

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. The proposal template should be completed in full and submitted to the University Provost's Office [mailto: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

College/School/Institute: New College of Interdisciplinary Arts and Sciences
Department/Division/School: School of Humanities, Arts and Cultural Studies
Proposing Faculty Group (if applicable):
If this is an official joint degree program? No, this is not a joint degree program

If "Yes" List all the additional college(s)/school(s)/institute(s) that will be involved in offering the degree program and providing the necessary resources. Note: All units offering this program must have collaborated in the proposal development and completed the appropriate unit and college/school approvals. N/A

Degree type: BA-Bachelor of Arts
 If other; provide degree type title and proposed abbreviation:
Name of degree program (major): Social and Cultural Analysis, BA
Are any concentrations to be established under this degree program? No, concentrations will not be established.
Is a program fee required? No, a program fee is not required.
What is the first catalog year available for students to select on the undergraduate application for this this program? 2015-2016
Delivery method: On-campus only (ground courses and/or iCourses)
Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

Campus/Locations: indicate all locations where this program will be offered.
 Downtown Phoenix Polytechnic Tempe West Other:

Proposal Contact

Name: Dr. Duku Anokye **Title:** Associate Director, School of Humanities, Arts and Cultural Studies
Phone number: 602 543-6020 **Email:** aanokye@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.

College/School/Division Dean name: Dr. Marlene Tromp, Dean of New College of Interdisciplinary Arts and Sciences

Signature  **Date:** 08/15/2014

College/School/Division Dean name:
(if more than one college involved)
Signature _____ **Date:** _____

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

1. Purpose and Nature of Program

Provide a brief program description. Include the distinctive features of the program that make it unique.

The Program in Social and Cultural Analysis combines interdisciplinary topics and methods to critically analyze relationships among individuals, groups, institutions, governments, economies, and environments. Our intellectual core draws from theories, methods, and pedagogies in American studies, women's studies, and ethnic studies, while engaging complementary fields of literature, history, sociology, oral history, sexuality, queer studies, social justice, transnational, and cultural studies.

As a faculty, we are dedicated to the production and advancement of original, critical research and to delivering the highest quality education to our students at the undergraduate and graduate levels. We believe in the value of collaboration and community engagement for faculty, staff, and students involved in the program. Our goal is to provide students with the opportunities to obtain the critical knowledge, skills, and experience to prepare them for a globalized and diverse world. Students will be prepared to work in the private, public and non-profit sectors, as well as to prepare for advanced degrees in a variety of interdisciplinary fields.

Located in Phoenix, Arizona, a major metropolitan city in the heart of the Southwest and at the center of dynamic change within the U.S./Mexico borderlands, the program is committed to both historical inquiry and engagement with the present, especially large-scale developments like urbanization, commodification, movement of peoples, transnational exchange, identity and community formations, and ethnic and diasporic cultures.

2. Student Learning Outcomes and Assessment Methods

A. Knowledge, competencies, and skills

List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at (<http://www.asu.edu/oue/assessment.html>)

Upon graduation, students in the SCA degree program:

- Will demonstrate the ability to think critically about social and cultural issues
- Will demonstrate knowledge of key theoretical concepts in social and cultural analysis
- Will demonstrate mastery over a variety of interdisciplinary research skills
- Will be able to locate, evaluate, organize, and use research materials to address problems and issues relating to human identity and cultural life
- Will demonstrate the ability to evaluate historical definitions and debates on the relationship between theory, activism, and praxis.
- Will demonstrate the ability to evaluate information utilizing an interdisciplinary approach that draws on linguistic and cultural knowledge.

B. Assessment

Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<http://www.asu.edu/oue/assessment.html>)

HRC 480 Capstone: Practices and Approaches will represent a culminating activity for the SCA major giving them an opportunity to recall theories and methodologies they have experienced during their study allowing them to put these theories into practice showing mastery through a research project they will design in collaboration with the capstone instructor/advisor.

Students will be evaluated based on the quality of presentations of their work in a variety of formats including mixed media projects, oral histories, lecture, and poster session. A written paper supported by research must accompany the presentation regardless of format. Through this process, students will be evaluated based on the quality of their research, demonstration of theoretical concepts and application of practices.

3. Academic Curriculum and Requirements

A. Major Map.

Attach a copy of the “proposed” major map for this degree program and each concentration(s) to be offered. Instructions on how to create a “proposed major map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

B. Summary of credit hours required for this program

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
IAS 191 New College Seminar (ASU 101)	1
Capstone	3
Core/required courses	18
First year composition	6
General studies	29
Language and cultures requirement	6
Program electives and related electives	24
University electives	33
Total	120

C. Core/Required Courses.

i. Total required and/or core course credit hours:

There are 18 hours of Core Requirements, 24 hours of Program Electives, and a 3 credit hour Capstone.

ii. List the name, prefix, and credit hours for each required/core course for this program

AMS 201 American Style (L)	3 credit hours
ENG 317 Cross Cultural Writing ((L or HU) & G)	3 credit hours
ETH 100 Introduction to Ethnic Studies (SB & C)	3 credit hours
HRC 200 Introduction to Social & Cultural Analysis (request pending)	3 credit hours
HRC 310 Social and Cultural Studies: Method and Theory	3 credit hours
WST 276 Wave on Wave: Survey of U.S. Women’s Movements (H)	3 credit hours

D. Program Specific Electives.

i. Total required program elective credit hours: Students will choose two courses from each of the four Emphasis Tracks below for a total of 24 credit hours.

ii. List the name, prefix, and credit hours for any program specific electives for this program:

American Studies Emphasis Track

AMS 326 Popular Culture (3); AMS 330 Documenting American Lives (3); AMS 334 American Class (3); AMS 335 American Biography (3); AMS 412 Studies in American Politics and Law (3); AMS 428 Chicano Cultures in the Southwest (3); HST 320 US Urban History since 1850 (3); HST 413 Contemporary America (3)

Ethnicity, Race and First Nations Studies Emphasis Track

ENG 353 African American Literature: Beginnings through the Harlem Renaissance (3); ENG 354 African American Literature: Harlem Renaissance to the Present (3); ENG 359 Indigenous American Literature (3); ENG 420/IAS 420 Multicultural Autobiographies (3); ENG 460/WST 467 Ethnic Women Writers (3); ENG 462 Africana Literature (3); ENG 463 African American Literature (3); HST 326 The Global History of the Trans-Atlantic Slave Trade (3); HST 418 The Hispanic Southwest (3); HST 419 20th Century Chicano/a History (3)

