The enclosed self-study report was sent to reviewers on November 2, 2017.
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Executive Summary

The American Studies program at San Francisco State University offers students a unique opportunity to study U.S.-focused curriculum across disciplines in a largely self-designed major. The flexibility of this major, which includes 24 elective units chosen under advisement, allows students to assemble a series of courses that speak to their particular interests and goals while also highlighting the campus’s rich and growing diversity of scholarship and pedagogy centered on U.S. topics. The program’s core courses, which also serve GE and the Humanities major, maintain healthy enrollments. The relatively small number of American Studies majors has allowed us to manage the heavy advising required by a largely self-designed major.

American Studies has no dedicated faculty or resources as such. From the outset, the program has depended on supportive faculty spread out over various academic units. Only two faculty advise in and co-coordinate the American Studies program, only three core courses carry the American Studies prefix, and two of those courses are cross-listed with Humanities. Our influence on our students’ experience, then, is limited in three ways: how we review and revise the 15-unit core curriculum; how we advise students in choosing their electives; and how we assess and teach the core courses housed in our School.

This self-study comes at a transitional moment for American Studies. The program is housed in a newly formed unit, the School of Humanities and Liberal Studies, which is building itself as a hub for interdisciplinary research and teaching at SFSU. Having merged the faculty of Liberal Studies and Humanities two years ago, the School has hired two Assistant Professors and one full-time lecturer since that merger and is generating new interdisciplinary curriculum in visual culture, science and culture, and California studies.

We have come away from this self-study with several plans of action, as well as a commitment to continued research into and reflection on how the American Studies program might best utilize and serve the university community. Our focus moving forward is on the core curriculum and the faculty pool involved in its review and revision.

We propose four interdependent goals for improving the major: 1) to raise the program’s profile on campus and to attract more student and faculty engagement with it; 2) to create dedicated introductory and capstone courses; 3) to reactivate an all-university American Studies council that will advise the coordinator on curricular matters and generate intellectual community among Americanists on campus; 4) to create several advising paths for electives that direct students to coherent clusters of courses on campus. These clusters include, but are not limited to, Ethnic Studies, California Studies, History and Literature, Urban Studies/Urban Cultures and Environmental Studies.
We are not asking at this point for a significant increase in resources, but we do emphasize the importance of maintaining the release time that has allowed Peter Richardson, our full-time lecturer, to devote time beyond his 3/3 teaching load to overseeing the American Studies major, the American Studies minor, and the California Studies minor.

Section One: Overview of the Program

Six years after the American Studies Association (ASA) was chartered in 1957, San Francisco State College launched its American Studies program. Lacking a dedicated faculty and departmental resources, American Studies was described as “a cross-disciplinary program offering students an opportunity to create an individualized major.” Students were expected to acquire and display broad knowledge of American history and culture. Toward that end, majors took two courses in English literature, two in American literature, two in U.S. history, one in the history of civilization, two in American thought, one in the American arts, and two electives in American literature, history, social science, art, or music.

Since then, both the core curriculum and the ratio of core courses to electives have undergone several revisions. The effect of those revisions has been to increase the major’s flexibility and to tap a growing number of programs focused on U.S. history and culture. In 1967, the number of core courses was reduced to five, with one additional course of directed study. In the late 1970s, the program reduced the number of core courses to four (Social Perspectives on American Culture, Artists in America, American Regional Cultures, and Californi Culture), and the number of electives was increased to eight.

The major still reflects this general orientation. It requires five core courses and a junior-level writing intensive course (GWAR) in Humanities, Ethnic Studies, or History. It also requires eight electives that can be drawn from a wide array of disciplines in the social sciences, humanities, creative arts, and sciences. Students with a 3.0 GPA or higher are encouraged to write a senior thesis (independent study) for elective units.

In its earliest years, the American Studies program emphasized teacher training and graduated an average of 20 students per year. In the early 1970s, however, the College of Ethnic Studies was created, the Ryan Act transformed teacher training, and the Liberal Studies program was created to prepare prospective K-8 teachers. By the late 1970s, these changes left the American Studies program with fewer majors and roughly seven graduates per year.

By 1980, the program described its mission as follows:
The purpose of the major is to study the unity and diversity, the consensus and conflict, the continuity and change, that characterize the many cultures and social structures of past and present United States. Each student creates a program, drawing upon courses from throughout the University, designed to accomplish this attempt to understand the United States as whole.

This statement, which is still reflected in the bulletin, is largely consistent with the ASA’s current description of the field (“the interdisciplinary study of U.S. culture and history in a global context”). In keeping with the ASA’s emphasis, however, we also encourage our students to pursue elective courses that focus on the United States in a global context. Likewise, our core courses, and U.S.-focused courses in general, have adopted more global perspectives in the last twenty years.

Until the late 1990s, the American Studies program was jointly coordinated by two professors—one in the Humanities department and the other in the Social Sciences department—and overseen by an American Studies Council that met biannually. With the discontinuation of the Social Sciences department and the retirement of the two professors who were the program’s longtime administrators, American Studies became housed solely within the Humanities department. Around this time, the release time that had gone to the program’s coordinators was discontinued, and one faculty person (Cristina Ruotolo) did all its advising and curricular assessment as an extra, albeit rewarding, task.

Two years ago, the Humanities department merged with the Liberal Studies program to create the School of Humanities and Liberal Studies. This change brought together two smaller faculties that shared a primary commitment to interdisciplinary research and teaching. Since then, the school has converted Peter Richardson, whose teaching focuses on American Studies and California Studies, from part-time to full-time status. We also hired two new assistant professors in Visual Studies and Science and Culture. Finally, the school has also taken over the California Studies minor (which used to be housed in History) and created a new Comics Studies minor. We find ourselves at an exciting moment of new possibilities for faculty collaborations and curricular development, and we have used these two years to launch serious discussions about how we might bring our still-distinct B.A. and minor programs (in Humanities, Liberal Studies, and American Studies) into productive relationship with one another.

This self-study has given us an opportunity to begin thinking about how we might build on our new School’s resources, faculty, and various curricula to revitalize American Studies.

That thinking reflects our current institutional arrangements as well as larger trends in the field. Our American Studies program is one of nearly 300 in the United States. Before 1960, most of these programs were located in private liberal arts colleges. In a 2007
survey, however, almost three-quarters of the responding institutions identified themselves as public colleges and universities. Other CSU campuses that offer a B.A. in American Studies include San Jose, Fullerton, Long Beach, and San Bernardino. (Sonoma State offers a B.A. in American Multicultural Studies, which the CSU system lists under American Studies programs.) Here and elsewhere, these programs continue to be cross-disciplinary, usually overlapping with history, English, political science, journalism, geography, ethnic studies, women and gender studies, film studies, art history, and other disciplines. Yet only American Studies is designed to study American culture as such.

In keeping with the urge to study U.S. culture and history in a global context, the American Studies program at San Francisco State University interacts frequently and productively with Germany’s Fulbright Commission and the Center for American Studies (CAS) at the University of Heidelberg. Every other year for the last decade, we have hosted a dozen or more advanced graduate students and recent Ph.D.s from Germany for two weeks. Along with invited faculty from Stanford, UC Berkeley, and UC Santa Cruz, we host rigorous and fruitful seminars on topics of interest—most recently “Black Lives Matter” (2016) and “The Continuing Influence of the 1930s” (2014). Last year, we also hosted the founding director of CAS and several of his staff members. That traffic runs both ways; one of our colleagues (U.S. historian Charles Postel) recently spent a year at CAS on a Fulbright grant, and three core faculty (Cristina Ruotolo, Steve Savage, and Chris Sterba) have taught American Studies abroad through the Fulbright Program.

From the outset, American Studies has been a stable and low-cost program for San Francisco State University. In 1979, the Chancellor’s Office considered phasing it out due to low graduation rates (fewer than 10 per year), but it soon became clear that there was no mechanism for phasing out a program that lacked dedicated faculty, clerical support, and resources reserved for program purposes. On this point, little has changed since 1979; supportive faculty from various departments and schools continue to maintain the program with virtually no additional human or physical resources.

A recent alumni survey, along with more anecdotal evidence, suggest that our majors have appreciated the opportunity to study the United States from a multiplicity of disciplinary perspectives. They have also capitalized on the chance to design a large part of their major around their own particular interests. Our survey also suggests, however, that some students would prefer a larger, higher-profile program with a stronger feeling of community and intellectual coherence.

A major challenge for American Studies programs in the United States today is maintaining the active participation of faculty members, departments, and programs across campus. We share this challenge and believe that addressing it is the first step toward raising the program’s profile, recruiting majors, and creating or revising core courses that speak more specifically to American Studies majors. Most of our majors
discover the program through word of mouth or by enrolling in upper-division classes that satisfy GE requirements. More institutional support would allow us to create and offer lower-division courses that would, in turn, draw majors earlier in their college career.

We believe the university’s students and faculty would benefit significantly from a more robust and visible American Studies program, one that draws more effectively from the changing strengths of U.S.-focused curriculum and expertise across campus.

Section Two: Program Indicators

2.1 Program Planning

As stated above, the American Studies mission statement has remained the same since 1980:

The purpose of the major is to study the unity and diversity, the consensus and conflict, the continuity and change, that characterize the many cultures and social structures of past and present United States. Each student creates a program, drawing upon courses from throughout the University, designed to accomplish this attempt to understand the United States as whole.

We feel this mission statement remains relevant and mostly true to the spirit and structure of the program today. Its careful equipoise acknowledges the complexity of American culture, grounds that complexity in history, and promotes critical thinking about American history, culture, and values. In that sense, the mission statement continues to reflect the program’s goals, strengths, and achievements. It also chimes well with the university’s mission statement—especially its emphasis on diversity, equity, community, and citizenship with a global perspective.

Nevertheless, we have revised the mission slightly for our assessment report this year as a result of this self-study. The revised version is as follows, with the new language in italics:

The purpose of the American Studies major and minor is to study the unity and diversity, the consensus and conflict, the continuity and change, that characterize the many cultures and social structures of past and present United States. Building on a core that introduces major disciplinary perspectives in American Studies, students draw upon courses from throughout the University to create an elective program that will both further an understanding of the United States as a whole and allow them to pursue their specific areas of interests.
In conducting this self-study, we have discovered that American Studies apparently lacks a set of Program Learning Objectives (PLOs). The reason for that lack can be traced to the fact that we have proposed no new AMST courses in recent years, and we therefore have had no occasion to call upon PLOs. We have drafted a provisional set of PLOs, also submitted with this year’s program assessment, and expect to revise it, perhaps along with the mission statement, once we are able to assemble and convene a new American Studies council.

