proseminar in American Studies (3)
AMST 5001 Research Methods in American Studies (3)

**Students who have declared a HIST/AMST 4+1 dual degree will earn four (4) upper-division undergraduate credits during their senior year for these core AMST courses, and should consult with their HIST preceptors to determine whether these graduate credits fulfil undergraduate cognates, 3000-level HIST credits, or ASD ones. Students may also defer AMST 5001 until year five, and substitute a qualifying AMST elective.*

Two (2) Additional HIST/AMST Courses (6 MA credits equivalent to 8 BA credits)

HIST 4690 Historical Methods (4) Fall

HIST 4691 Thesis Seminar* (4) Spring, and/or

AMST 5xxx Elective (3) (Fall or Spring, Spring recommended), and/or

AMST 5xxx Elective (3) (Spring) (for students deferring AMST 5001 to year five)

**Students must earn an A in HIST 4691 Thesis Seminar in order for the course to count for three (3) AMST graduate credits. Appeals may be made to the AMST Program Thesis Committee.*

AMST Courses Taken During Year Five (MA Year) (6 courses): 18 graduate credits

Fall	Spring
AMST Core Course (if needed), or AMST 5xxx Elective (3)	AMST 5xxx Elective (3)
AMST 5xxx Elective (3)	AMST 5xxx Elective (3)
AMST 5xxx Elective (3)	AMST 5xxx Elective (3)

Historical Studies-American Studies 4+1 Program: Participation for students who declare this concentration begins upon earning 96 credits, 20 in the HIST program, maintaining a 3.2 GPA in HIST courses, and completing HIST 2101 Introduction to the Study of History (ISH) and at least one HIST 4xxx Advanced Seminar in History (ASH) with a grade of C or better. One path through four years is illustrated below. Individual schedules will vary with transfers and choices.

*Students are strongly encouraged to take GAH 2275: Introduction to American Studies (H).

**A summer course may be taken in lieu of 5 courses.

ARHU

First Year – 32 credits						
Course	**Credits**	**Grade**		**Course**	**Credits**	**Grade**
HIST 2101: Introduction to the Study of History (ISH)	4			HIST (1000-3000; includes transfers, needs to cover one of four areas)	4	
HIST (1000-3000; includes transfers, needs to cover one of 4 areas)	4			HIST (1000-3000; needs to cover one of 4 areas)	4	
ASD (1st yr. Lang. course could fit here)	4			ASD (1st yr. Lang. course here)	4	
G course	4			Cognate	4	
Second Year – 32 credits						
Course	**Credits**	**Grade**		**Course**	**Credits**	**Grade**
HIST (1000-3000, as above)	4			HIST (3000-4000 as needed)	4	
Cognate	4			G Course	4	
G Course	4			ASD	4	
Cognate (LANG)	4			Cognate (LANG)	4	
Third Year – 32 credits						
Course	**Credits**	**Grade**		**Course**	**Credits**	**Grade**
HIST (3000-4000 as needed)	4			Cognate	4	
G Course	4			GIS	4	
HIST (4000: Advanced Seminar in History)	4			G Course	4	
G Course	4			G Course/HIST 4690: Methods	4	
				Eligible to enroll in 4+1 concentration (96 credits)		
Fourth Year – 29 credits						
Course	**Credits**	**Grade**		**Course**	**Credits**	**Grade**
HIST 4690: Methods/HIST 4691 Thesis/AMST Credit	4			HIST 4691: Thesis/AMST Credit G	4	
AMST 5000: Proseminar in AMST (ASD)	3			AMST: Research Methods (ASD) or AMST: Proseminar(ASD)	3	
G	4			AMST 5xxx Elective	3	
ASD	4			Cognate	4	

GENERAL STUDIES OUTCOME REQUIREMENT: These courses are listed as attributes and should be completed within the 128 credits needed to graduate.

(A) Arts		(V) Values/Ethics
(H) Historical Consciousness		(I) International/Multicultural
GENERAL STUDIES WRITING REQUIREMENT:(4 courses) Two W1 courses may be in transfer. W2 courses must be taken at Stockton. W1_____W1/2_____ W1/2_____W1/2 at 3000 level _____		
GENERAL STUDIES QUANTITATIVE REASONING REQUIREMENT: (3 courses) Two Q1 courses may be in transfer. Q2 courses must be taken at Stockton. Q1_____Q1/2_____ Q1/2 _____		

HIST-AMST Fifth Year – 18 credits

Course	Credits	Grade		Course	Credits	Grade
AMST 5xxx Proseminar or AMST Research Methods or AMST 5xxx Elective	3			AMST 5xxx Elective	3	
AMST 5xxx Elective	3			AMST 5xxx Elective	3	
AMST 5xxx Elective	3			AMST 5xxx Elective	3	

"The student is responsible for insuring that all graduation requirements are met" (Bulletin). Consult with your preceptor and/or the Center for Academic Advising on a regular basis.