Latin American Studies Emphasis Track

HST 305: Studies in Latin American History (3); HST 375 Colonial Latin America (3); HST 376 Modern Latin America (3); HST 404 Conquest (3); LAS 330 From the Inside: The Latin American Journey (3); LAS 340 Latin American Women Writers (3); LAS 350 The Construction of a Nation: Chile in the 20th/21st Century (3); LAS 351 Cityscapes: Urban Mexican Literature & Culture (3); LAS 355 Contemporary Mexican Cinema: Changing Cartographies (3); LAS

471 Treaties and Cultural Production in Spain and the Americas (3); LAS 480 Current Trends in Theatre and New Media in Latin America and Spain (3); LAS 481 Dictatorships and Dirty Wars: Latin American Cinema from Resistance to Reconciliation (3)

Women and Gender Studies Emphasis Track

ENG 454 Gender and Literature (3); HST 328 Women in U.S. History, 1880-1980 (3); REL/WST 390 Women and Religions (3); WST 300 Women and Gender in Contemporary Society (3); WST 333 Critical Perspectives on Sexuality (3); WST 370 Chronicling Women's Lives (3); WST 376 Feminist Theory (3); WST 380 Race, Gender, and Class (3); WST 385 Psychology of Gender (3); WST 430 Gender on the Borderlands (3); WST 431 Women, Film, and Culture (3); WST 449 Hate Speech, Manifestos, and Radical Writings (3); WST 473 Indigenous and Latina/Chicana Representation (3); WST 485 Women, Gender, and Leadership (3)

E. Additional Program Requirements, if any:

List and describe any capstone experiences, milestone, and/or additional requirements.

HRC 480 Capstone: Practices and Approaches provides students the opportunity to examine theoretical, methodological and epistemological issues in American studies, ethnic studies, Latin American studies, and women and gender studies. The course studies a wide-variety of interdisciplinary theories, methodologies, and epistemologies from an intersectional analysis of race, class, gender, and sexuality in national and transnational contexts. It places special emphasis on historical definitions and debates on the relationship among theory, activism and praxis. All students graduating with a degree in Social and Cultural Analysis are expected to draw upon their experiences throughout the major in order to propose and carry out the capstone project.

F. Concentrations

I. Are any concentrations to be established under this degree program? No, concentrations will not be established.

II. If yes, are concentrations required? (Select One)

III. List courses & additional requirements for the proposed concentration (s):

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

4. New Course Development

A. Will a new course prefix (es) be required for this degree program? No

If yes, list prefix name(s) (i.e. ENG- English) N/A

Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal:

http://provost.asu.edu/files/shared/curriculum/Prefix_Request.doc

B. New Courses Required for Proposed Degree Program.

List all new courses required for this program, including course prefix, number and course description.

HRC 200 - Introduction to Social and Cultural Analysis. This course serves as an introduction to interdisciplinary topics and methods in order to critically analyze relationships among individuals, groups, institutions, governments, economies, and environments. It will allow students to explore theories, methods, and pedagogies in American studies, women’s studies, and ethnic studies, while engaging complementary fields of literature, history, sociology, oral history, sexuality, queer studies, social justice, transnational, and cultural studies.

Note: New course requests must be submitted electronically via [Curriculum ChangeMaker](#) and undergo all internal university review and approval steps including those at the unit, college, and university levels.

5. Program Need

Explain why the university needs to offer this program (include target audience and market).

The Social and Cultural Analysis program will examine the interconnections between race, class, gender, sexuality, nation and culture. Students will be prepared to work in ever changing globalized world. The program will bring innovative interdisciplinary study for students interested in advancing social justice and linking these efforts to examine the relationship between social identities, institutions, governments, advocacy groups and non-government organizations.

6. Impact on Other Programs

List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

There will be minimal impact on the School of Social Transformation Programs: African and African American Studies, Asian Pacific American Studies, Justice and Social Studies, and Women & Gender Studies, and School of Transborder Studies and American Indian Studies. We already collaborate with these programs and students in Social and Cultural Analysis may be drawn to take courses in these programs. The programs in New College such as American Studies, Ethnicity, Race and First Nation Studies, Women & Gender Studies, and Latin American Studies will benefit through increased enrollment in their courses and recruitment to those majors.

7. Projected Enrollment

How many new students do you anticipate enrolling in this program each year for the next five years?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	40	44	48	53	58

8. Accreditation or Licensing Requirements

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

None required.

9. Faculty & Staff**A. Current faculty**

List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculties who will teach in the program.

Participation of the faculty below will be as scheduled in their course rotations.