The provisional PLOs call for students finishing the American Studies B.A. to:

- Demonstrate understanding of and facility with research methods and analytical skills from several disciplines, including history, geography, humanities, and cultural studies
- Integrate disciplinary methods and perspectives to explore significant questions about American society, culture, and history
- Articulate the relationships between regional, ethnic, racial, or subcultural histories, peoples, experiences or conditions and larger, national narratives, events and trends.

Prior to this semester, American Studies had not submitted assessment reports for quite some time. Long ago, the major required students to produce a senior thesis in the context of an independent study (699), which was used to conduct program assessment. The dearth of faculty willing to supervise these independent studies, which constitute extra and uncompensated teaching assignments, led the associate dean to recommend discontinuing the requirement and to offer the independent study as an option for those with a GPA of at least 3.0, which is the usual minimum requirement to enroll in 699. Since that time, American Studies has not conducted any systematic program assessment. Instead, we have relied on the coordinator’s extensive interactions with students through advising, as well as more occasional interactions with faculty teaching the core, to gauge the effectiveness of the core curriculum in fulfilling the program’s mission. Clearly, this is not an ideal way to conduct program assessment, and it highlights the program’s lack of a culminating experience for all majors.

Going forward, we plan to invite American Studies majors to join the Humanities capstone course, and to add it to our core curriculum. We are also recasting AMST 300 (which has not been taught for years) as a GWAR course that will introduce new majors and minors to current topics and methods in American Studies. We have included the proposal for this new version of AMST 300 in our appendix. Once in place, the introductory GWAR course and the capstone course can serve as key touchstones (before and after snapshots) for program assessment going forward.
Largely because the program encourages students to create an individualized major, program planning has been minimal while advising is typically intensive. Although we have monitored changes in SFSU faculty and elective course offerings, most of that effort has been informal and conducted by the coordinator on his or her own. Years ago, there were annual or bi-annual meetings of an American Studies council, who would share diverse disciplinary perspectives on American Studies curriculum at SFSU, and propose, review, or approve curricular revisions. This council’s activity petered out in the 1990s, however, when there was a general drop in what minimal funding there had been for American Studies. More specifically, the .20 per semester release time (alternating between a Humanities professor and a Social Science professor in the then College of Behavioral and Social Science) was discontinued. With the hiring of Peter Richardson as a full-time lecturer tasked with coordinating American Studies and California Studies, we have restored that .20 funding, and the time is ripe for resuming a more collective and systematic approach to program planning.

A thorough program review and revision, one that considers the rationale behind our core requirements as well as typical and potential electives, would be timely and productive. Toward that end, we propose:

• Holding regular meetings among the faculty teaching our core courses (in the School of Humanities and Liberal Studies, History, and Geography), to share information and to work toward continuous improvement. We can call this group the “curriculum committee” for American Studies;

• Holding bi-annual meetings of an American Studies Council, to which all faculty teaching courses that fall into the broad purview of “American Studies” across campus would be invited to offer advice and feedback on the major’s curriculum.

We believe these regular meetings will improve our program planning by building intellectual community around American Studies topics and by developing research groups and collaborations in research and teaching.

2.2 Student Learning and Achievement

We believe that our program goals for student learning are not only suitable, but also more relevant than ever. Since the creation of the field in the 1950s, sweeping changes have altered American culture, politics, media, technology, and higher education. We therefore maintain that studying American culture has never been more important. Our cross-disciplinary approach is consistent with the current understanding of learning in this field, as is our emphasis on diversity, social justice, and citizenship with a global perspective. Moreover, this cross-disciplinary approach allows both faculty and students to continuously broaden and deepen their understanding of American culture and history.
The number of American Studies majors rose from 19 in Fall 2011 to 25 in Spring 2016, with a low point of 16 majors at various times, including Fall 2016, the most recent semester for which we have data.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Major Enrollment</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>19</td>
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<tr>
<td>Spring 2012</td>
<td>20</td>
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<td>Fall 2012</td>
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<td>Spring 2013</td>
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<td>Fall 2013</td>
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<td>Fall 2014</td>
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<td>Spring 2015</td>
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<td>Fall 2015</td>
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<td>Spring 2016</td>
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<td>Fall 2016</td>
<td>16</td>
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These figures are in keeping with historical averages. The number of majors peaked (in 1973) at 29 but has dropped as low as 9 (in 1980).

**Degrees awarded in American Studies**

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<tr>
<td>Degrees awarded</td>
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<td>Average Time to</td>
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<tr>
<td>Average GPA</td>
<td>3.13</td>
<td>2.83</td>
<td>3.26</td>
<td>3.12</td>
<td>2.93</td>
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Between 2010-11 and 2014-15, the program awarded 29 degrees, or an average of almost 6 per year. The average time to degree during the first four of those years was 11.75, significantly lower than the averages of LCA (14.4) and the university (14.2). The outlier of 25 in the last year for which we have records reflects the fact that one of the four graduating students that year returned to school after a decades long hiatus. During the same period, the average GPA of American Studies graduates was 3.05, slightly lower than the LCA average of 3.22 and the university average of 3.21.
Average unit load for American Studies majors

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<tr>
<td>Average unit load (AUL) since 2009-10</td>
<td>12.1</td>
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| The comparable college average is 12.8. In Fall 2011, a little more than half (53% of students) were full-time; that number rose to 69% in the 2014-15 academic year before falling to 60% in Spring 2016. We strive to know all of our students personally, but we have little aggregate data about them from CSU sources. We know that the proportion of female majors rose from 54% to 68% in the last five years, but degree-progress data for declared majors are too sparse to permit reliable conclusions; cohort data and four-year and six-year graduation rates are not available due to the low number of observations (fewer than 10); and the data on the racial and ethnic composition of American Studies majors are inconclusive for the same reason. (In Spring 2016, when the number of majors peaked, 52% of majors were “Other Ethnicity.”) Nevertheless, our informal but shared understanding is that our majors are both demographically and intellectually diverse. We know a bit more about non-majors who take American Studies courses. In Fall 2016, the enrollment in AMST-prefix courses was evenly split between males and females. Almost a third (31%) were underrepresented minorities; the same proportion was Hispanic/Latino. Only 6% were white, while 13% were Asian. Exactly half identified as “Other.” A full 56% were seniors; the other 44% were juniors. The alumni survey data, which are included in the appendix, include only 12 responses from those who completed the undergraduate major. Although those responses suggest that the program is on track, the relatively low response rate suggests that we would benefit from developing our students’ sense of community before they graduate as well as afterward. Eight respondents began the program as transfer students. The same number pursued graduate education after finishing the program. Of those students, five received teaching credentials, one took a master’s degree in history from San Francisco State University, one earned a master’s in women’s and gender studies at the University of Texas, and one took an M.A. and Ph.D in American Studies at Yale University. Only one respondent said he or she wasn’t working in the field for which he or she was trained.

1See https://csudata.calstate.edu/SASPortal/navigate.do?PortalPage=PortalPage%2Bomi%3A%2F%2FFoundation%2Freposname%3DFoundation%2FPSPortalPage%3Bid%3DABHTN79N.BN0003QX
Most respondents (75%) said they were “very satisfied” with the quality of the instruction in their major. When asked whether they had ideas for improvements, one respondent replied, “None—it was very ‘Choose your own adventure,’ and I loved that.” Another respondent thought there should be more options for the GWAR requirement. He or she also felt that the effort to promote the major “is sadly lacking. Whenever someone asked me about my major, they always looked quizzical when I told them it was American Studies. Few know what this field is all about. We need to emphasize how relevant it still is.” Although this sentiment is not peculiar to San Francisco State University alumni—the ASA also mentions it in their communications—we believe it should be addressed locally as well as nationally.

Nine out of ten respondents felt that the number of required courses was right; the other respondent wanted more required courses. Most (80%) strongly agreed that they would recommend the program to prospective students. Nine out ten agreed or strongly agreed that they would choose the same major again.

Shifting away from the survey and toward teaching practices, we note again that much of the American Studies major curriculum (the 24 units of electives) is spread out across campus. As a result, we cannot review the full range of those teaching practices with any regularity. What follows instead is a report on the teaching practices in the relevant courses we offer in or through the School of Humanities and Liberal Studies.

The School of Humanities and Liberal Studies has made pedagogical innovation a top priority. Our recent openness to developing hybrid and online courses reflects this priority, as does our intention to pursue a series of faculty discussions and workshops with the goal of sharing and developing our different pedagogical approaches to the challenges of our students’ changing needs, circumstances, and literacies. We began these discussions at our faculty meetings this year and plan to devote time each month to focus exclusively on interdisciplinary pedagogy with our Liberal Studies, Humanities, and American Studies faculty.

With CSU support, Peter Richardson developed a hybrid course on Bay Area Culture (A_U 302) whose course attributes include UD-C: Arts and/or Humanities, American Ethnic & Racial Minorities, Environmental Sustainability, and Global Perspectives. The course was designed to help students satisfy GE requirements and to avoid scheduling bottlenecks; but it was also intended to raise retention rates for transfer students who arrive on campus with little knowledge of the Bay Area and its cultural history. Insofar as it targets new transfer students, that course also presents an opportunity to recruit new American Studies majors and minors.

This course has been taught only once, and it is therefore too soon to assess its impact. The early evidence, however, suggests that the course will help students avoid bottlenecks and orient them to the Bay Area, its history, and its cultural offerings. Much
of the course was conducted online, and the impact of technology was itself an important theme. Both online and in face-to-face meetings, students energetically discussed the so-called sharing economy and its relationship to various descriptions of “San Francisco values.” Most students also took advantage of an extra-credit assignment to attend lectures prepared for de Young Museum docents before the museum opened its Summer of Love exhibit. (One lecture was given by a de Young curator, the other by Peter Richardson.) Those lectures explored the San Francisco counterculture, its cultural antecedents, its artistic achievements, and its durable legacy.