*All Bachelor Programs require a minimum of 128 credits and a 2.00 cumulative average. M.A. courses require a B or better to satisfy the degree requirements.

Historical Studies and American Studies Program Goals and Learning Outcomes

B.A in Historical Studies Program

Historical Studies has a two-part vision: First, to promote historical consciousness. Second to teach students a set of research skills:

- Historical Studies **raises students' understanding of the past** by exposing students to a range of eyewitness accounts as well as scholarly assessments that reveal historical origins, changes, continuities, and causation over time and across geographical regions, societies, and cultures. Historical Studies pays particular attention to recovering and amplifying the voices of those whose experiences have traditionally not been preserved, including Black, Indigenous, people of color, LGBTQ, and women. History teaches students to treat the past as a foreign country and learn how to empathize with historical actors and the choices they made. But it also encourages students to interpret the past as engaged citizens, using it to understand how we have come to where we are today and how different actions in the past and present might produce alternative outcomes in the future.

- Historical Studies also **teaches students research skills**. Students learn to ask open-ended questions about the past and to devise research strategies to answer them. They learn how to locate relevant primary and secondary literature, how to evaluate evidence and arguments, how to use evidence to generate compelling arguments of their own, how to articulate their conclusions elegantly both orally and in writing, how to cite their sources, and how to explain the significance of their work.

Program Goals

Historical Studies teaches students:

1) To identify and analyze arguments by others.
   ELO: Critical Thinking; Adapting to Change; Ethical Reasoning

2) To generate important, open-ended questions and hypotheses about the past and devise research strategies to answer/test them. Such strategies include collecting and analyzing data, drawing evidence-based conclusions, fitting one's research into a broader body of scholarship (historiography), and articulating the historical significance of one's work.
   ELO: Information Literacy and Research Skills; Program Competence; Quantitative Reasoning

3) To write clearly and to use evidence to craft compelling arguments. ELO: Program Competence

4) To understand situations from a range of perspectives.
   ELO: Global Awareness, Ethical Reasoning

5) To appreciate historical origins, causation, and changes and continuities over time, space, and culture. ELO: Critical Thinking; Adapting to Change

6) To use historical thinking both in their future professional endeavors and also as engaged citizens.
   ELO: Adapting to Change; Ethical Reasoning

Related Courses Program Goal 1: To identify and analyze arguments.

All history courses focus on reading primary and secondary sources, analyzing the production and intention of such sources, and formulating rigorous, independent critiques and histories from such efforts. Key courses include the required HIST 2101 Introduction to the Study of History course, the 4000-level Advanced Seminars in History (ASH) seminars, and the capstone HIST 4690 Historical Methods and HIST 4691 Thesis Seminar courses.

Lower and upper-level courses are taught by content areas and similarly teach students to identify and analyze arguments.

A full listing of recent courses: https://www.stockton.edu/arts-humanities/documents/curriculum-worksheets/hist/2020-2021/hist-curriculum-worksheet_20-21.pdf

A sample of such areas and select classes includes the following:

- Pre-Modern
    - HIST 2110 Roman World
    - HIST 2119 Ancient Egypt
    - HIST 2201 Iron Age Mediterranean

- Atlantic/African/American
    - HIST 2128 Atlantic History
    - HIST 2152 North American History to 1789
    - HIST 2171 The Black Atlantic
    - HIST 3103 1930s America

- Indian Ocean/Asian
    - HIST 2140 History of India
    - HIST 2146 Indian Ocean History
    - HIST 2191 Modern China
    - HIST 3100 The Vietnam War

- European/Mediterranean
    - HIST 2103 Mediterranean History
    - HIST 2121 Europe: 1815 to Present
    - HIST 3609 Modern Hellenism
    - HIST 3616 History of the Third Reich

Program Goal 2: To generate important, open-ended questions and hypotheses about the past and devise research strategies to answer/test them. Such strategies include collecting and analyzing data, drawing evidence-based conclusions, fitting one's research into a broader body of scholarship (historiography), and articulating the historical significance of one's work.

Upper-level Advanced Seminars in History (ASH) develop skills in hypothesis formation, devising research questions, primary source research, data collection and analysis, surveying relevant literature, and writing clear, concise presentations of such work. ASH classes include:

HIST 4655: ASH: Power

HIST 4656: ASH: Identity

HIST 4657: ASH: Nature

HIST 4658: ASH: Belief

HIST 4659: ASH Special Topics

Program Goal 3: To write clearly and to use evidence to craft compelling arguments.