- **Julie Amparano, MFA, Lecturer. Expertise:** Julie is the Writing Certificate coordinator and a Lecturer specializing in English, creative writing, playwriting, journalism, and oral history. She received her M.F.A. in Creative Writing from Antioch University in Los Angeles in 2006 and began teaching at Arizona State University in 2005 as a faculty associate. Serving in the Division of Humanity Arts and Cultural Studies, Prof. Amparano teaches scriptwriting, cross-cultural writing, fiction, persuasive writing, and other writing courses. Her current writing projects include short stories, plays and nonfiction articles that explore issues of biculturalism and assimilation, in particular in the Mexican-American culture. Her most recent play, "A Mother's Will", was nominated for an ariZoni for best original script and overall production. The play also was a winner at 2009 Arizona Women's Theater Co.'s Pandora Festival. In addition to teaching, Amparano serves on the ASU's Commission on the Status of Women. She is the chair-elect of the Hispanic Heritage Committee at the ASU West campus and she serves on several campus groups, including the Online Education Group Task Force, the Events Committee, the Oral History Research Cluster, and the Documentary Studies Organizing Committee. Off campus, she is a board member of New Carpa Theater and a member of the Association of Writers & Writing Programs, to name a few..
- **Owen Anderson, Ph.D., Associate Professor. Expertise:** Owen Anderson, research focuses on religious pluralism, the ethics of belief, natural law, and boredom and meaning. His most recent writings focus on the relationship between culpable ignorance and forgiveness, the nature of basic beliefs and their role in achieving certainty, and a study on the dynamics of religious violence. His research about religion in America considers the role of presuppositions in historical movements, and how competing presuppositions can be evaluated. He is a member of the editorial boards of *Reviews in Religion and Theology* and *New Blackfriars*, and is a reviewer for *Sophia* and *The Heythrop Journal*. He has received grants from the Harvard Pluralism Project and the Arizona Humanities Council.
- **Duku Anokye, Ph.D., Associate Professor. Expertise:** A sociolinguist, her research focuses on African Diaspora orality and literacy practices, folklore, discourse analysis, and oral history with a specialization in Ghanaian culture, religion, storytelling, and dance. Among her publications are essays "Oral Connections to Literacy" in *Journal of Basic Writing*, "Private Thoughts, Public Voices: Letters from Zora Neale Hurston" in *Women: A Cultural Review*, "Centering the Margins: Language and Learning Styles for Composition 2000" in *Attending to the Margins*, and "Go Back and Fetch It: A Method for Decoding Text" in *The Subject is Reading*. Her book, *Get It Together: Readings About African American Life*, published by Longman, is an anthology of interdisciplinary readings that provide historical context for issues in the African American Experience. She is currently working on a book *Nana Esi and Other People's Children* about a Ghanaian ancestress/deity who serves as archetype for African Diaspora women's literature and community mother activism. Dr. Anokye has received several grants for her work in Ghana, W. Africa on Nana Esi. She was the recipient of a 2010 Fulbright-Hays Group Project Abroad grant and took 12 teachers to study in Ghana. Dr. Anokye's work in oral history and on community mothers has led her to produce several documentaries on local African American women activists including Betty and Jean Fairfax and Judge Jean F. Williams. In the classroom, Dr. Anokye uses her ethnographic work to encourage student community activism and engagement.
- **Sherry Cisler, M.A., Sr. Lecturer. Expertise:** Rhetoric and Composition, American Literatures. Senior Lecturer received her M.A. in Literature and Writing Studies from California State University, San Marcos with an emphasis in Rhetorical Theory, American and Multicultural Literatures. Prof. Cisler teaches a variety of literature courses, including American Literatures, Multicultural Autobiography, and *The American Southwest in Literature and Film* and *The Short Story*. Her background and passion for histories, narratives, cultures and literatures inspire her teaching and continued scholarship in these areas. Prof. Cisler has served as the Interim Director for ASU's First Year Composition Program. Further, she has represented the ASU West Campus for the ASU Writing Program Administrators Council. Since 2007, Prof. Cisler continues to serve on the Provost Advisory Committee for Full-time Contract Faculty, and as of 2010, the Senate FTC Faculty Task Force. Most recently, she has been asked to serve on the HARCS Executive Advisory Board, join the Online Education Group (OLEG) and to serve on the committee for the ASU Global Institute of Sustainability.
- **Patricia Clark, MFA, Associate Professor. Expertise:** Patricia Clark is an interdisciplinary artist and educator working in video, interactive media installations and performance, digital prints, and experimental documentary. She received her

M.F.A. from Arizona State University's School of Art in Intermedia with a focus on video art and interactive installation in 1992. Working individually, and in collaboration with other artists and scholars, she explores content areas that lie within the cultural, social, and economic identities of the United States, Latin America, and the Caribbean. In her work, Clark presents multiple windows through which evolving global, national, ethnic, and cultural identity are presented in non-linear portraits of people, place, and time. Her individual and collaborative works have been exhibited at the Musée des beaux-arts de Montréal, Québec, Canada; URSA in Santa Fe, NM, the Whitney Museum of American Art, NYC, The VIII Cuban Biental, Havana, The Gebert Contemporary Gallery, Scottsdale, AZ, and the Centro Cultural Banco do Brazil.

- **Gloria Cuádras, Ph.D., Associate Professor. Expertise:** Dr. Cuádras' areas of interest include the sociology of education, Chicana/os and higher education, feminist testimonio, and theory and method in oral history. Dr. Cuadraz is one of the founders of the bachelor's degree in Ethnicity, Race, and First Nations Studies and served as Director of the program for six years. She is best known among students for mentoring those interested in graduate education. She teaches a variety of interdisciplinary courses including Introduction to American Lives, Ethnic Women Writers, Research Methods, Chronicling Women's Lives, and Latina/Chicana Representation. Dr. Cuadraz' record of creative activities includes digital storytelling, photo exhibits, and producing videos and other forms of artistic expression out of her oral history projects. She will take over as lead co-editor of *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social* summer 2014.
- **Alejandra Elenes, Ph.D., Associate Professor. Expertise:** Dr. Elenes describes her research as centering on the application of borderland theories to study the relationship between Chicana cultural productions and knowledge as they relate to pedagogy and epistemology. The focus on borderland theories allows her to develop multilayered methodologies that examine and provide understanding to the complex interrelationship between Chicanas' everyday cultural practices and how these can be interpreted as transformative feminist pedagogies and epistemologies. This line of inquiry had lead her to focus on social justice, education, and pedagogy. Dr. Elenes is interested in examining the experiences of Chicanas in women's studies as well as the contributions of Chicana feminist thought to the development of intersectionality models and transnational feminism in women's studies. Her book *Transforming Borders: Chicana/o Popular Culture and Pedagogy* was published by Lexington Books (2011). She is co-editor of "*Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology*," published by SUNY Press and winner of the 2006 American Educational Studies Association book critics' award. She will take over as lead co-editor of *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social* summer 2014.
- **Breanne Fahs, Ph.D., Associate Professor. Expertise:** Dr. Fahs' research interests focus on three major themes: 1) women's subjective accounts of their bodies and sexuality; 2) radical feminism; and 3) social movements and political socialization. Dr. Fahs' (2011) *Performing Sex: The Making and Unmaking of Women's Erotic Lives* (SUNY Press) utilizes qualitative interviews to examine the unintended consequences of the women's liberation movement for women's sexuality--for example, faking orgasm, female Viagra, minimization of sexual violence, and women performing as bisexual. She also recently published an edited collection (with Mary L. Dudy and Sarah Stage) called *The Moral Panics of Sexuality* (Palgrave, 2013). In 2014, she will also publish *Valerie Solanas: The Defiant Life of the Woman Who Wrote SCUM (and Shot Andy Warhol)* with Feminist Press. Working in multiple methodologies (qualitative, quantitative, theory), she has published, or has forthcoming, articles on a range of topics, and has published in a variety of journals including *Feminist Studies*, *Archives of Sexual Behavior*, *Journal of Divorce and Remarriage*, *Frontiers*, *Feminism & Psychology*, *Embodied Resistance*, *Women's Studies*, *Gender & Society*, *Public Sphere*, *Sexuality Research and Social Policy*, *Feminist Studies*, *Left History*, and *Sexualities*.
- **Patricia Friedrich, Ph.D., Associate Professor. Expertise:** Dr. Friedrich, who serves as a TRiO mentor at the West campus, is a sociolinguist whose scholarly interests include critical applied linguistics, critical theory, cross-cultural business communication, and language and peace. Her main research interests are world Englishes and the spread of English throughout the world (which includes the politics of English and its interaction with social and economic phenomena). Currently, she is working on the practical aspects of English as a Lingua Franca (a language systematically used to communicate between persons not sharing a mother tongue) in the classroom. She is also editing a book on nonkilling linguistics (e.g., the ways in which linguistics can contribute to a more peaceful world) and writing a single-authored book on the cultural construction of mental illnesses, especially their linguistic, literary and film representations. A native of Brazil who also lived in Argentina before coming to the States, Dr. Friedrich is attracted to writing, particularly ESL, and the teaching of writing across different fields as well as investigating methodological aspects of research designs for the humanities. She has published articles in journals such as *World Englishes*, *International Journal of Applied Linguistics*, and *English Today* and is an editorial board member of *International Multilingual Research Journal* and a reviewer for *World Englishes* and *TESOL (Teachers of English to Speakers of Other Languages) Quarterly*. Among the New College coursework taught by Dr. Friedrich are undergraduate classes in composition, the study of language, rhetoric and grammar and persuasive writing.
- **John Gilkeson, Ph.D., Professor. Expertise:** Dr. Gilkeson's work focuses on the borderland between the humanities and the