Student evaluations of this course were positive. On a scale of 1 to 5, with one representing strong agreement with ideal outcomes, students gave the course an overall rating of 1.42. (For Spring 2017, Richardson’s other courses received an average overall score of 1.65.) Many students also commented favorably on the format, course materials, and use of iLearn. Three students recommended more structure in the single 50-minute weekly in-class session. That suggestion is well taken. More structure will be necessary next semester, when the enrollment for that course will double.

The School of Humanities and Liberal Studies also launched online versions of a popular American Studies elective, HUM 376: San Francisco. These online sections were taught by two long-time lecturers, Steve Savage and Rob Thomas. Like the Bay Area Culture course, HUM 376 meets the UD-C university requirement along with Environmental Sustainability. These courses fill quickly, and their instructors have undergone rigorous training through our Academic Technology program to create new versions of their San Francisco courses that deliver an engaging, interactive online experience.

In reflecting on the data for student achievement, learning, and satisfaction, we believe we can do more to improve our enrollment rates, graduation rates, and students’ academic engagement and success. We further believe we must start by raising the program’s profile, promoting more regular communication among its core faculty about curriculum and pedagogy, and identifying new faculty across campus who teach interesting and engaging courses that could serve as American Studies electives and who might join the American Studies Council.

2.3 Curriculum

From the outset, the American Studies curriculum has been designed to accommodate a wide range of coherent student pathways. It strives to reflect high standards of academic excellence and aligns well with the “Educational Goals for the Baccalaureate at San Francisco State University.” In particular, our program goals emphasize broad intellectual competencies and attainments, an appreciation for diversity, ethical engagement, the integration and application of knowledge, and a strong disposition toward lifelong learning and growth. All of our courses showcase the program’s signature strengths,
feature our most gifted teachers, and directly serve the university’s mission and shared values.

Our core and elective courses satisfy various GE requirements and reflect the university’s commitment to liberal education. This correspondence allows our students to complete much of their GE coursework while also completing the major. At the same time, the overlap between GE requirements and our core curriculum serves to attract prospective majors, who typically discover us through these GE courses.

Most of courses in the American Studies program do not have an American Studies prefix. In fact, only two courses are still regularly taught with this prefix: AMST 310 and AMST 410, both of which are cross-listed with Humanities offerings. In the following discussion, then, when we refer to “our courses,” we mean the courses included in our core curriculum, a number of which are offered by different programs (i.e., History, Ethnic Studies, Geography).

The American Studies major requires 15 units of core courses.

- One upper-division course in U.S. history, selected from a menu of options (some of which satisfy UD-D): This core requirement is currently “unofficial” in the sense that it has been offered as a substitution for AMST 300, which was originally housed in and taught by faculty in Social Science, a program that has been discontinued. The History faculty at SFSU is among our most accomplished, particularly in the area of U.S. history, and we plan to continue to include U.S. history as a core requirement after we reintroduce AMST 300, which will replace our GWAR course options spelled out below.

- AMST 310 The Arts and American Culture. Figures in visual, literary, and performing arts who have reflected American culture through mastery of their arts; relationships between arts in periods of American cultural development. Satisfies UD-C, AERM.

- AMST 410 California Culture. Dynamics of California society and culture in recent times; world oasis, flawed paradise, lifestyle crucible, and creative milieu; function in American culture and Pacific relations. Satisfies UD-C.

- One of three U.S. geography courses:

  GEOG 455: Geography of Ethnic Communities. The spatial structure and organization of ethnic communities as illustrated by reference to San Francisco and other American cities.
GEOG 550: Geography of the United States and Canada. Anglo-America’s physiography, climates, vegetation, soils, natural resources; the effect on development of industry, commerce, and population distribution.

GEOG 552: Geography of California. Location and description of California's natural resources; influence of land surface, climate, natural vegetation, soils, and minerals upon economic development, routes of commerce, and population distribution. Current water problems. Satisfies UD-D, AERM, SJ, ES.

• One of the following GWAR courses:


  HIST 300GW: Seminar in Historical Analysis—GWAR. The nature and sources of historical evidence and the tools and techniques of historical writing and interpretation; the philosophy of history.

  HUM 300GW: Junior Seminar Humanities Writing—GWAR. Introduction to the practices of observation, comparison, and expression characteristic of interdisciplinary humanities as a field; development of skills in interpreting and writing essays on various expressive forms.

As noted earlier, we are in the process of proposing a revision of AMST 300. The revised course will serve as both a GWAR course and an introduction to the American Studies major. By Fall 2018, we hope that this course will replace the trio of GWAR courses that currently satisfy that requirement for our majors. We are also cross-listing HUM 690 Senior Seminar with AMST to give American Studies students a capstone experience.

The major also requires 24 units of electives that focus on American topics. These courses, which must be drawn from at least two disciplines, allow our majors to study with some of the university’s finest faculty in various disciplines. Our students have used that freedom to focus on a broad range of topics, including public health, race and resistance studies, music, food and wine, even stand-up comedy.

Students with a GPA of 3.0 or higher may arrange a senior-level Independent Study (699) on a specific topic connected to prior course work, to be developed through consultation with the coordinator and faculty from the appropriate department. This arrangement guarantees that students can synthesize the strands of their undergraduate education, that
the upper-division courses feed that experience, and that it holds students to the program’s highest expectations of undergraduate education.

Both AMST courses that are currently in rotation satisfy UD-C, the upper division Humanities requirement in General Education; one of them satisfies, in addition, the university requirement in “American Ethnic and Racial Minorities.”

<table>
<thead>
<tr>
<th>What courses does the program offer in the general education curriculum?</th>
<th>Why were these courses chosen for GE by the department?</th>
<th>How does the program assess their effectiveness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 310/HUM 485: Arts and American Culture (UD-C, AERM)</td>
<td>Offers an overview of American visual, literary, and performance arts, and a firm foundation for a lifelong development of American cultural literacy.</td>
<td>In addition to SETE scores, and occasional peer reviews, our assessment of its effectiveness has been mainly informal but fairly regular conversations between the faculty who teach it about their materials, assignments and activities, and students success.</td>
</tr>
<tr>
<td>AMST 410/HUM 450 California Culture (UD-C)</td>
<td>Offers students a broad introduction to the cultural history of California – which makes it broadly appealing to the general student population, as well as an important focus for American Studies at SFSU.</td>
<td>In addition to SETE scores, and occasional peer reviews, our assessment of its effectiveness has been mainly informal but fairly regular conversations between the faculty who teach it about their materials, assignments and activities, and students success.</td>
</tr>
</tbody>
</table>

Other courses that satisfy GE in the American Studies core but are offered by departments outside the School of Humanities and Liberal Studies:

US History courses in menu of options that satisfy GE:

- HIST 451 Bay Area History and Society (UD-D, AERM, SJ)
- HIST 464 American Ethnic and Racial Relations to 1890 (UD-C, AERM, GP, SJ)
HIST 465 American Ethnic and Racial Relations, 1890 to present (same)
HIST 466 History of People of Color in the US (UD-D, AERM, SJ)
HIST 468 Women in the US: 1890-present (UD-D, AERM, SJ)
HIST 470 US Constitution to 1877 (UD-C, AERM, SJ)
HIST 471 US Constitution since 1877 (same as above)
HIST 478 American Mass Culture II: Gilded Age to Digital Age (UD-C, AERM)
HIST 484 Disability and Culture in American History (UD-C, SJ)

Geography core course option that satisfies GE:

GEOG 552 Geography of California (UD-D, AERM, ES, SJ)

By completing the American Studies core, majors can also satisfy almost all of their upper division GE and university requirements, including UD-C, UD-D, AERM, SJ, GP and ES. The only upper division GE requirement left out of the AMST core is UD-B (Physical and/or Life Sciences).

There is currently no scaffolding or strict sequencing of courses in the American Studies major. Although we encourage students to take the core courses before they choose their electives, students typically put scheduling considerations first. The looser structure of our core curriculum, in addition to the flexibility students have in developing their elective coursework, makes the program easier to complete compared to majors with a scaffolded curriculum. On the downside, students may miss the experience of building from foundations to more specialized areas of study during the course of their major.

<table>
<thead>
<tr>
<th>How often?</th>
<th>When (Semester)?</th>
<th>When (Weekly)</th>
<th>Where?</th>
<th>Enrollments for the last 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST core course</td>
<td>Fall, Spring</td>
<td>Multiple options scheduled in virtually every time slot of week</td>
<td>HSS</td>
<td>N/A (Too many courses to track: these courses serve History majors and tend to fill.)</td>
</tr>
<tr>
<td>AMST 310/HUM 485</td>
<td>Fall, Spring</td>
<td>Usually MW mid-day</td>
<td>HUM</td>
<td>F14: 47  S15: 53  F15: 43  S16: 49  F16: not offered  S17: 64</td>
</tr>
<tr>
<td>HUM 490 (alternative to AMST 310)</td>
<td>Fall, one section per year</td>
<td>M or W early evening</td>
<td>HUM</td>
<td>F14: 54  F15: 32  F16: 22</td>
</tr>
</tbody>
</table>
All core courses in the major are offered regularly and fill with AMST and HUM majors as well as GE students. AMST 410, for example, is offered in large, multiple sections each semester. It satisfies a GE requirement, is cross-listed with HUM 450, and is mostly taught by Chris Sterba and Peter Richardson, both of whom are experienced lecturers. Every semester, at least one section is offered at night; its enrollment ranges from 45 to 75 students (depending on classroom size), most of them non-majors.

AMST 310 is offered almost every semester, taught by Cristina Ruotolo (professor), or Steve Savage (lecturer), with enrollments that hover around the cap of 48. A second option for fulfilling this arts/humanities requirement, HUM 490, is taught by Chris Sterba. This pair of courses is offered in different time slots/days during the week to give our majors scheduling options. The lone core course that hasn’t been offered regularly is AMST 300, the revised version of which will be offered in Spring 2018. That requirement can also be satisfied with any upper-division U.S. history course.

As noted earlier, the American Studies program has been eager to recruit transfer students whenever possible. These students are provided equal access to coursework and faculty supervision, and they are not burdened or delayed by excessive prerequisites or entry requirements. Due to the major’s flexibility, American Studies students typically
experience few bottlenecks in completing their degrees. A roadmap for navigating the program’s curriculum appears in the Appendix.