Students learn research, analytical, and expressive skills through research assignments and written essays and papers, including a senior Thesis research paper. The recognition and design of an original research topic is one goal. Clear and persuasive writing is taught, practiced, and valued.

In many courses, including upper-level seminars, students frame questions and themes for research, then learn to gather and organize appropriate data, primary sources, and historical interpretations. HIST 4690 is a Q2 course. The capstone year-long thesis project includes:

HIST 4690: Historical Methods

HIST 4691: Thesis Seminar

Program Goal 4: To understand situations from a range of perspectives.

As may be noted in the dozens of courses listed in the curriculum worksheet, required lower-level categories of courses introduce students to many world regions, societies, and cultures. Also, temporal frames of study expose students to issues of continuity and change across centuries within ancient, pre-modern, and modern perspectives. Faculty-led trips have taken students to Greece, Turkey, the Netherlands, Germany, and other countries.

The HIST foreign language requirement, as mentioned, allows students to study languages at Stockton and in study abroad programs, including for credit.

Program Goal 5: To appreciate historical origins, causation, and changes and continuities over time, space, and culture.

Each Historical Studies course traces change and continuity over time, including historical arguments about the origins of issues, cause and effect, and meaning.

Program Goal 6: To use historical thinking both in their future professional endeavors and as engaged citizens.

History majors demonstrate a thorough understanding of concepts and a mastery of skills, applicable to a variety of careers and life experiences through curricular and extracurricular projects and activities.

Activities include:

- independent studies
    - Students have completed editing projects with the South Jersey Culture & History Center; researched in major university library archives for Summer Research Experience (SIRE) assignments; and studied foreign languages abroad for curriculum credit.
- internships
    - Students have interned for credit at regional libraries, institutes, museums, historical societies, and organizations.
- presentations (classroom, campus, conferences, exhibits)

    - Students have participated in campus events, regional and national conferences, and in the organizing and production of many Stockton library and center exhibitions.
- creative and critical publications and submissions
    - Students have written for and edited the campus newspaper, *The Argo*; contributed to various publications for the South Jersey Culture & History Center; and helped produce content for digital and on-line projects.

Summary

In brief, the Historical Studies Department prepares students who can think critically and creatively and, just as importantly, write and speak well. The program's emphasis on technological literacy, furthermore, provides training in another key communication skill that is increasingly valuable in today's job market. While many of our majors indicate that they plan to pursue primary or secondary educational careers, we tie our curriculum and its objectives to no one specific career.

These Historical Studies goals, along with companion ELOs, offer students learner-centered opportunities to develop competence with practical skills, intellectual abilities, and marketable talents designed to support the student learning necessary for personal and professional success in the 21st century.

Essential Learning Outcomes Supported by History Coursework

- Adapting to Change
- Communication Skills
- Creativity and Innovation
- Critical Thinking
- Ethical Reasoning
- Global Awareness
- Information Literacy and Research Skills
- Program Competence
- Teamwork and Collaboration
- Quantitative Reasoning

M.A. in American Studies Program Goals and Learning Outcomes

From the program website:

Graduates of Stockton's American Studies Master of Arts and Certificate program will be able to demonstrate achievement in the following:

1. Recognizing and understanding the range of approaches related to the field of American Studies and its development over time.

2. Understanding the research methods and/or theoretical perspectives that inform contemporary American Studies scholarship, including theories of race and ethnicity, gender studies, queer theory, feminism, cultural materialism, Marxism, post-structuralism, historicism, psychoanalysis, postcolonialism, cultural studies, archival research, textual analysis, oral history, ethnography, and performance studies.

3. Applying the multi-disciplinary methods and theories scholars use in American studies to analyze sources as well as diverse objects of study, including primary source texts, visual imagery, material culture, and aspects of daily life.

4. Developing skills in expressing oneself orally and in writing.

5. Designing and executing an interdisciplinary research project that contributes to the field of American studies AND/OR applying American Studies' perspectives to the larger world beyond the classroom and scholarly community through an internship, study tour, and/or an independent study. Applied projects might be related to public history, museum studies, archival studies, digital media, and/or social justice and civic awareness.

Note: Not every American Studies course will address all the above learning outcomes.