social sciences, with special attention to culture historians in American Studies, anthropology, folklore, geography, and linguistics. He is the author of *Middle-Class Providence, 1820-1940* (Princeton University Press) and *Anthropologists and the Rediscovery of America, 1886-1965* (Cambridge University Press). Dr. Gilkeson teaches courses in twentieth-century American history, American social and cultural history, and the history and philosophy of the social sciences.

- **Darryl Hattenhauer, Ph.D., Associate Professor. Expertise:** Dr. Hattenhauer specializes in the historical development of non-realist genres. His publications include dozens of articles on American literature. His book on Shirley Jackson was published by SUNY Press, and his next book will be about James Purdy. Dr. Hattenhauer has taught include “American Literature to 1865,” “American Literature Since 1865,” “The Short Story,” “Science Fiction and Fantasy,” “American Gothic,” “American Comedy,” “Western American Literature,” African American Literature,” “Major American Novels,” “American Novel 1900-1960,” “American Novel Since 1960,” “American Cultural History to 1865,” “American Cultural History Since 1865,” and “American Popular Music to 1965.” He taught for a year at Odense Teacher’s College in Denmark and a year at Vasteras University in Sweden, both through Fulbright fellowships. He also received a National Endowment for the Humanities grant to attend the Institute on American Realism at the University of California at Berkeley.
- **Jeffery Kennedy, Ph.D., Assistant Professor. Expertise:** Jeffery Kennedy is an Assistant Professor in the School of Humanities, Art and Cultural Studies, The focus of his teaching is the building blocks of the elements and structures of art-making genres, concepts and methodology used in creating interdisciplinarity art and performance, American theatre and music history, courses in music composition, survey of American Musical Theatre, and graduate courses in interdisciplinary methodology. As a music theatre professional, he worked on production staffs for Stephen Sondheim and James Lapine, and as a music director for Broadway performers that include Pamela Myers, Carol Lawrence and Jubilant Sykes. An award-winning composer, arranger and producer, he has many recordings in gospel and choral music and traveled as a pianist for the Bill Gaither Trio and Gaither Vocal Band for a number of years. While a teaching fellow at New York University, he was the founder/producer with Dr. Lowell Swortzell of the award-winning New Plays for Young Audiences reading series at the Provincetown Playhouse, where he also designed the Playhouse’s historical gallery and has become a renowned scholar on the Playhouse and its history. In June 2008, he launched a research website about the Playhouse, www.provincetownplayhouse.com, is currently the Vice President of the Eugene O’Neill International Society and was the chair of their international conference in 2011 in New York City.
- **Sharon Kirsch, Ph.D., Assistant Professor. Expertise:** research interests focus on late nineteenth- and early twentieth-century women writers’ relationship to language and the ways in which language plays a constitutive role in our social realities. Dr. Kirsch’s book project, *Gertrude Stein and the Canons of Rhetoric* reintroduces Gertrude Stein as a premier twentieth-century rhetorician who alternately challenged, satirized, and reinvented the five classical canons of rhetoric. Deeply committed to examining the temporal frame of writing, speaking, reading, and the social ground of invention, Stein’s kairotic and theoretical provocations make critical and historicizing turns on their own syntax as she works through theories of invention, style, arrangement, delivery and memory. More than a literary figure or even a premier Modernist or proto postmodernist innovator, as she is so often read, Stein’s interest in language—in all its possible forms—exceeds disciplinary boundaries and returns to a rhetorical realm by refiguring past traditions even as she anticipates what is to come. Because the book works at the crossroads of literature, philosophy and rhetoric, it challenges literary studies to reconsider the place of rhetoric; it questions the discipline of philosophy as the definitive purview of theory; and it expands the important work being done by feminist scholars in rhetoric and philosophy. Dr. Kirsch teaches courses in nineteenth- and twentieth-century American literature, rhetorical history and theory, critical theory and women’s writing and public speaking. Dr. Kirsch spent four years at the National Endowment for the Humanities, Higher Education Programs, where her appreciation for the importance of the humanities deepened.
- **Ilana Luna, Ph.D., Assistant Professor. Expertise:** Dr. Luna’s research revolves around questions of gender and sexual identity, the gendered performance of self and the representation of women, class struggle, and art’s potential for the praxis of social justice as seen in contemporary Mexican cultural productions, primarily literary works, theater and film. Her current book-length project examines feminist literary texts in Mexico as they are adapted to film in the Mexican film industry’s “decade of change” (1990s). Her subsequent project is a critical exploration of lesbian representation in Mexican film from the inception of film technology to the present day. Dr. Luna finds herself quite at home in an interdisciplinary professional milieu as her work has never been tied exclusively to a single approach or area of interest, and neither geographically or thematically. Her professional training in literature coupled with her background in musical performance, her love of photography and film, large-scale visual art and architecture as well as regional and national culinary traditions all feed her passions in and around Latin American Studies. Here she hopes to help build a program that defies limiting notions of regional study to span across visible and invisible boundaries and creates new ways of thinking about our historic and future interconnectedness.