While we experience few bottlenecks or other accessibility problems in the major, we nonetheless plan to roll out a revised American Studies curriculum for Fall 2018. These changes are motivated by a desire to create a more coherent experience for our students, one that is bookended by introductory and culminating experiences. Our revised AMST 300 will serve as a GWAR course and an introduction to the American Studies major; both features respond to alumni feedback. With input from our colleagues across campus, we will consider keeping a selection of U.S. History courses as a core requirement, revisiting the place of Geography in the core curriculum, consider incorporating Ethnic Studies courses more explicitly in our curriculum, perhaps in the form of an advising pathway, and add a culminating experience to the core, possibly cross-listing it with HUM 690, the Humanities B.A.’s senior seminar in which students develop their own culminating research projects.

A related curricular initiative involves producing more advising paths to the American Studies degree from coherent course clusters that overlap with American Studies themes and topics. One such sample advising path—for students with associate degrees in Social Justice Studies—now lives on the American Studies web page. It notes that students with an AA-T in Social Justice Studies have already completed six elective units in the major and have satisfied all lower division GE requirements. It encourages these students to check with a major advisor about the most appropriate course sequence. It also guarantees degree completion with 60 additional units.

2.4 Faculty

The program strives for faculty diversity, workload equity, and an appropriate balance of teaching, research, and service. Insofar as the program lacks a dedicated faculty, however, we have limited control over staffing. We rely instead on faculty with wide-ranging backgrounds and intellectual interests. What evidence we have indicates that we meet our students’ curricular, advising, and supervisory needs.

Below is a list of faculty who regularly teach core courses.

- **Cristina Ruotolo**, professor and director, School of Humanities and Liberal Studies, teaches undergraduate and graduate courses focusing on American culture, music and society, literary and musical modernisms, literary and cultural theory, and the culture and history of New Orleans. Her courses include AMST 310 (The Arts and American Culture), HUM 375 (Biography of a City: New Orleans), HUM 470 (American Autobiography), HUM 485 (Arts and American Culture), and HUM 711 (American Form and Culture). She has coordinated or directed the American Studies program since 2003 and has served as director of the German American Studies Fulbright
Institute at San Francisco State University. Her scholarly work has focused on music’s place in American cultures and imaginations. In a series of conference papers, articles, and her book, *Sounding Real: Musicality and American Literature at the Turn of the Twentieth Century* (Oxford University Press, 2013), she explores a pivotal moment in American music as it was registered by and in American fiction. She holds a Ph.D. in English from Yale University.

- **Peter Richardson**, lecturer, School of Humanities and Liberal Studies, teaches courses on California culture and coordinates the American Studies and California Studies programs. He teaches HUM 375 (Biography of a City: Los Angeles), HUM 376 (San Francisco), HUM 450/AMST 410 (California Culture), and A-U 302 (Bay Area Culture). His publications include critically acclaimed books about the Grateful Dead, *Ramparts* magazine, and Carey McWilliams, the accomplished California author and former editor of *The Nation*. The *Ramparts* book was an Editors’ Choice at the *New York Times*, a *Mother Jones* Top Book of 2009, and a *San Francisco Chronicle* Notable Bay Area Book of 2009. A frequent book reviewer, he received the National Entertainment Journalism Award for Online Criticism in 2013. His many public speeches and media appearances typically focus on San Francisco in the 1960s. He has chaired the California Studies Association and continues to serve on its steering committee. He also serves on the board of directors and program committee of the Bay Area Book Festival, where he organizes and moderates panels on politics, history, culture, music, sports, and other topics related to American Studies. He received a Ph.D. in English from the University of California, Berkeley.

- **Steve Savage**, lecturer, School of Humanities and Liberal Studies, teaches Arts and American Culture and is an active music producer and recording engineer. He has served as the primary engineer on seven records that received Grammy nominations. He teaches AMST 310 (The Arts and American Culture). His book, *Bytes & Backbeats: Repurposing Music in the Digital Age* (University of Michigan Press, 2011), uses personal recording ethnologies to reflect and comment on the evolution of musical genre and the cultural impact of sound reproduction technologies. Two other books, *The Art of Digital Audio Recording* (2011) and *Mixing & Mastering: In the Box* (2014), were published by Oxford University Press. In 2016, he was a Fulbright Scholar in Greece. He and Peter Richardson are organizing a multidisciplinary conference commemorating the Summer of Love on its 50th anniversary; that event will be hosted by Northwestern University and held in downtown San Francisco. He holds a Ph.D. in musicology from the University of London.

- **Christopher Sterba**, lecturer, School of Humanities and Liberal Studies, teaches courses on American art, literature, California culture, San Francisco, Boston, New York, and Chicago. He teaches AMST 410 (California Culture) and HUM 490 (American Images: Photography and Literature). His book, *Good Americans: Italian and Jewish Immigrants During the First World War*, was published by Oxford
University Press in 2003. His peer-reviewed essays have appeared in *Journal of American Studies*, *Western Historical Quarterly*, *California History*, *Journal of American Ethnic History*, and other scholarly journals. In 2012-13, he was a Fulbright Professor of American Culture at the University of Bergen in Norway. He has a Ph.D. in American history from Brandeis University.

- **Courtney Donovan**, associate professor, Department of Geography & Environment, teaches Geography of Ethnic Communities (GEOG 455) and describes her interests as the politics of health and health care, visual methodologies, medical humanities, graphic novels and comics, art and geography. Her co-edited book, *Writing Intimacy into Feminist Geography*, was published in 2017 by Routledge.

- **Nancy Wilkinson**, professor, Department of Geography & Environment, teaches Geography of California (GEOG 552) and Geography of the United States and Canada (GEOG 550). She teaches specializes in “the range and variety of stakeholder perspectives on California environmental issues, especially relating to water projects, watershed restoration, and agricultural preservation.” She is also interested in women’s influences on California's environmental history. She chaired her department from 1997 to 2010, received the Outstanding Educator Award from the California Geographical Society in 2006, and has served on nine program accreditation reviews.

The split between professors and lecturers is reasonable for a university that relies heavily on lecturers to teach at all levels. Both the tenured faculty and lecturers are actively engaged with scholarship and creative activities. As noted earlier, however, the program’s administrative structure is atypical. The tenured faculty in geography, for example, are expected to meet the RTP criteria of that department, whereas the lecturers are evaluated and supported by the School of Humanities and Liberal Studies and LCA.

With three women and three men in the core faculty, the gender balance is not a pressing concern. The core faculty is exclusively white; we hope to remedy that but lack even the formal ability to hire new faculty. We believe the program’s inherent flexibility—especially in its electives, which make up most of the required course work—is the surest way to ensure diversity and to make the best use of existing faculty generally.

Cristina Ruotolo directs the program, manages its scheduling, and handles most of the communication with new and prospective majors. Last year, she asked Peter Richardson to serve as program coordinator; under her direction, he does most of the advising. That change, which reduced Cristina’s advising load and coincided with Peter’s switch to full-time status, was largely a response to Cristina’s expanding administrative responsibilities. In 2014, she became chair of the Department of Humanities and was later elected director of the newly formed School of Humanities and Liberal Studies. By adding slightly more administrative support to the American Studies program, we are better positioned to advise our students and to raise the program’s profile both on and off campus.
2.5 Resources

The American Studies program has no faculty, resources, or facilities of its own. It depends in large part on the faculty, resources, and facilities of the School of Humanities and Liberal Studies. Courses that bear its prefix have historically been cross-listed with Humanities, Geography, and Social Science; now only those courses cross-listed with Humanities remain on the books. The bulk of courses taken by American Studies majors are housed in other departments and colleges, which have responsibility for their staffing and scheduling.

The only direct allocation of resources to the program is in the form of .20/.20 released time to the program’s coordinator, Peter Richardson, who is responsible for advising the program’s majors and minors. He does so during scheduled office hours, by appointment, and through email. In addition to helping students choose classes, he checks their progress toward degree, usually in face-to-face meetings, by consulting their transcripts and helping them fill out prepared checklists. He also answers student questions, especially about which electives may be counted toward the major or minor. In a program that encourages a make-your-own-major spirit, these questions do not always have obvious answers; they are often settled by the degree to which these courses emphasize American culture and history. Our experience has been that students find the advising satisfactory; that is, they are consistently well informed about degree requirements, course scheduling, and pathways and timelines to degree.

While the lack of dedicated resources does not significantly diminish the program’s unique contribution to the university community, it has been a key factor in our hesitation to invest time in recruiting majors or other efforts to raise our campus profile. With the coordinator’s release time, however, in addition to the process of data collection and reflection generated by this review, we now welcome the opportunity to bring more campus attention to the program, and target more potential majors and minors.

Section Three: Conclusions, Plans, and Goals

We propose four interdependent goals for improving the major: 1) to raise the program’s profile on campus and to attract more student and faculty engagement with it; 2) to create dedicated introductory and capstone courses; 3) to reactivate an all-university American Studies council that will advise the coordinator on curricular matters and generate intellectual community among Americanists on campus; 4) to create several advising paths for electives that direct students to coherent clusters of courses on campus. These clusters include, but are not limited to, Ethnic Studies, California Studies, History and Literature, Urban Studies/Urban Cultures, and Environmental Studies.

The first goal is overarching and encompasses the other three. It also subsumes smaller but important routines and gestures: for example, representing the American Studies
program at campus events, or asking core faculty members to mention the major, especially in large courses that target non-majors.

For the second goal, we are already revising our core to include a gateway/GWAR and capstone course. We believe this will create more coherence and cohorting in the major. It will also furnish students with focused attention and direction in constructing American Studies research and writing projects.

Our third goal reflect a renewed commitment to an American Studies council to keep our faculty, students, alumni, and other stakeholders in regular conversation about the program’s goals and strategies. This effort includes discussion of teaching, research, service, professional placement and advancement, and the challenges, opportunities, and accomplishments in each area. Part of that mission involves scanning the horizon for new opportunities to collaborate with unaffiliated faculty, chairs of related departments, key administrators, community leaders, scholars on other campuses, and other American Studies programs. In addition to acquiring new connections and partners for the program, this effort will also alert us to fresh ideas about best practices, leads for visiting speakers and funders, and other ways to grow the program and raise its profile. These discussions may produce disagreement over goals, strategies, and the program’s future, but we believe that such discussions, if carried out regularly, will benefit the program. Toward this end, we will encourage participants to put their positions in writing for general circulation.