Historical Studies and American Studies Assessment

B.A. in History Assessment

The Historical Studies Department engages in ongoing direct and indirect program assessment to measure how successfully students meet program learning outcomes listed above and to elicit student feedback on HIST courses, HIST instructors, and other aspects of the History Department. During biannual program retreats, the Department reviews assessment results and identifies areas for improvement and outlines solutions. Ongoing assessment projects include the following:

- Periodic outside assessment administered in *HIST 4691: Thesis Seminar* to measure program thesis rubrics related to Historical Studies goals 1, 2, 4, 5.
- Periodic direct assessment administered in *HIST 2101: Introduction to the Study of History* to measure program rubrics related to Historical Studies goals 1-4.
- Indirect assessment using group IDEA reports for core courses: *HIST 2101, HIST 4690, HIST 4691* related to Historical Studies goals 1-5.
- Alumni surveys related to Historical Studies goal 6.

M.A. in American Studies Assessment

The American Studies program engages in ongoing program assessment and reviews results during biannual program retreats. Since the MAAS program concluded its first five-year review, we are in the process of developing a multi-year assessment plan for the next five years. Ongoing assessment projects include the following:

- Direct assessment administered in *AMST 5000: Proseminar* to measure program goals 1 and 4
- Direct assessment administered in *AMST 5001: Research Methods* to measure program goals 2 and 4
- Direct assessment of internships and independent studies to measure program goal 5
- Alumni surveys

4+1 Dual Degree Program

The assessment of student learning in HIST/MAAS 4+1 program will be conducted through the periodic assessment measures detailed above. In addition to these measures, the HIST and MAAS programs will use data provided by the Office of Institutional Research, the school of Arts and Humanities, the Career

Center, and survey instruments to assess how well the 4+1 program meets students' needs by tracking the following:

- Time to degree completion
- Job placement
- G.P.A.
- Student feedback

Faculty Senate Reading: April 15, 2022 **Second Reading _____**

Full Name of Current Program: Sociology and Anthropology

Stockton Program Acronym: SOCY/ANTH or SOAN

Degree/Level of Current Program: B.A.

CIP Codes: 45.1301 (Sociology and Anthropology B.A.)

05.0102 (American/United States Studies/Civilization: American Studies M.A.)

Names and signatures of Faculty Proposing New Option:

_____ _____ _____

Betsy Erbaugh Christina Jackson Nazia Kazi

Date of Program Faculty Votes to Approved the Proposed New Option:

November 30, 2021 (program approval in Sociology and Anthropology)

January 4, 2022 (program approval in American Studies)

Text Description of Proposed New Option:

This proposal would allow students to earn a B.A. in Sociology and Anthropology and an M.A. in American Studies in 5 years.

The proposal requests that the three American Studies M.A. classes completed during the student's senior year (at least 96 credits earned and a 3.2 cumulative G.P.A.) be counted as Cognates to Sociology/Anthropology or At Some Distance, ASD (which will be helpful for transfer students considering this option). These three graduate courses would also fulfill requirements in the M.A. in American Studies program. In other words, these three AMST graduate courses will double count for the B.A. in Sociology/Anthropology and M.A. degree in American Studies.

Additional details about the curriculum are included at the end of this document.

Date of Dean's Council Review: 02/15/2022

Date of Faculty Senate Committee on Academic Programs and Planning Review: **3/28/2022**

Date of Provosts' Council Review:

Date of Faculty Senate Review:

Students may apply to the SOAN/MAAS dual degree program upon or after admission to the university as first-year or transfer students. Transfer students with over 96 transfer credits should use the "direct entry" application for the M.A. in American Studies. Eligibility requirements:

- Minimum of 96 credits
- Minimum of 20 credit hours in SOAN courses
- 3.2 GPA in the SOAN major
- Successful completion of either SOCY 1100 or ANTH 1100
- Grade of C or better in two Advanced courses in Sociology or Anthropology (including one at 3xxx level or higher, and one at 2xxx level or higher)

Once enrolled, to maintain accepted status in the dual degree program, students must maintain a 3.2 GPA in the SOAN major and earn a grade of C or better in SOCY 3681 and either SOCY 3642 or ANTH 3643.

Sociology/Anthropology Program Common Core: 6 courses, 20 credits total

These courses are required of all SOAN majors:

- SOCY 1100 Introduction to Sociology or ANTH 1100: Introduction to Anthropology
- SOCY 3642: Social Research Methods
- ANTH 3643: Anthropological Field Methods
- SOCY/ANTH 3681: Social Theory
- SOCY/ANTH 4685: Senior Seminar
- SOCY/ANTH 4810: ePortfolio (0 credits)

Required Electives: **5 courses, 20 credits total**

SOAN majors may choose a General Concentration or complete a concentration in one of five focus areas. Required electives vary by concentration.

General Concentration: Five electives in Sociology and/or Anthropology.

"Focus" Concentrations:

1. Anthropology: Five electives, including three or more in Anthropology.

2. Sociology: Five electives, including three or more in Sociology.

3. Archeology: Five electives from a curated, interdisciplinary list including courses in ANTH, ARTV, ENVL, GEOL, GNM (see program website for updated list), or other courses in consultation with the student's preceptor.