- **Karla Murphy, Ph.D., Sr. Lecturer and Project Manager** for the First-Year Composition program. **Expertise:** Composition and writing, gender studies. Dr. Murphy earned her M.A. Ed. in English Education from the University of Nebraska-Kearney and Ph.D. from the University of Toledo where her studies included 20th century American Literature, literary theory, and Women's and Gender Studies. She served two years as a visiting assistant professor in women's studies at the University of Toledo before arriving at ASU in 2005. Dr. Murphy's research and teaching interests reflect the interdisciplinarity of her education and work history. In her current research project, she is working with Dr. Michael Stancliff, Director of FYC, to create new, inquiry-based writing curriculum for first-year composition courses taught at the West campus. In the classroom, she is committed to creating an active and engaged learning environment where students practice conscientious, analytical, and critical reflection and communication. Dr. Murphy currently teaches courses in First-Year Composition, Women's Studies, English, and American Studies.
- **Arthur Sabatini, Ph.D., Associate Professor. Expertise:** Dr. Sabatini's current research focus examines how contemporary artists, arts groups and arts institutions research, investigate and produce interdisciplinary artwork. As both a scholar and a performer/writer, Dr. Sabatini is currently expanding his one-act, multimedia play, "Certain Explanation/Magical Walking." The play was performed in 2008. He also has performed as The Chronicler in live performance/webcasts of "iOrpheus: An iPod Opera" in Brisbane, Australia (see <http://www.iorpheus.com/>) and "Orpheus: The Myth Retold" with the Cathedral Band in Phoenix and internationally. At the West campus, Dr. Sabatini teaches classes including "20th/21st Century Art, Media and Performance", "Language, Culture and Performance", "Art and Knowledge", and "The Critical Artist."
- **Julia Sarreal, Ph.D., Assistant Professor. Expertise:** Dr. Sarreal's academic work focuses on Latin American social history, economic history, and ethnohistory. Her interest in Latin America was sparked when as an undergraduate she took a year off from college to volunteer at a homeless shelter in Mexico City. After completing her bachelor's degree and spending two years in the financial industry in New York City, she and her husband joined the Peace Corps. In Paraguay, she taught at a local university and worked in rural development as a Peace Corps volunteer. Dr. Sarreal's research explores how the changing dynamics of Spanish imperialism shaped the material constraints and living conditions of marginalized groups of colonial society, and how these people responded to the challenges. Her current book project – Subjects of Reform: The Guaraní and Their Missions on the South American Frontier – studies the decline of the former Jesuit missions and the integration of their Guaraní inhabitants into the market economy of the Río de la Plata region of South America.
- **Sarah Stage, Ph.D., Professor, Expertise:** Dr. Stage's books include *Female Complaints: Lydia Pinkham and the Business of Women's Medicine* (Norton, 1979) and *Rethinking Home Economics: Women and the History of a Profession* (Cornell, 1997), which was translated into a Japanese edition. Among the fellowships she has received are the American Association of University Women dissertation fellowship, a Rockefeller Foundation Humanities fellowship, a fellowship from the Charles Warren Center for the Study of History at Harvard University, and the University of California President's Fellowship in the Humanities. She writes the bestselling U.S. history survey text *The American Promise* with five other authors. Her chapters cover the period from 1877 to 1920. Her recent research interests focus on gender and professionalization and on women in the Progressive era. In 2008, she took sabbatical leave in China where she was a visiting scholar at Sichuan University and Beijing University.
- **Michael Stancliff, Ph.D., Associate Professor. Expertise:** Dr. Stancliff teaches courses in rhetoric, composition, United States literature and culture, African American literature, critical race theory, the history of antislavery movements, and contemporary slavery and human trafficking. All of his courses emphasize critical inquiry and explore the contemporary significance of historical events and the social power of language. Dr. Stancliff's current teaching interests explore the history of antislavery thought and action from the era of the Atlantic slave trade to the current moment. An interest in writing and race is at the center of Dr. Stancliff's diverse research interests. His most recent book is *Frances Ellen Watkins Harper: African American Reform Rhetoric and the Rise of a Modern Nation State* (Routledge 2010). This book offers a new interpretation of a central figure in the history of African American literature, examining Frances Harper's fiction, poetry, essay, and oratory as a pedagogical literature, dedicated to teaching rhetoric for African American reformers and activists. Dr. Stancliff is currently researching a study of new cultural rhetorics of race emerging at the end of United States Civil War. In 2008, Dr. Stancliff (with Sharon Crowley) published *Critical Situations: A Rhetoric for Writing in Communities* (Pearson 2008). A book of working theory, *Critical Situations* provides readers with the framework for researching, composing, and publishing work addressing social issues. Among his published work in the area of writing pedagogy, is "What's Theory Got to Do With It? Teaching Theory as Resourceful Conflict and Reflection in TA Preparation," written with Dr. Maureen Goggin, which won the Best Article Award of the *Writing Program Administrators Journal* in 2006.
- **Claudia Villegas-Silva, Ph.D., Assistant Professor. Expertise:** Dr. Villegas-Silva teaches Chilean Literature and Culture, Mexican-American Literature, Cultural Production and Treaties as well as Latin American Theatre and New Media. In the fall of 2013, Dr. Villegas-Silva directed the first annual Chilean conference. The conference highlighted forty years after the coup that put an end to a long tradition of democratic rule in Chile. The conference examined Chilean literature, art, society

and economics before and after the coup by critically reflecting on where the nation is positioned today in the Americas. Her areas of research are Chilean Literature, Literatures of the Southern Cone as well as Contemporary Latin American Literature, Latin American, Spanish, U.S. Latino Theatre and New Media, Performance in Media and Politics, Theatre in the 20th and 21st century as well as theatricalities of religious festivals and street theatre. She is also currently serving as Associate Editor of GESTOS: Teoría y práctica del teatro hispánico research focuses on contemporary Latin American, US, and Spanish theatre and performance. She examines performance and politics, visual culture and new media and 20th and 21st Century cultural and literary studies as well as Chilean literature and culture.

B. New Faculty:

Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

Faculty resources are adequate at this time.

C. Administration of the program.

Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

Our present advising and administrative support will be adequate for this program's support: Tataiauna Wasyln, Academic Support Coordinator; Robert Kiec, Academic Success Specialist; Nadia Poindexter, Office Specialist; Lucy Berchini, Administrative Associate; Dennis Marsollier, Media Specialist Sr.; Tracy Encizo, Program Coordinator; Karen Thew, Administrative Assistant

10. Resources (necessary to launch and sustain the program)

A. Required resources:

Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

Current resources are adequate.

B. Resource acquisition:

Explain how the resources to support this program will be obtained. N/A

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS

(This information is used to populate the [Degree Search](#)/catalog website.)