To accomplish our fourth goal, we will continue to create new advising paths for Ethnic Studies, California Studies, History and Literature, Urban Studies/Urban Cultures, Environmental Studies, and other programs.

Section Four: Appendices
EDUCATION

Ph.D. in Geography
"Pregnant Immigrant Women in Paris and the Boundaries of New Public Health"

2004-2005 **Université de Paris VII-Denis Diderot.** Pre-doctoral student, Sociology.
URMIS (Unité de Recherche Migrations et Sociétés)

M.A. in Geography (2001)
"Rationalities, Identities, and Place: Mapping the Coordinates of Reproductive Cancer in Appalachia."

1995-1998. **Syracuse University.** Syracuse, New York
B.A. summa cum laude with honors in French, May 1998
"Resident Algerians in France and the New French Nationality Code."

Areas of specialization

Health geography; feminist geography; political geography; narrative medicine; medical humanities; critical geographies of race and ethnicity.

Teaching specialization

Geographies of Health; Geographic Perspectives on Gender; Qualitative Field Methods; Ethnic Communities; World Regional Geography.

TEACHING EFFECTIVENESS

Master's Degree Committee Membership

- Rachel Cunningham (2013) “Public Perceptions of Levees and Risk: A Natomas, Sacramento, California Case Study” Department of Geography and Human Environmental Studies, Second Reader.
• Alan Kwok (2011). "After the Fire: Disaster Perception and Preparedness of Older Adults." Department of Geography and Human Environmental Studies, Chair.
• Chad Steacy (2011). "Discourse in the Abandoned Small Town: Toward a Critical Geography of Decline." Department of Geography and Human Environmental Studies, Second Reader.
• Stephanie Carnow (2012) "Volunteer Perspectives on Ethical/Geographical Dilemmas in Marine Mammal Rescue and Rehabilitation." Department of Geography and Human Environmental Studies, Second Reader.

Current Masters Committee Membership

• Finn Black, Chair
• Reece Golz, Chair
• Gregory Joscz, Second Reader
• Stephanie Larzelier, Chair
• Michelle Matranga, Second Reader
• Ralph Meneghetti, Chair
• David Prigge, Second Reader
• Jack Swallow, Chair
• Khristina Wenzinger, Second Reader

PROFESSIONAL ACHIEVEMENT AND GROWTH

Publications


Work Under Review


**Work in Progress**

Donovan, C. “Exploring the Importance of Home in Pathogeographies.” To be Submitted to *Frontiers of Narrative Studies*.


**Grants and Awards**

Donovan, C. “Narratives for Social Justice.” San Francisco State University, Office of Research and Sponsored Programs.

Faculty Affairs Travel Award, San Francisco State University, July 2014.

Faculty Affairs Travel Award, San Francisco State University, September 2012.

Donovan, C. “Data Visualization in Medical and Health Geography.” San Francisco State University, Office of Research and Sponsored Programs.

**Submitted Grants**

National Storytelling Network, Brimstone Award, Submitted April 2017.

Cal Humanities Quick Grant, $5000, Submitted February 2017.

National Endowment for the Humanities, Digital Humanities Advancement Grant, $40,000, Submitted January 2017.


**Conference participation and papers presented**


2012. “Visualizing Medical Data through Graphic Novels.” Comics and Medicine Conference. Faculty of Medicine, University of Toronto. July.


SERVICE TO CAMPUS AND COMMUNITY

Service to the Department, San Francisco State University, Department of Geography and Human Environmental Studies

Department

- Undergraduate Program Advisor, August 2012-present.
- Developed a course proposal (2011) to revise and streamline an existing undergraduate course (GEOG 423, “Geographic Perspectives on Gender”)
- Hospitality Committee, 2010-present
- Faculty Coordinator, Graduate Student masters proposals, AY 2009-2010
- Graduate Program Advisor, July 2009-August 2012
- Developed a course proposal (2009) to establish a graduate program requirement for research design and proposal writing
- Represented Geography Department at University-wide event for in-coming freshman, Spring 2009 and Spring 2012
- Undergraduate Cultural Geography Advisor, 2008-present
- Department program review, AY 2008-2009
- Faculty Search Committee, AY 2007-2008, 2008-2009
- Graduate Admissions Committee, 2008-present
- Department Curriculum Committee, 2007-present
- Developed a course proposal (2008) to cultivate a relationship with Health Education and Geography (“The Geography of Health and Health Care”)

Service to academic community

- Affiliated faculty, Health Equity Institute, August 2016-present.
- San Francisco State University Sustainability Committee, August 2014-present.
- Selection Committee, Rosenblatt Community Service Scholarship. San Francisco State University, October 2013.
- Faculty Marshal, Commencement 2013.
- San Francisco State University Human Subjects Review Board, alternate, June 2013-present.
- Faculty representative, Honors Convocation 2010.
- Faculty Marshal, Commencement 2009.
- Association of Pacific Coast Geographers, Planning Committee, 2008-2010

Service to academic community: journal refereeing

March 2017-present. Environment and Planning D: Society and Space
March 2017-present. Gender, Place, and Culture
March 2017-present. Medical Anthropology, Cross-Cultural Studies in Health and Illness
May 2016-present. The Canadian Geographer
April 2016–present. *Journal of Medical Humanities*
January 2014–present. *Health and Place*
December 2005 – present. *Social and Cultural Geography*

**Service to community**

  - Task Force member: contributing to outreach and education.
  - Volunteer doula.
- Participant, Clean Air Bayview! Community Dialogue Meeting
  - Providing recommendations to the Bay Area Air Quality Management District regarding air quality and health in the Bayview neighborhood

**MEMBERSHIP**

Association of American Geographers
- Geographic Perspectives on Women Specialty Group, Association of American Geographers
- Medical Geography Specialty Group, Association of Americans Geographers (student representative 2007-2008)
- Urban Geography Specialty Group, Association of American Geographers
- Political Geography Specialty Group, Association of American Geographers
- Qualitative Methods Specialty Group, Association of American Geographers

American Public Health Association
Association for Bioethics and Humanities

**REFERENCES**

Available upon request
PETER RICHARDSON

2275 Jackson Street, Apt. 11
San Francisco, CA 94115
415.420.0372
peterrichardson805@gmail.com
www.peterrichardson.blogspot.com

PROFESSIONAL EXPERIENCE

Coordinator, American Studies and California Studies, San Francisco State University, 2015-present

Lecturer, School of Humanities and Liberal Studies, San Francisco State University, 2006-present

Senior Literary Advisor, Bay Area Book Festival, 2014-present

Instructor, Osher Lifelong Learning Institute, Sonoma State University, 2015-16; University of California, Berkeley, 2014 & 2010


Acquisitions Editor, University of California Press, 2012-14

Editorial Director, PoliPoint Press, 2005-11

Instructor, Publishing and Editing Program, UC Berkeley Extension, 2001-2004

Communications Analyst, Public Policy Institute of California, 1999-2004

Associate Professor, Department of English, University of North Texas, 1997-2000

Fulbright Senior Scholar, Iceland, 1994

National Endowment for the Humanities Summer Seminar Fellow, Harvard University, 1993

Assistant Professor, Department of English, University of North Texas, 1991-97
Instructor, Department of English, Diablo Valley College, 1988-91

Acquisitions Editor, Harper & Row, Publishers, 1984-87

Publisher’s Representative, Harper & Row, Publishers, 1982-84

**EDUCATION**

Ph.D., English with linguistic emphasis, University of California, Berkeley, 1991

Graduate Fellow, Labor Economics, International Graduate School, Stockholm University, 1981-82

B.A., Economics, University of California, Santa Barbara, 1981

**BOOKS**


*American Prophet: The Life and Work of Carey McWilliams*, University of Michigan Press, 2005


*Style: A Pragmatic Approach*, Allyn & Bacon, 1998

**REPORTS & PAMPHLETS**


School Budgets and Student Achievement in California: The Principal’s Perspective, co-authored with Heather Rose and Jon Sonstelie, Public Policy Institute of California, 2004, http://www.ppic.org/content/pubs/report/R_604HRR.pdf


ARTICLES & ESSAYS


“The San Francisco Kid,” Grateful Dead: Celebrating 50 Years (I-5 Publishing, 2015), pp. 5-11


Introduction, *The Road to John Fante’s Los Angeles*, Stephen Cooper, UCLA Library, 2012


Response to Paul Saffo, *California Northern*, Issue 4, Summer/Fall 2011


“Why Did It Take a Rock Magazine to Report the Military’s Total Disaster in Afghanistan?” *AlterNet*, July 1, 2010, http://www.alternet.org/media/147398/why_did_it_take_a_rock_magazine_to_report_the_military%27s_total_disaster_in_afghanistan/?page=entire


“Radical Slick,” California, Fall 2009, http://alumni.berkeley.edu/california-magazine/fall-2009-constant-change/radical-slick


“Carey McWilliams: Local Hero, American Prophet,” Echo Park Historical Society News, Vol. 11, No. 9, 2005


BOOK REVIEWS


“Re-imagining the Literary West,” West Marin Citizen, Mar. 20, 2008


**SELECT PRESENTATIONS**

"Ralph J. Gleason and the Long 60s," Revisiting the Summer of Love, Rethinking the 60s, San Francisco, 2017

"Before the Summer of Love: A Brief History," presented at:

- Humanities West, San Francisco, 2017
- California Historical Society, San Francisco, 2017
- Legion of Honor, San Francisco 2017

Moderator, “The Long 60s,” Bay Area Book Festival, Berkeley 2017


Moderator, “Right Out of California,” Bay Area Book Festival, Berkeley, 2016

"Looking Back: The Dawn of the Grateful Dead," panel discussion, Trips Festival 50 Year Celebration, California Historical Society, 2016

“So Many Roads: 50 Years of the Grateful Dead,” panel discussion, Bay Area Book Festival, Berkeley, 2015