4. Biological Anthropology: Three electives selected from a curated list including courses in ANTH, SOCY, BIOL, GENS, HLTH, PUBH (see program website for updated list), or other courses in consultation with the preceptor, plus two additional core courses:
    - ANTH 1105: Introduction to Physical Anthropology
    - ANTH 2136: World Perspectives on Health

5. Race/Ethnicity: Five electives, including at least two from the following list, and the remainder chosen either within or beyond SOAN offerings in consultation with the preceptor:
    - ANTH 2152 Language & Culture
    - ANTH 2230 Ethnicity
    - ANTH 2337 Jewish Culture
    - ANTH 2245 Race, Ethnicity & Immigration
    - ANTH 3233 Caribbean Cultures
    - SOCY 2213 Minority-Majority Relations
    - SOCY 2355 Black Lives
    - SOCY 2745 Race, Poverty & Education
    - SOCY 3745 Urban Education Issues

At least 2 of these courses are offered each semester.

Dual degree students are encouraged to select elective program courses in American and global cultures, social histories, race/ethnicity, migration, and/or gender/sexuality, to build a strong transnational foundation for the study of American culture at the graduate level.

Dual degree students are encouraged to enroll in GAH 2275: "Introduction to American Studies" as one of their General Studies/ASD courses. This course also fulfills the undergraduate Historical Consciousness (H) requirement.

AMST courses offered by SOAN faculty that are eligible for graduate and/or dual credit in MAAS include:

- Ethnography of the United States (ANTH 3623/AMST 5023)
- Queer Theory/Queer Lives (GIS 4696/AMST 5031)
- Urban Transformations (AMST 5032)

SOAN Program Competency and AMST Cognates/ASD: 4-8 courses, 16-32 credits total

SOAN Program Competency Requirement (1-5 courses, 4-20 credits):
The Program Competency Requirement in Sociology and Anthropology may be met with one course in

statistics (selected from a curated interdisciplinary list; see program website) or completion of a minor in one of the following:

- Languages and Culture Studies
- Africana Studies
- Latino/Caribbean Studies
- Migration Studies
- Women's, Gender, and Sexuality Studies
- Other minor with approval of preceptor and program chair

American Studies Core: 3 classes, 12 credits total*

- AMST 5000 Proseminar in American Studies (4)
- AMST 5001 Research Methods in American Studies (4)
- AMST 5xxx Elective (4)

**These graduate credits count as ASD for the SOAN/AMST 4+1 Dual Degree. Each MAAS course (counted as 3 credits at the graduate level) counts as 4 credits at the undergraduate level.*

Cognates, 0-4 courses, 0-16 credits total

Cognates are courses in other SOBL programs (CRIM, ECON, POLS, PSYC, SOWK) or in closely related disciplines beyond SOBL, determined in consultation with the program preceptor. G-courses will not be considered cognates.

American Studies M.A.: 30-31 credits total

M.A. students must complete three core courses and seven electives. At least two of the electives must be in two of the three categories listed (Periods Electives, Approaches and Applications Electives, and Topics Electives).

SOAN/AMST Courses taken during year four (senior year): 5 courses, 16 credits total

- AMST 5000 Proseminar in American Studies (4) (Fall)
- AMST 5001 Research Methods in American Studies (4) (Spring)
- AMST 5xxx Elective (4) (Fall or Spring, Spring recommended)
- SOAN Senior Seminar (4) (Spring)*
- SOAN ePortfolio (0) (Spring)*

**As decided by the AMST Program the Senior Seminar and ePortfolio, including a long-form paper requirement, may be counted towards the American Studies M.A. degree requirements. This would leave six AMST elective courses to be finished in year five of the 4+1 program.*

AMST Courses taken during year five, three electives each semester:

Fall

AMST 5xxx Elective (3)

AMST 5xxx Elective (3)

AMST 5xxx Elective (3)

Spring

AMST 5xxx Elective (3)

AMST 5xxx Elective (3)

AMST 5xxx Elective (3)