1. Program Name (Major): Social and Cultural Analysis BA

2. Program Description (150 words maximum)

The program in social and cultural analysis combines interdisciplinary topics and methods to critically analyze relationships among individuals, groups, institutions, governments, economies and environments. Our intellectual core draws from theories, methods, and pedagogies in American studies, women's studies, and ethnic studies, while engaging complementary fields such as:

- cultural studies
- history
- literature
- oral history
- queer studies
- sexuality
- social justice
- sociology
- transnational

3. Contact and Support Information

Building Name, code and room number: ([Search ASU map](#))

FAB N201

Program office telephone number: (*i.e.* 480/965-2100)

602/543-4444

Program Email Address:

harcs.dept@asu.edu

Program Website Address:

<http://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>

4. Delivery/Campus Information Delivery:

On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

5. Campus/Locations: indicate all locations where this program will be offered.

Downtown Phoenix Polytechnic Tempe West Other:

6. Additional Program Description Information

A. Additional program fee required for this program? No

B. Does this program have a second language requirement? No

7. Career Opportunities & Concentrations

Provide a brief description of career opportunities available for this degree program. If program will have concentrations, provide a brief description for each concentration. (150 words maximum)

Graduates of the social and cultural analysis BA program will be prepared with the skills and knowledge necessary for graduate work as well as careers in government, education, business and nonprofit organizations. Because of the emphasis on culture and identity, students develop respect for and sensitivity to diverse populations and will be able to flourish in areas as varied as:

- civil rights organizations
- colleges and universities
- corporations
- government agencies
- law firms
- libraries

- museums
- NGOs
- political action groups
- public relation firms
- research organizations
- social service agencies
- the Peace Corps

8. Additional Admission Requirements

If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.) N/A

9. Keywords

List all keywords used to search for this program. Keywords should be specific to the proposed program.

activism, African American history, African diaspora, African American literature, American history, American studies, analysis, biographies, Chicana, Chicano, Chile, class, cinema, cross-cultural, culture, equality, ethnicity, Ethnic studies, feminism, feminist, film, First Nations, gender, Hispanic, history, indigenous, interdisciplinary, Latina, Latin America, literature, Mexican literature, Mexico, multicultural, oral history, queer studies, race, research, sexuality, slavery, slave trade, social, society, Southwest, theatre, theory, US history, women and gender studies, women’s movement

10. Advising Committee Code

List the existing advising committee code to be associated with this degree. UGNCHS

Note: If a new advising committee needs to be created, please complete the following form: [Proposal to create an undergraduate advising committee](#)

11. First Required Math Course

List the first math course required in the major map.
MAT 142 College Mathematics

12. WUE Eligible:

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?
No

Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.

13. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Arts | <input checked="" type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Business | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Science |
| <input type="checkbox"/> Exploratory | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Business | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Science |
| <input type="checkbox"/> Exploratory | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |

The following fields are to be completed by the Office of the Executive Vice President and Provost of the University.

CIP Code: _____

Plan Code:

2015 - 2016 Major Map Social and Cultural Analysis, (Proposed)

MFNIMKQ

Term 1 0 - 16 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
◆ ETH 100: Introduction to Ethnic Studies (SB & C)	3	C	<ul style="list-style-type: none"> An SAT, ACT, Accuplacer, or TOEFL score determines placement into first-year composition courses ASU Math Placement Exam score determines placement in Mathematics course ASU 101 or College specific equivalent First Year Seminar required of all freshman students
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
IAS 191: New College Freshman Seminar	1	C	
MAT 142: College Mathematics (MA)	3	C	
Computer/Statistics/Quantitative Applications (CS)	3		
Elective	3		
Term hours subtotal:	16		

Term 2 17 - 32 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
◆ AMS 201: American Style (L)	3	C	
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
Natural Science - Quantitative (SQ)	4		
Complete 2 courses: Elective	6		
◆ Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
Term hours subtotal:	16		

Term 3 33 - 48 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
◆ HRC 200: Introduction to Social and Cultural Analysis	3	C	
Humanities, Arts and Design (HU)	3		
Natural Science - General (SG) OR Natural Science - Quantitative (SQ)	4		
Complete 2 courses: Elective	6		
◆ Complete Mathematics (MA) requirement.			
Term hours subtotal:	16		

Term 4 49 - 63 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
◆ WST 276: Wave on Wave: Survey of U.S. Women's Movements (H)	3	C	
Humanities, Arts and Design (HU)	3		
Social-Behavioral Sciences (SB)	3		
Complete 2 courses: Elective	6		
Term hours subtotal:	15		

Term 5 64 - 78 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ ENG 317: Cross-Cultural Writing ((L or HU) & G)	3	C	
★ Upper Division American Studies Emphasis Track Course	3	C	

★ Upper Division Ethnicity, Race and First Nations Emphasis Track Course	3	C
Upper Division Humanities, Arts and Design (HU) OR Upper Division Social-Behavioral Sciences (SB)	3	
Elective	3	
Term hours subtotal:	15	

Term 6 79 - 93 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ HRC 310: Social and Cultural Studies: Method and Theory	3	C	
★ Upper Division Latin American Emphasis Track Course	3	C	
★ Upper Division Women and Gender Studies Emphasis Track Course	3	C	
Upper Division Elective	3		
Language and Cultures: Requirement satisfied through the following: * Completion of six semester hours of upper-division courses that have a Global Awareness (G) or Cultural Diversity (C) designation, in addition to the courses used to meet the University General Studies requirements or four (4) sequential semesters of one foreign language or two (2) semesters of a current computer language. Adjustment to upper division hours is required if lower division courses are used.	3	C	
Term hours subtotal:	15		

Term 7 94 - 108 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ Upper Division American Studies Emphasis Track Course	3	C	
★ Upper Division Latin American Emphasis Track Course	3	C	
Complete 2 courses: Upper Division Elective	6		
Language and Cultures: Requirement satisfied through the following: * Completion of six semester hours of upper-division courses that have a Global Awareness (G) or Cultural Diversity (C) designation, in addition to the courses used to meet the University General Studies requirements or four (4) sequential semesters of one foreign language or two (2) semesters of a current computer language. Adjustment to upper division hours is required if lower division courses are used.	3	C	
Term hours subtotal:	15		

Term 8 109 - 120 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ HRC 480: Capstone: Practices and Approaches	3	C	
★ Upper Division Ethnicity, Race and First Nations Emphasis Track Course	3	C	
★ Upper Division Women and Gender Studies Emphasis Track Course	3	C	
Elective	3		
Term hours subtotal:	12		

- For Emphasis Track courses, students must choose two courses from each of the four emphasis tracks listed below, for a total of 24 credit hours.