“No Simple Highway: A Cultural History of the Grateful Dead,”
related presentations at:

- Kepler’s Books
- Santa Cruz Museum of Art & History
- San Francisco Public Library, Excelsior branch
- South San Francisco Public Library
- Copperfield’s Books, Sebastopol
- Book Passage, Corte Madera (with Paul Liberatore)
- The Booksmith, San Francisco
- Diesel: A Bookstore, Oakland

“Jerry Garcia’s Annus Mirabilis,” presented at “So Many Roads: The World in the Grateful Dead,” San Jose State University, 2014

Writing Cultural History, panel discussion, Los Angeles Times Festival of Books, 2014


Moderator, “Universities and Literary Communities,” Writing from California Conference, San Francisco Public Library, 2013


“Should California Be Its Own Country?” Zocalo Public Square, Los Angeles, 2010

“A Bomb in Every Issue: How the Short, Unruly Life of Ramparts Magazine Changed America,” California Studies Dinner Seminar, Institute for Research on Labor and Employment, Berkeley, 2009. Related presentations at:

- San Francisco Public Library
- All Saints Episcopal Church, Pasadena (with Robert Scheer)
- Revolution Books, Berkeley
- Village Books, Pacific Palisades (with Derek Shearer)
- USC, Ethics in Communication (with Robert Scheer)
- USC, Media and Society (with Robert Scheer & Larry Gross)
- Huntington-USC Institute for California and the West, San Marino
- Book Soup, Hollywood
- Book Passage, Corte Madera (with Norman Solomon and Reese Erlich)
- Berkeley Arts & Letters (with Robert Scheer and Susan Griffin)
- City Lights Books/Vesuvio Café, San Francisco (with Warren Hinckle and Larry Bensky)
• Peninsula Peace and Justice Center, Palo Alto (with Steve Keating)


“American Prophet: The Civic Engagement and Public Scholarship of Carey McWilliams,” California State University, Channel Islands, 2007

“California Dreams, 1939-2006,” San Francisco State University, 2006


• Huntington-USC Institute for California and the West, San Marino
• Public Policy Institute of California, San Francisco
• California Studies Dinner Seminar, UC Berkeley
• Department of Chicana/o Studies, California State University Northridge
• Dawson’s Book Shop, Los Angeles
• Black Oak Books, Berkeley
• Oxnard Public Library
• Echo Park Historical Society

“Carey McWilliams and the Wages of Dissent,” All Saints Church, Pasadena, 2003

SELECT MEDIA APPEARANCES


“q,” CBC Radio, June 2015, http://www.cbc.ca/radio/q/schedule-for-
thursday-june-25-2015-1.3127090/eulogy-for-the-grateful-
dead-1.3127100

“Dead Air,” KLCC, April 2015

a-novel-idea/episode/peter-richardson-march-1-2015

radioalice.cbslocal.com/2015/01/28/no-simple-highway-a-cultural-
history-of-the-grateful-dead/

“Grateful Dead Marathon,” KPFA, January 2015

forum/R201501291000

“Your Call,” KALW, January 2015, http://kalw.org/post/your-call-
what-explains-grateful-deads-durable-popularity

www.997thefox.com/onair/arroe-collins-49213/unplugged-and-
totally-uncut-peter-richardson-13198021/

onpoint.wbur.org/2015/01/20/grateful-dead-tour-cultural-history-
dead-heads

“Dead to the World,” KPFA, September 2014

www.npr.org/2012/07/25/157356379/the-practical-side-of-the-great-
american-jam-band

“History for the Future,” WRCT, March 2011

“Late Night Live,” ABC Radio National, February 2011

“The Insighters” with Maria Armoudian, KPFK, January 2011

Guest host, “America Offline” and “Politics with Norman Solomon,”
KWMR, 2009-10
Guest host, "Politics and Possibilities" and "The Solution Zone,"
Progressive Radio Network, 2010

"Integral Investigations" with Tom Friedley, KOOP 91.7, July 2010

"Your Call," KALW, January 2010

"No Alibis," KCSB, December 2009

"Media Matters with Bob McChesney," WILL 580 AM, December 2009

"The Politics of Culture," KCRW, November 2009

"Four O'Clock with Jon Wiener," KPFK, October 2009

"CounterSpin," Pacifica Radio, October 2009

"Connect the Dots" with Lila Garrett, KPFK, October 2009

"A Public Affair," WORT, October 2009

"Uprising," KPFK, October 2009

"The Agony Column" with Rick Kleffel, KUSP, October 2009

"Edge of Sports" with Dave Zirin, XM Channel 167, September 2009


"Sunday Sedition," KPFA, August 2009

"This is America with Jon Elliott," San Diego 1700 AM, August 2009

"Politics with Norman Solomon," KWMR, August 2009

"Sunday with Peter Laufer," KKGN, April 2008

"America Offline," KWMR, September 2009 and August 2007
“The Patt Morrison Show,” KPCC, June 2006

“From Left Field,” KCAA, May 2006

“The Morning Review” with Gabriel Gutierrez, KPFK, March 2006

SELECT AWARDS

Amazon Best Book of the Month (history), January 2015, for *No Simple Highway*

Bestseller List, NCIBA/IndieBound/San Francisco Chronicle, for *No Simple Highway*

1st Place, National Entertainment Journalism Award for Online Criticism, 2012/2013, for “The Science Delusion”

Editors’ Choice, New York Times, for *A Bomb in Every Issue*, October 18, 2009

Top Book of 2009, for *A Bomb in Every Issue*, Mother Jones

Notable Bay Area Books of 2009, for *A Bomb in Every Issue*, San Francisco Chronicle

Honorable Mention, Outstanding Book Award, for *American Prophet*, Gustavus Myers Center for the Study of Bigotry and Human Rights, 2006

Historical Society of Southern California/Haynes Foundation Grant, 2004

Thayer Fellowship, UCLA Library, 2003

Fulbright Senior Scholar Award, Iceland, 1993-94

National Endowment for the Humanities Summer Seminar Award, Harvard University, 1993

Faculty Research Grant, University of North Texas, 1999, 1995, 1994, 1993

Panhellenic Outstanding Professor, University of North Texas, 1996
Outstanding Graduate Student Instructor, University of California, Berkeley, 1991

**SELECT OFFICES**

- Board of Directors, Bay Area Book Festival, 2015-present
- Treasurer, California Studies Association, 2012-present
- Chair, California Studies Association, 2008-11
- Chair, California Studies Association Annual Conference, 2008
- Chair, Old English Colloquium, University of California, Berkeley, 1989-90

**SELECT SERVICE**

- Summer of Love Conference Committee, 2017
- Editorial Board, *Dead Studies*, 2016-present
- Senior Literary Advisor, Bay Area Book Festival, 2014-present
- Commissioner, Green New Deal for the North Bay, 2009-10
- Member, Humanities Advisory Team, Monterey Museum of Art
- Advisor, “The 1968 Project” (NEH-funded museum exhibition)
- Steering Committee, California Studies Association, 2007-present
- Visiting Journalist Selection Committee, Public Policy Institute of California, 2001
- Rhetoric Program Committee, Federation of North Texas Area Universities, 1995-99
- Faculty Salary Study Committee, University of North Texas, 1994-97
- Faculty Senate, University of North Texas, 1993-96
Dean's Committee on the Future of the Humanities and Social Sciences, College of Arts and Sciences, University of North Texas, 1996

Executive Committee, Department of English, University of North Texas, 1995-96

Chair, Old Norse Discussion Group, Modern Language Association, 1996

Chair, Medieval Iceland session, Medieval Academy, Kansas City, 1996

Chair, Beowulf session, Texas Medieval Association, 1994

Presiding Officer, Beowulf and Related Topics, Philological Association of the Pacific Coast, 1991-92

CONSULTING & REVIEWING

<table>
<thead>
<tr>
<th>NBC Universal</th>
<th>ABC</th>
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<tr>
<td>Random House</td>
<td>Bloomsbury</td>
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<tr>
<td>HarperCollins</td>
<td>St. Martin's Press</td>
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<tr>
<td>Cornell University Press</td>
<td>Prentice Hall</td>
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<tr>
<td>University of California Press</td>
<td>Academic Press</td>
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<tr>
<td>University of Oklahoma Press</td>
<td>Allyn &amp; Bacon</td>
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<tr>
<td>Longman</td>
<td>Harcourt Brace</td>
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<tr>
<td>University of Nebraska Press</td>
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</tr>
</tbody>
</table>
Cristina L. Ruotolo  
Professor and Director, School of Humanities and Liberal Studies  
San Francisco State University  
1600 Holloway Avenue, San Francisco, CA 94132  
Email: ruotolo@sfsu.edu

Education

1997  Ph.D., English, Yale University  
1993  M.Phil., Yale University  
1989  M.M., Violin Performance, New England Conservatory of Music  
1985  A.B., English (with distinction), Stanford University

Professional Experience

2014-present  Professor and Director, School of Humanities and Liberal Studies, San Francisco State University  
2012  Visiting Associate Professor, University of Bergen (Norway)  
2003-2014  Associate Professor of Humanities, San Francisco State University  
1997-2003  Assistant Professor of Humanities, San Francisco State University  
1996-97  Lecturer in American Studies, Yale University  
1989-90  Assistant Principal Second Violin, San Jose Symphony  
1989  First Violin, PepsiCo Summerfare Opera Orchestra

Publications

Book:
2013  Sounding Real: American Musicality at the Turn of the Twentieth Century, Series in American Realism and Naturalism, University of Alabama Press

In progress  Democratizing Music: Émigré European Modernists and American Musicality

Refereed Articles:

2007  ""Savage Blonde': Willa Cather and the Making of an American Musician,"  
Literature/Compass 4/2 (2007)


Book chapters, reviews and other publications:


2007  "From Evolution to Expression: a History of Human Skin," review essay of Nina Jablonski's *Skin: A Natural History, Museums and Social Issues* 2:1 (Spring 2007)


Conferences and Talks

2015  "Hanns Eisler's American modernism," *Modernist Musics and Political Aesthetics*, University of Nottingham, April 2015

2014  "Rescoring *Grapes of Wrath*: Hanns Eisler's Film Music Project," Literature and Film Association Conference, University of Montana, October 2014