BA SOCIOLOGY & ANTHROPOLOGY – MAAS 4+1 Dual-Degree Option			
To maintain accepted status in the SOAN B.A./MAAS 4+1 program, students must earn a minimum 3.2 GPA in the SOAN major, and have successfully completed either SOCY 1100 or ANTH 1100 and two Advanced SOCY/ANTH courses (one 3xxx level or higher and one 2xxx or higher) with a grade of C or better.		Electives, cognates, general studies, and at-some-distance courses should be selected in consultation with your preceptor.	
Year 1			
Fall		Spring	
SOCY 1100 Intro to Sociology or ANTH 1100 Intro to Anthropology (I)	(4)	SOAN Program Elective	(4)
Cognate or FRST Q1 (if required)	(4)	Cognate	(4)
GXX/FRST 10XX - FY Seminar	(4)	Cognate or GXX/ASD	(4)
GXX/FRST Writing (W1)	(4)	GXX or ASD	(4)
Year 2			
Fall		Spring	
Program Competency (if Statistics course)	(4)	SOAN Program Elective	(4)
Cognate	(4)	Cognate	(4)
GXX or ASD	(4)	GXX or ASD	(4)
GXX or ASD	(4)	GXX or ASD	(4)
Year 3			
Fall		Spring	
SOCY 3642 Social Research Methods (Q2)	(4)	ANTH 3643 Anthropological Field Methods	(4)
SOAN Program Elective	(4)	SOAN Program Elective	(4)
GXX or ASD	(4)	GXX or ASD	(4)
GXX or ASD	(4)	GXX or ASD	(4)
		Eligible to enroll in 4+1 option (96 credits)	
Year 4			
Fall		Spring	
SOCY/ANTH 3681 Social Theory (W2)	(4)	SOCY/ANTH 4685 Senior Seminar (W2)	(4)
SOAN Program Elective	(4)	SOCY/ANTH 4810 ePortfolio	(0)
AMST 5000 Proseminar	(4)	Cognate	(4)

GXX or ASD	(4)		AMST 5001 Research Methods in AMST	(4)
			AMST 5xxx Elective	(4)

*All Bachelor Programs require a minimum of 128 credits and a 2.00 cumulative average. M.A. courses require a B or better to satisfy the degree requirements. Please refer to program websites for information about requirements, prerequisites, for further details about the curriculum, and for curriculum updates.

Students should consult with their preceptor on a regular basis to ensure that all graduation requirements have been met.

Year 5: 18 credits in MAAS				
Fall			Spring	
AMST 5xxx Elective	(3)		AMST 5xxx Elective	(3)
AMST 5xxx Elective	(3)		AMST 5xxx Elective	(3)
AMST 5xxx Elective	(3)		AMST 5xxx Elective	(3)

Program Goals and Learning Outcomes

B.A. in Sociology and Anthropology Program Goals and Learning Outcomes

The Sociology and Anthropology program (SOAN) at Stockton University combines methodological and theoretical breadth with applied, engaged study of local and global issues to prepare students to critically analyze and contribute to their social and cultural worlds.

With a strong focus on community engagement to address social inequities, the SOAN program cultivates critical thinking, research and writing skills, and prepares students for a range of opportunities to pursue graduate study, or to advocate and work for social justice across a broad range of professional fields. The program supports the liberal arts mission of the university and the interests of our students in alignment with Stockton's institutional learning goals and with the specific needs of our local region.

Mission

As sociologists and anthropologists, we prepare students across disciplines to critically analyze the nature and transformation of the human condition and to confront problems and possibilities facing our uneven and interconnected world.

Program Goals and Student Learning Outcomes (SLOs)

Student learning objectives include the acquisition of ***knowledge*** (information about cultures and societies and how they function), ***professional skill sets*** (research and data literacy, reading and writing skills), and ***habits of mind*** (ways of thinking including critical thinking, self-reflection, understanding of ethnocentrism and cultural relativity, intersectionality and inequality).

Content and skill areas of these program goals and SLOs include:

1. **Understanding Inequality:** Analyze multiple dimensions of diversity and the ways that important social and cultural classifications like race, ethnicity, gender, class, age, disability, and sexuality intersect with one another and co-determine the experiences that we have in our lives and impact our life chances.

The majority of SOCY/ANTH course content addresses this fundamental goal, as reflected in program concentrations/emphases on: Race/Ethnicity (several courses, including multiple courses with R1/R2 attributes), Gender/Sexuality, Culture, Language, Immigration, Stigma, Economic and Health Disparities in the U.S. and worldwide.

Among core/general courses, the following explicitly address this goal:

- INTRO TO ANTH
- INTRO TO SOCY
- INTRO TO PHYS/BIOL ANTH
- SOCIAL PROBLEMS
- SOCIAL THEORY

- SENIOR SEMINAR

2. **Research Skills:** Demonstrate understanding of, and basic facility in, reading social science scholarship and carrying out both qualitative and quantitative research methodologies central to anthropological and sociological inquiry.
    - SOCIAL RESEARCH METHODS
    - ANTHROPOLOGICAL FIELD METHODS
    - ARCHEOLOGY METHODS AND THEORY
    - SERVICE-LEARNING COURSES
    - SENIOR SEMINAR

3. **Community Engagement:** Apply anthropological/sociological analysis and advocacy in the community through engaged learning experiences. This includes application of skills related to working collaboratively with diverse groups of individuals.
    - SERVICE-LEARNING COURSES (numerous)
    - Other community- and team-based courses and high-impact student experiences (internships, class projects, research assistantships, etc.)