American Studies Emphasis Track	Ethnicity, Race and First Nations Emphasis Track	Latin American Studies Emphasis Track
AMS 326: Popular Culture	ENG 353: African American Literature: Beginnings through the Harlem Renaissance ((L or HU) & C)	HST 305: Studies in Latin American History (SB & H)
AMS 330: Documenting American Lives (HU & C)	ENG 354: African American Literature: Harlem Renaissance to the Present ((L or HU) & C)	HST 375: Colonial Latin America (SB & H)
AMS 334: American Class	ENG 359: Indigenous American Literature ((L or HU) & C)	HST 376: Modern Latin America (SB & H)
AMS 335: American Biography		HST 404: Conquest (L & G)
AMS 412: Studies in American Politics & Law		LAS 330: From the Inside: The
AMS 428: Chicano Cultures in the		

Southwest (SB)	ENG 420: Multicultural Autobiographies ((L or HU) & C) or IAS 420: Multicultural Autobiographies ((L or HU) & C)	Latin American Journey
HST 320: U.S. Urban History since 1850 (SB & H)		LAS 340: Latin American Women Writers
HST 413: Contemporary America ((L or SB) & H)	ENG 460: Ethnic Women Writers or WST 467: Ethnic Women Writers (HU & C)	LAS 350: The Construction of a Nation: Chile in the 20th/21st Century
	ENG 462: Africana Literature (HU & G)	LAS 351: Cityscapes: Urban Mexican Literature and Culture
	ENG 463: African American Literature	LAS 355: Contemporary Mexican Cinema: Changing Cartographies
	HST 326: The Global History of the Trans-Atlantic Slave Trade (SB & H)	LAS 471: Treaties and Cultural Production in Spain and the Americas
	HST 418: The Hispanic Southwest (SB)	LAS 480: Current Trends in Theatre and New Media in Latin America and Spain
	HST 419: 20th Century Chicano/a History	LAS 481: Dictatorships and Dirty Wars: Latin American Cinema from Resistance to Reconciliation

Related Area Elective	Women and Gender Studies Emphasis Track
AMS OR ENG OR ETH OR HRC OR HST OR IAP OR IAS OR LAS OR PHI OR REL OR SPA OR WST Elective	ENG 454: Gender and Literature (L or HU)
	HST 328: Women in U.S. History, 1880-1980 ((HU or SB) & C & H)
	REL 390: Women and Religion (HU & G) or WST 390: Women and Religions (HU & G)
	WST 300: Women and Gender in Contemporary Society (SB & C)
	WST 333: Critical Perspectives on Sexuality (SB & C)
	WST 370: Chronicling Women's Lives (HU & C)
	WST 376: Feminist Theory (H & C)
	WST 380: Race, Gender, and Class (SB & C)
	WST 385: Psychology of Gender
	WST 390: Women and Religions (HU & G)
	WST 430: Gender on the Borderlands (SB & G)
	WST 431: Women, Film, and Culture (C)
	WST 449: Hate Speech, Manifestos, and Radical Writings
	WST 473: Indigenous and Latina/Chicana Representation (SB & C)

Total Hours: 120
Upper Division Hours: 45 minimum
Major GPA: 2.00 minimum
Cumulative GPA: 2.00 minimum
Total hrs at ASU: 30 minimum
Hrs Resident Credit for Academic Recognition: 56 minimum
Total Community College Hrs: 64 maximum
Total College Residency Hrs: 12 minimum

General University Requirements Legend
 General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

 First-Year Composition

General Studies designations listed on the major map are current for the 2015 - 2016 academic year.



To: Dr. Marlene Tromp, Dean, New College of Interdisciplinary Arts and Sciences

From: Dr. Duku Anokye, Associate Director, School of Humanities, Arts, and Cultural Studies

Date: April 17, 2014

A handwritten signature in black ink that reads 'D. Duku Anokye'.

RE: Proposal to Establish a New Undergraduate Degree Program:
Social and Cultural Analysis, BA

This is a memo in support of our request to offer a new degree program, Social and Cultural Analysis BA.

The program has been reviewed and approved by the Humanities, Arts and Cultural Studies Curriculum Committee as well as relevant academic units throughout the university. SHArCS has the resources to support the degree as presented in the proposal with no negative impact upon existing programs. We are requesting approval to add the new program effective Fall 2015.

Attachments:

- Proposal to Establish a New Undergraduate Degree Program
- Appendix
- Proposed major map
- Letters of support from impacted academic units
- SHArCS Internal Checksheet

School of Humanities, Arts & Cultural Studies

Mailing Address: PO Box 37100, Phoenix, AZ 85069-7100

Street/Shipping Address: 4701 W. Thunderbird Road, Glendale, AZ 85306-4908

(602) 543-4444 Fax: (602) 543-3006 - Mail Code 2151

www.newcollege.asu.edu

Letters in Support of the Social and Cultural Analysis BA

FROM: Mary Fonow; Matthew Garcia; Carlos Velez-Ibanez; John Tippeconnic; Duane Roen; Barbara Lafford; Ian Moulton

From: Duku Anokye

Sent: Tuesday, April 01, 2014 6:17 PM

To: Mary Fonow; Matthew Garcia; Carlos Velez-Ibanez; John Tippeconnic; Duane Roen; Barbara Lafford; Ian Moulton

Cc: Duku Anokye; Alejandra Elenes

Subject: Social and Cultural Studies degree

Dear Colleagues,

The School of Humanities, Arts and Cultural Studies is proposing a new umbrella degree called Social and Cultural Studies. It will house four tracks that parallel our degrees in American Studies, Ethnicity, Race and First Nations Studies, Latin American Studies, and Women and Gender Studies. It will not eliminate any of those degrees, but it will give us an opportunity to coordinate resources and give students an opportunity to have a more highly interdisciplinary degree experience. I am attaching the proposal for your review. Please reply with a statement about how you believe this new degree may or may not impact your own programs.

I look forward to hearing from you at your earliest convenience.

Sincerely,
Duku

Akua Duku Anokye, PhD

Associate Professor

Associate Director Humanities, Arts and Cultural Studies

Chair, Advanced Placement English Language and Composition Development Committee

Past Chair, CCCC

Division of Humanities, Arts, and Cultural Studies

New College of Interdisciplinary Arts and Sciences

Arizona State University

Office: 602-543-6020 Fax: 602 543-6004

aanokye@asu.edu

<http://www.asu.edu/myfuture/>

<https://more2explore.asu.edu/node/102>

Mama exhorted her children at every opportunity to 'jump at the sun.' We might not land on the sun, but at least we would get off the ground.

[Zora Neale Hurston](#)

From: John Tippeconnic

Sent: Thursday, April 03, 2014 12:47 PM

To: Mary Fonow; Carlos Velez-Ibanez; Joe Cutter

Subject: RE: Social and Cultural Studies degree

I agree.