2013  "Cultivating 'a serious and living relationship with music': Theodor Adorno's WNYC radio project," Nordic Association for American Studies, May 2013


2009  “Émigré Musician as American Pedagogue,” position paper for “Musical Languages, Musical Cultures” seminar, Modernist Studies Association Annual Conference, November 2009


2006  “Music and Nation in Willa Cather’s Song of the Lark,” American Literature Association Conference, June 2006

2002  “What are we talking about when we talk about music,” Faculty Colloquium, SFSU, 2002

2000  "'An Alien in our Midst': American Divas and National Identity in Early Twentieth-Century Fiction," invited speaker at In and Out of Opera: A Conference on the Media and Spaces of the Operatic, UC Santa Cruz, October, 2000

2000  "Willa Cather, Kate Chopin and the Musical Woman," invited speaker for The Hughes Lecture Series, Southern Methodist University, March, 2000


1999  "Performing Race, Performing Brahms: Figuring the Black Classical Musician in 1934," New Modernisms Conference, Penn State University, October, 1999


1997  “Bringing Music into the Literature Classroom,” invited speaker for Oregon State University's Department of English, February 1997

1996  "Singing the Commodity': Dreiser, Tin Pan Alley and Sister Carrie," Interdisciplinary Nineteenth-Century Studies Eleventh Annual Conference, Yale University, April 1996


Service

University Service:
2012-2014  Member, University Fellowships Committee
2003-present Coordinator, American Studies Program
2011-12 Chair, GE Area C Subcommittee
2009-2012 Director, Liberal Studies Program
2011 Acting Chair, Department of Humanities
2011 University Senate, Academic Policies Committee
2008-9 Chair, Liberal Studies Council
2007-8 Member, Liberal Studies Council
2001-2003 Chair, Liberal Studies Council

Service beyond SFSU:

2014, 2016 Director, German American Studies Fulbright Institute at SFSU
2014 External Reviewer, CSU Northridge Humanities MA program
2012-present Editorial Board, Pop Music, Culture and Identity series (Palgrave)
2012-present Manuscript reader, University of Alabama Press
2006 Concert Reviewer, The Freeman's Journal, Cooperstown
2002-05 Grant writer and program notes for Worn Chamber Ensemble (Modern music group)

Courses Taught

HUM 301 Styles and Expressive Forms
HUM 303 Cultural Periods and Styles ("Romantic Love")
HUM 320 Music, Ideas and Culture ("Musical Modernisms")
HUM 375 Biography of a City: New Orleans
HUM 425 Thought and Image ("Images of Self and Other")
HUM 470 American Autobiography
HUM 485 Arts and American Culture (cross listed as AMST 310)
HUM 690 Senior Seminar
HUM 700 Introduction to Integrative Study
HUM 701 Fine Arts and the Humanities
HUM 702 Literature and the Humanities
HUM 711 American Form and Culture
STEVE SAVAGE, PH.D.

1433 Washington Ave. Albany, CA 94706
510-525-1922 ~ Steve@stevesavage.net
www.SteveSavage.net

Curriculum Vitae

EDUCATION AND CREDENTIALS

Ph.D., Musicology, 2008, Royal Holloway, University of London, London, UK

Royal Holloway Overseas Entrance Scholarship and the Thomas Holloway Studentship

MA, Humanities, 2004, San Francisco State University, San Francisco, CA

Distinguished Achievement Award for Academic Excellence

BA, Philosophy & Religion, 1999, San Francisco State University, San Francisco, CA

Undergraduate work at Oberlin College, Oberlin, OH, and U.C. Santa Cruz, Santa Cruz, CA

ACADEMIC EXPERIENCE

SAN FRANCISCO STATE UNIVERSITY – San Francisco, CA

Humanities Lecturer, 2005 – Present

Classes taught:
Music, Ideas & Culture
Arts & American Culture
Values in American Life
Biography of a City: San Francisco

FULLBRIGHT SCHOLAR – Athens, Greece

Seminars taught at The University of Athens and Aristotle University, Greece – 2016

LOS MEDANOS COLLEGE – Pittsburgh, CA

Instructor, Recording Arts, 1997 – 2015

Classes taught:
The Recording Arts Workshop
Pro Tools Production & Editing
Recording Studio Technology

DIABLO VALLEY COLLEGE – Pittsburgh, CA

Humanities Instructor, 2004

Classes taught:
Art & Ideas
The American Multicultural Experience

BLUE BEAR SCHOOL OF MUSIC – San Francisco, CA

Music Instructor

Developed and delivered individualized and group instruction in music theory and performance with special emphasis on rhythm and drums, audio recording, artist management, and music business strategies. Focused on popular music genres and African music.
ARTIST AND CREATIVE ACTIVITIES

Audio Producer / Recording Engineer / Musician
Provide wide-ranging creative direction in audio production, recording and performance in diverse environments, including engineering and production in all project stages and musical genres. Primary focus as collaborative producer and mix engineer, utilizing Pro Tools system. Expertise with 5.1 surround mixing, including interfacing with video elements to provide locked audio for final DVD production.

- Served as primary recording engineer on 7 Grammy nominated CDs, including records for Robert Cray, Elvin Bishop, John Hammond, Jr. and The Gospel Hummingbirds.
- Acted as primary producer and/or recording engineer on 100+ commercial CDs and DVDs.
- Experience with all aspects of CD production, DVD production, and audio production for TV and movies.
- Professional musician, playing drums in rock bands, jazz bands and African music ensembles. Previously signed to major publishing company (Almo, now Universal) as songwriter.

RESEARCH TOPICS

Musicological and ethnomusicological explorations of a variety of genres and music technologies. Research also encompasses cultural studies, performance studies and critical theory in an interdisciplinary context.

Creative work encompassing repurposed compositional projects and ethnographic explorations within African folk music, rock, jazz and Western music.

Current research topics:

- From the iPod to Facebook to GarageBand, technologies (including the Internet) have seeded cross-cultural communities with strong musical interests, creating a profound democratization in people’s ability to create and disseminate original music recordings.
- Semiotics and interface design in digital audio workstations—tracing recent developments back to the historical and cultural evolution of the recording process.
- The implications behind the Hit Song Science service that is supposed to be able to predict what song will be a hit to explore the cultural conditions that surround the cycles of music popularity.
- The evolution of tribute bands (will our concert halls become the home for re-creations of Beatles rather than Beethoven classics in 50 years?).

PROFESSIONAL ASSOCIATIONS

The Society for Ethnomusicology (SEM)
American Musicological Society (AMS)
American Society of Composers, Authors and Publishers (ASCAP)
Stanford Jazz Workshop: Advisory Board, former Board President
International Association for the Study of Popular Music (IASPM)
The Association for the Study of the Art of Record Production (ASARP)
Blue Bear School of Music: Founder; President, Board of Trustees from 1998 – Present
The Recording Academy (The Grammy Organization): Chair, Education Committee; San Francisco Chapter Board of Governors, President, 1998 – 1999; National Trustee, 2000 – 2003
Spirit Series: Board Member

continued...
PUBLICATIONS

Recent Books


Articles:

4. Savage, Steve, “Creating the hyperreal in classical recordings,” CHARM (Center for the History and Analysis of Recorded Music) Seminar, Published online at: http://www.charm.rhul.ac.uk/content/events/wf3.html

Earlier Books:


Presentations:

7. Seminars, radio production techniques, Women’s Conference on Radio Production, Jalapa, Mexico, 2004
PROFESSIONAL ACTIVITIES

Blue Bear School of Music, San Francisco, CA: Board President of $1.2M educational institution with 800+ students and 30+ part-time faculty members composed of professional musicians.

Grammy Career Day / Grammy in the Streets programs: Music education / career counseling for high school students on behalf of The Recording Academy (Organizing Committee Chair, 10 years).

Judge in Songwriting Competitions for West Coast Songwriters Association (multiple times) and guest panelist at their annual conference.

Participant as panelist in CALA (California Lawyers for the Arts) Symposium titled “From Demo to Record Contract.”

Small label owner with national distribution.


DISCOGRAPHY

Selected listing of CD recording projects:

<table>
<thead>
<tr>
<th>ARTIST</th>
<th>TITLE</th>
<th>LABEL</th>
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<tr>
<td>Robert Cray</td>
<td>Some Rainy Morning</td>
<td>Polygram*</td>
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<tr>
<td>Robert Cray</td>
<td>Shame + A Sin</td>
<td>Polygram*</td>
</tr>
<tr>
<td>Robert Cray</td>
<td>I Was Warned</td>
<td>Polygram*</td>
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<tr>
<td>Art Farmer</td>
<td>Live at Stanford Jazz Workshop</td>
<td>Monarch</td>
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<td>Elvin Bishop</td>
<td>The Blues Rolls On</td>
<td>Delta Groove*</td>
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<td>Vicki Randle</td>
<td>Sleep City</td>
<td>Wolf Moon</td>
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<td>Phantom of the Opera-S.F. Cast</td>
<td>Christmas Center Stage</td>
<td>Cabana Boy</td>
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<td>Otis Rush</td>
<td>Otis Rush Live, Part 1</td>
<td>Blues Express</td>
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<td>John Hammond</td>
<td>Found True Love</td>
<td>Virgin*</td>
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<td>John Hammond</td>
<td>Long As I Have You</td>
<td>Virgin*</td>
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<td>The Potato Eaters</td>
<td>The Potato Eaters</td>
<td>Rastascan</td>
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<td>The Bobs</td>
<td>Shut Up and Sing</td>
<td>Rounder</td>
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<td>Frankie Lee</td>
<td>Here I Go Again</td>
<td>Blues Express</td>
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<td>The Gospel Hummingbirds</td>
<td>Steppin' Out</td>
<td>Blind Pig*</td>
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<tr>
<td>The Gospel Hummingbirds</td>
<td>Taking Flight</td>
<td>Blind Pig*</td>
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<td>Holcombe Waller</td>
<td>Extravagant Gesture</td>
<td>Napoleon</td>
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<tr>
<td>Tommy Castro</td>
<td>Right as Rain</td>
<td>Blind Pig</td>
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<tr>
<td>Maria Marquez</td>
<td>Nature's Princess</td>
<td>Adventure</td>
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<tr>
<td>Harvey Mandel</td>
<td>Planetary Warrior</td>
<td>Guitar Nine</td>
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<tr>
<td>Mike Levy</td>
<td>Fireflies</td>
<td>Parasol</td>
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<tr>
<td>Harvey Mandel</td>
<td>Planetary Warrior</td>
<td>Viceroy</td>
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<tr>
<td>Bonnie Hayes</td>
<td>Empty Sky</td>
<td>Beacon</td>
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<tr>
<td>Bonnie Hayes</td>
<td>Good Clean Fun</td>
<td>Slash</td>
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<td>Bonnie Hayes</td>
<td>Nature's Princess</td>
<td>Bondage</td>
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<tr>
<td>Toni! Tone! Tony!</td>
<td>Shelly's Boyfriend</td>
<td>Polygram</td>
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<tr>
<td>Sista Monica</td>
<td>Soundtrack</td>
<td>Mo’ Muscle</td>
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<tr>
<td>Blu</td>
<td>People Love the Blues</td>
<td>Motown</td>
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<tr>
<td>E.C. Scott</td>
<td>Out of the Blu</td>
<td>Blind Pig</td>
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<td>The Sneetches</td>
<td>Hard Act To Follow</td>
<td>Blind Pig</td>
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<tr>
<td></td>
<td>Blow Out The Sun</td>
<td>SpinArt/Sony</td>
</tr>
</tbody>
</table>