    In addition to internships and individual field placements, SOAN leads the university in service-learning courses offered, with strong emphasis on community engagement and collaborative research with communities in Atlantic City, Atlantic County, South Jersey, Greater Philadelphia and the state.

    The program also offers topical courses on social, cultural and structural change, such as:

    - FEMINIST ACTIVISM
    - FOOD ACCESS AND SOCIAL POLICY
    - SOCIAL MOVEMENTS
    - URBAN ENVIRONMENTS

4. **Writing Skills:** Demonstrate strong writing skills in both general expository and persuasive genres as well as writing applications such as grant writing and research proposals.
    - SOCIAL THEORY (W2)
    - SOCIAL RESEARCH METHODS
    - ANTHROPOLOGICAL FIELD METHODS
    - GRANTWRITING
    - SENIOR SEMINAR (W2)
    - CAPSTONE PORTFOLIO

These core SOCY/ANTH learning objectives align with university-wide ELOs (see below).

Critical thinking is a core **habit of mind** developed through oral and written discourse across the SOCY/ANTH curriculum. Critical thinking can be defined as the ACTIVE, PERSISTENT and CAREFUL consideration of knowledge (facts and opinions) (Dewey). It is a way of reflecting on what one and

others believe and why they believe it. It is a way to learn how to be persuasive and articulate, but also how to judge with confidence information constantly presented throughout one's *life*.

When thinking critically, students actively consider the following:

- The purpose of the argument
- The question(s) that are being posed
- The assumptions that underlie the argument
- The conclusions that are drawn from the argument
- The consequences of these conclusions

Goal Alignment with University ELO's

The core learning objective of **understanding inequality** is well aligned with the following ELOs:

- Program Competence
- Ethical Reasoning
- Global Awareness

The emphasis on both qualitative and quantitative **research skills** is well aligned with the following university-wide ELOs:

- Quantitative Reasoning
- Information Literacy and Research Skills
- Teamwork and Collaboration

The program commitment to **community engagement** ensures that students have experiences with applied research and is well aligned with the following ELOs:

- Adaptation to Change
- Creativity and Innovation
- Communication Skills
- Teamwork and Collaboration
- Information Literacy and Research Skills

The emphasis on **writing,** both professional (ethnographic writing, annotated bibliography, research proposals and reports, e.g) and specialized (grant writing, community advocacy, e.g) is well aligned with the following ELOs:

- Communication Skills
- Critical Thinking

M.A. in American Studies Program Goals and Learning Outcomes

From the program website:

https://blogs.stockton.edu/americanstudies/about-american-studies/american-studies-goals-and-learning-outcomes

Graduates of Stockton's American Studies Master of Arts and Certificate program will be able to demonstrate achievement in the following:

6. Recognizing and understanding the range of approaches related to the field of American Studies and its development over time.

7. Understanding the research methods and/or theoretical perspectives that inform contemporary American Studies scholarship, including theories of race and ethnicity, gender studies, queer theory, feminism, cultural materialism, Marxism, post-structuralism, historicism, psychoanalysis, postcolonialism, cultural studies, archival research, textual analysis, oral history, ethnography, and performance studies.

8. Applying the multi-disciplinary methods and theories scholars use in American studies to analyze sources as well as diverse objects of study, including primary source texts, visual imagery, material culture, and aspects of daily life.

9. Developing skills in expressing oneself orally and in writing.

10. Designing and executing an interdisciplinary research project that contributes to the field of American studies AND/OR applying American Studies' perspectives to the larger world beyond the classroom and scholarly community through an internship, study tour, and/or an independent study. Applied projects might be related to public history, museum studies, archival studies, digital media, and/or social justice and civic awareness.

Note: Not every American Studies course will address all the above learning outcomes.