John (Tippeconnic)

From: Mary Fonow
Sent: Thursday, April 03, 2014 8:49 AM
To: Duku Anokye
Subject: RE: Social and Cultural Studies degree

Dear Duku, I support your new program in social and cultural studies. Best, Mary Margaret

Mary Margaret Fonow
Director, School of Social Transformation
Professor Women and Gender Studies
Arizona State University
PO Box 874902
Tempe, AZ 85287-4902
480-965-2358
marymargaret.fonow@asu.edu

From: Matthew Garcia
Sent: Thursday, April 03, 2014 6:28 AM
To: Duku Anokye
Subject: Re: Social and Cultural Studies degree

Dear Duku:

I am happy to endorse this program.

Sincerely, Matt (Garcia)

Sent from my iPhone

From: Barbara Lafford
Sent: Tuesday, April 01, 2014 8:23 PM
To: Ian Moulton; Duane Roen; Duku Anokye; Mary Fonow; Matthew Garcia; Carlos Velez-Ibanez; John Tippeconnic
Cc: Alejandra Elenes
Subject: RE: Social and Cultural Studies degree

Yes, I agree. It has my wholehearted support.

Barbara A. Lafford, Ph.D.
Faculty Head, Languages & Cultures (<http://sls.asu.edu/lc/index.html>)
Writing Program Administrator
Professor of Spanish Linguistics
Barrett Honors Faculty

School of Letters and Sciences (<http://sls.asu.edu/>)
Mail Code 0320
Arizona State University
411 N. Central Ave., Ste 325
Phoenix, AZ 85004-0696
E-mail: blafford@asu.edu
Office: UCENT 325
Phone: (602) 496-0623 FAX: (602) 496-0655

From: Ian Moulton

Sent: Tuesday, April 01, 2014 8:22 PM

To: Duane Roen; Duku Anokye; Mary Fonow; Matthew Garcia; Carlos Velez-Ibanez; John Tippeconnic; Barbara Lafford

Cc: Alejandra Elenes

Subject: Re: Social and Cultural Studies degree

Me too! This is superb.

Ian

Ian Moulton

From: Duane Roen

Sent: Tuesday, April 01, 2014 7:21 PM

To: Duku Anokye; Mary Fonow; Matthew Garcia; Carlos Velez-Ibanez; John Tippeconnic; Barbara Lafford; Ian Moulton

Cc: Alejandra Elenes

Subject: RE: Social and Cultural Studies degree

Duku,

This is an exciting degree proposal.

I offer my enthusiastic support.

Best,

Duane

Duane Roen

Assistant Vice Provost for University Academic Success Programs

Interim Dean, University College

Interim Director, School of Letters and Sciences

Arizona State University | Undergraduate Academic Services Building, Room 228

Box 871901 | Tempe, AZ 85287-1901

Voice: 480-727-6513 | Fax: 480-727-6344 | Email: duane.roen@asu.edu

From: Carlos Velez-Ibanez

Sent: Thursday, April 03, 2014 8:42 AM

To: Duku Anokye

Subject: RE: Social and Cultural Studies degree

Okay. I have also communicated with other schools and I have rescinded by initial response. I will support your initiative. Next time please make sure you provide full information or otherwise we make wrong decisions as I did. cvi

From: Carlos Velez-Ibanez

Sent: Wednesday, April 02, 2014 8:16 PM

To: Mary Fonow; John Tippeconnic; Joe Cutter

Subject: FW: Social and Cultural Studies degree

Okay folks. Here is the thing. I wasn't sent the proposal in the first place so I had only Duku's description which I thought to be a new proposal. Instead this is integrating their own courses into this Culture Studies configuration. See his explanation below. In that case, I have no objection.

From: Duku Anokye
Sent: Wednesday, April 02, 2014 6:46 PM
To: Carlos Velez-Ibanez
Subject: RE: Social and Cultural Studies degree

Yes, exactly.

Duku

Akua Duku Anokye, PhD

From: Carlos Velez-Ibanez
Sent: Wednesday, April 02, 2014 6:41 PM
To: Duku Anokye
Subject: RE: Social and Cultural Studies degree

Aha: What you are really doing is integrating your own programs right? cvi

From: Duku Anokye
Sent: Wednesday, April 02, 2014 3:30 PM
To: Carlos Velez-Ibanez
Subject: RE: Social and Cultural Studies degree

I am so sorry. Duane Roen warned me that the proposal was missing, and I thought I had resent it to everyone. Here it is.

Duku

Akua Duku Anokye, PhD

From: Carlos Velez-Ibanez
Sent: Wednesday, April 02, 2014 3:27 PM
To: Duku Anokye
Subject: RE: Social and Cultural Studies degree

Hello: I didn't receive a proposal only your note. Maybe that is the problem. cvi

From: Duku Anokye
Sent: Wednesday, April 02, 2014 3:26 PM
To: Carlos Velez-Ibanez
Cc: Mary Fonow; Joe Cutter; john.tippoconnic@asu.edu; Alejandra Elenes
Subject: RE: Social and Cultural Studies degree

Dear Professor Velez-Ibanez,

I am sorry that I failed to give a little historical background to this degree proposal. In fact, West campus has offered a degree in American Studies and Women and Gender Studies since 1993. We also developed the only interdisciplinary broad-based Ethnic Studies degree in the state approved by ABOR in 2005. Finally, LAS is a degree that was approved just this Spring for West campus. None of these programs are in conflict with programs in SST, SILC, or STS. In fact, we regularly collaborate as Professor Fonow will attest.

The purpose of the Social and Cultural Studies degree is to serve as an interdisciplinary umbrella degree that will allow our students to take advantage of all four degree offerings giving them a broader understanding of the fields involved. We fully expect that students taking this degree will also be attracted to your more specific degrees in studies such as Asian American, African American and Native American Studies (our degrees as I said are more interdisciplinary and not focused solely on one ethnic group).

I understand that these are difficult times to attract students, but I hope that you will not consider this an encroachment on any of your offerings rather that you will see this degree in Social and Cultural Studies as complementary.

Sincerely,
Duku Anokye

Akua Duku Anokye, PhD

From: Carlos Velez-Ibanez

Sent: Tuesday, April 01, 2014 7:23 PM

To: Duku Anokye

Cc: Mary Fonow; Joe Cutter; john.tippoconnic@asu.edu

Subject: RE: Social and Cultural Studies degree

Hello:

I see this as a replication of existing degrees in Asian American, African American, and Native American Studies and Women and Gender Studies. The School of Transborder Studies does not see this as an efficacious offering and Latin American Studies already emerges out of the School of International Letters and Cultures.

Carlos Velez-Ibanez