Program Assessment

B.A. in SOAN Assessment

The Sociology and Anthropology Program engages in ongoing direct and indirect program assessment to measure how successfully students meet program learning outcomes listed above and to elicit student feedback on SOAN courses, SOAN instructors, and other aspects of the Program. Annually, the Department reviews assessment results, identifies areas for improvement, and outlines solutions. Ongoing assessment projects include the following:

- Direct assessment of students' ePortfolios and reflective essays in SOCY/ANTH 4810: ePortfolio, which accompanies Senior Seminar, to assess SLOs 1-4.
- Periodic outside assessment administered in *SOCY/ANTH: Senior Seminar* to measure development of program competencies and critical thinking.
- Indirect assessment using group IDEA reports for core and elective courses.
- Alumni surveys

M.A. in American Studies Assessment

The American Studies program engages in ongoing program assessment and reviews results during biannual program retreats. Since the MAAS program concluded its first five-year review, we are in the process of developing a multi-year assessment plan for the next five years. Ongoing assessment projects include the following:

- Direct assessment administered in *AMST 5000: Proseminar* to measure program goals 1 and 4
- Direct assessment administered in *AMST 5001: Research Methods* to measure program goals 2 and 4
- Direct assessment of Independent Study, Internship and Thesis projects to measure goals 1-5
- Alumni surveys

4+1 Program Assessment

The assessment of student learning in the SOAN/MAAS 4+1 program will be conducted through the periodic assessment measures detailed above. In addition to these measures, the SOAN and MAAS programs will use data provided by the Office of Institutional Research, the school of Social and Behavioral Sciences, the Career Center, and survey instruments to assess how well the 4+1 program meets students' needs by tracking the following:

- Time to degree completion
- Job placement
- G.P.A.
- Student feedback

STOCKTON UNIVERSITY

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February 25, 2022

Dear Provost Kahanov and Stockton University Faculty,

I am pleased to provide my support for the 4+1 Undergraduate/Graduate Dual Degree Concentration in American Studies (MAAS) regarding the B.A. in Sociology/Anthropology (SOAN) program. This proposal was written and proposed, jointly, by Dr. John O'Hara (Chair, MAAS) and the SOAN faculty, led by Dr. Betsy Erbaugh.

In accordance with the Academic Program Proposal, Maintenance, and Closure procedure, I had the opportunity to review the proposal and offer suggestions. I believe the proposal highlights some important opportunities for our future and current students. The 4+1 model could assist in attracting new students to campus as well as affording our existing students the opportunity to pursue their graduate degree at Stockton in a seamless, cost-saving, and time-saving way. I encourage the programs to ensure that the 4+1 is marketed to high school students and incoming students early and often.

Given that no new resources are necessary to maintain or grow this program and there will be no additional faculty burden to teach in MAAS, I support the proposal.

If you have any other questions, please feel free to reach out.

Best,

Marissa Levy, Dean
School of Social and Behavioral Sciences
Stockton University

SUPPORT STATEMENT FROM DEAN HONAKER (ARHU):

From: Honaker, Lisa <Lisa.Honaker@stockton.edu>
Sent: Wednesday, February 23, 2022 12:37 PM
To: O'Hara, John <John.O'Hara@stockton.edu>; Gregg, Robert <Robert.Gregg@stockton.edu>
Subject: Re: Can we meet to talk about MAAS?

I support the creation of 4+1 degree progams in Historical Studies/American Studies and Africana Studies/American Studies. The proposals for these BA/MA degree follow the model created by the Literature program. No additional staff will be necessary to implement these dual degrees.

Lisa Honaker
Dean, School of Arts and Humanities
Professor, British Literature
Stockton University

SUPPORT STATEMENT FROM DEAN GREGG (GENS):

From: Gregg, Robert <Robert.Gregg@stockton.edu>
Sent: Wednesday, February 23, 2022 1:30 PM
To: O'Hara, John <John.O'Hara@stockton.edu>; Honaker, Lisa <Lisa.Honaker@stockton.edu>
Subject: Re: Can we meet to talk about MAAS?

I support the creation of 4+1 degree progams in those areas where the program deans are supportive. As noted by Dean Honaker, the proposals for these BA/MA degree follow the model created by the Literature program and they require no additional staff to implement these dual degrees.

Good luck moving forward. I believe these will be beneficial for both the undergraduate programs, and the MAAS program.

Robert Gregg
Dean, The School of General Studies
and Graduate Education

SUPPORT STATEMENT FROM DEAN LEVY (SOBL):

From: Levy, Marissa <Marissa.Levy@stockton.edu>
Sent: Wednesday, February 23, 2022 2:13 PM
To: O'Hara, John <John.O'Hara@stockton.edu>
Cc: Erbaugh, Betsy <Elizabeth.Erbaugh@stockton.edu>
Subject: Re: MAAS/SOAN dual degree proposal REVISED

I sent my support, via email, to the Provost. In order to get her approval you will need to add a line that specifically addresses that there will be no additional faculty resources needed. [MATERIAL ADDED p. 8] Can you please consider adding some specific language to that end?

Marissa

Marissa P. Levy, Ph.D.
Dean, School of Social & Behavioral Sciences
Professor of Criminal Justice
Stockton University