* Grammy nominated record
Christopher M. Sterba
796 Colusa Avenue
El Cerrito, CA 94530
(510) 495-4373
E-mail: cmsterba@sfsu.edu

**Education**

1999

1991
M.A., American History, Yale University

1988
B.A., History and Spanish, Bucknell University

1987
Syracuse University DIPA Program in Madrid, Spain

**Publications**

Book:
2003 *Good Americans: Italian and Jewish Immigrants during the First World War*, Oxford University Press

Articles in Peer-Reviewed Journals:


2015 “‘We Built Our Own School’: The Cooperative Preschool Movement in the San Francisco Bay Area, 1940 to the Present,” *Western Historical Quarterly*, XLV1:3 (Summer 2015): 191-215

2015 “Taming the Wild West in the 1940s: Suburban Progressives in the San Francisco Bay Area,” *California History* 92:1 (Spring 2015): 27-52


Teaching Experience

2012-2013 Fulbright Professor of American Culture, University of Bergen, Norway

2008-present Lecturer in American Studies and Humanities, San Francisco State University, San Francisco, CA

2005-2007 Assistant Professor of American History, Cooperstown Graduate Program, Cooperstown, NY

1993-1995 Teaching Assistant for undergraduate courses in American History, Brandeis University, Waltham, MA

1989-90 English as a Second Language Instructor, Asociación Cultural Hispano-Norteamericano, Madrid, Spain

Courses Taught

Department of Humanities, San Francisco State University:
HUM 225: Values in American Life
HUM 375: Biography of a City: Boston
HUM 375: Biography of a City: Chicago
HUM 375: Biography of a City: New York
HUM 376: San Francisco
HUM 485: Arts and American Culture
HUM 490: American Images: Photography and Literature

Cooperstown Graduate Program, SUNY Oneonta:
HMUS 520: Research
HMUS 523: Field Work
HMUS 698: Thesis Research
HMUS 699: Thesis Writing
HISC 502: American Cultures I
HISC 503: American Cultures II
HISC 530: Class, Race and Gender

University of San Francisco:
HIST 120: History of the United States

Asociación Cultural Hispano-Norteamericano:
English as a Second Language -- Beginner through Advanced Courses and TOEFL Preparation
American History Through Film
Masters Theses Directed


Clothier, Anne, “Prisons, Petticoats and Phrenology: Eliza Farnham and Reform at Sing Sing Prison, 1844-1848” (2007)

Emery, John, “For Prosperity’s Sake, Buy an Automobile: Motor Car Consumption in Cooperstown, New York During the Great Depression” (2006)


Poling, Lesley, “Artist, Teacher, Farmer: John Calvin Perry and Rural Arts Education in Nineteenth Century America” (2007)


Other Publications


2007 Co-Guest Editor, New York History Special Issue, 88:1 (Winter 2007)


---

**Papers Presented**

2016  “From Immigrant Radical to Pro-war Patriot: Onorio Ruotolo and the Italian-American Response to World War I,” to be presented at the American Historical Association annual conference, Atlanta, GA, January 10, 2016


2004  “The Bay Area’s Liberal Consensus: Middle-Class Progressivism and Suburban Growth,” presented at the Pacific Coast Branch-American Historical Association annual conference, San Jose, CA, August 6-8, 2004

2004  “Suburban Desires for Community in the Postwar Bay Area,” presented at the California Studies Association annual conference, Los Angeles, CA, April 21-23, 2004


**Honors, Grants, and Awards**

2012-2013  Fulbright Fellowship, Professor of American Literature and Culture, Department of Foreign Languages, University of Bergen, Norway

1998-9  Dissertation Year Fellowship, Graduate School of Arts and Sciences, Brandeis University

1999  Rabbi Marc H. Tanenbaum Foundation Fellowship for Research in Interreligious Affairs, Jacob Rader Marcus Center, American Jewish Archives, Cincinnati, Ohio

1995  Polish American Teachers Association Grant for 4-Week Intensive Course in the Polish Language at Jagiellonian University, Krakow, Poland

1994  Qualifying examinations cited for "distinction," Brandeis University


**References**

Dr. Paul Sherwin  
Former Dean of the College of Humanities  
San Francisco State University  
San Francisco, CA

Dr. Gretchen Sullivan Sorin  
Director and Distinguished Service Professor  
Cooperstown Graduate Program, SUNY  
Cooperstown, NY

Dr. Cynthia Falk  
Professor of Material Culture  
Cooperstown Graduate Program, SUNY  
Cooperstown, NY

Dr. Myron Lunine  
Department of Humanities  
San Francisco State University  
San Francisco, CA

Dr. Jacqueline Jones  
Department of History  
University of Texas-Austin  
Austin, TX

Dr. Jane Kamensky  
Department of History  
Harvard University  
Cambridge, MA
Nancy Lee Wilkinson  
Department of Geography & Environment  
San Francisco State University  
415/338-1439  (nancyw@sfsu.edu)

EDUCATION

Ph.D.  University of Oregon, Eugene, 1984  
M.A.  University of Oregon, Eugene, 1978  
B.A.  San Jose State University, 1975

ACADEMIC HONORS AND AWARDS

Distinguished Service Award, Association of Pacific Coast Geographers, 2007  
Outstanding Educator Award, California Geographical Society, 2006  
Meritorious Performance & Professional Promise Award, SFSU (1989)  
BSS Research Fellows Program Award, SFSU (1987)  
Educational Equity Faculty Development Grant, SFSU (1986)

TEACHING AND ADMINISTRATION

San Francisco State University: Chair, Department of Geography and Human Environmental Studies, 1997-2010; Professor of Geography since Fall 1997; Associate Professor, 1990-1997; Assistant Professor, 1986-1989; Lecturer, 1982-1986.

California Polytechnic State University, Lecturer in Social Sciences, Spring 1981.


Courses Taught (past 10 years):

- Geography of Water Resources
- Environmental Perception
- Environmental Problems & Solutions
- Geography of Garbage, Waste Reduction and Recycling
- Geography of California
- Bay Area Environmental Issues
- Proseminar in Geography (GWAR)
- Scope and Method in Geography
- Seminar in Human and Social Geography
PROFESSIONAL GROWTH AND ACHIEVEMENT

Publications:


“Recruiting and Retaining a Diverse Faculty in a Public University,” Association of Pacific Coast Geographers Yearbook 69: 168-172 (2007.)


Masters Committees Chaired (in progress)


Draganova, Dariya. *Learning about our neighborhoods through web map stories.*

Halliday, Diana. *Environmental perceptions, values and attitudes of residents concerning Pilarcitos Creek*

Schiffmann, Bettina. *An Environmental History of the San Lorenzo River in Santa Cruz, CA.*

Sproul, Andrea. *Evaluating small dam removal in the San Francisco Bay Area.*

Woodard, Jessica. *Evaluation of participation and water savings in EBMUD's landscape water conservation programs.*

Masters Committees Chaired (completed)


Hummer, Charlotte. 2017. *An examination of San Francisco State University Students’ perceptions of potable reuse.*


Miller, Jill. 2016. *Opportunities for bat interpretation in the SF Bay Area's state parks*.


Kilduff, Kate. 2015. *DBCP Contamination and Environmental Justice in the San Joaquin Valley.*

Sian, Lourdes. 2015. *Redwood Creek Restoration at Muir Beach.*

Ely, Charlotte. 2013. *Investigating Parcel Changes to Understand Historic Land Use In a Southwestern Watershed.*

Horrisberger, Christina. 2013. *Uniform stormwater governance in a diverse landscape: Rescaling NPDES requirements in San Mateo County, California.*

Dillon, Aaron. 2013. *An environmental history of the Bay Area nursery industry since 1940.*


Dolmage, Ann. 2011. *Recycled Water and High-Value Crops in San Benito County, California*

Harling, Sarah. 2011. *Flood Hazard Awareness and Understandings in Flood-Prone Areas, Olivehurst, California*


Tatman, Jaime. 2011. *Conflicting stakeholder perceptions of ecosystem restoration at the Bolinas Lagoon, in Marin County, California.*


Heiser, Shawn. 2010. *Living on the Edge: Environmental History at Mussel Rock, Daly City, California.*

Nygaard, Allison Hughes. 2010. *Observing the Outcomes of a Place-Based Environmental Education Program.*

Wilson, Pamela. 2010. *Going to the Nagar Kirtan: Sikh connections to Yuba City, California.*

Hermstad, Dan. 2009. *Seed Networks of Master Gardeners in the Monterey Bay Area.*

McTavish, Anne. 2009. *Environmental justice and tribal recognition: land-use conflict at Shasta Dam, California.*


Bauer, Jon. 2008. *Potemkin creek: ecological restoration or the reinvention of urban-nature.*


Jackson, Jenifer. 2007. *Sources of Endocrine Disrupting Chemicals in Wastewater, Oakland, CA.*


Chan, KaMan. 2004. *Diffusion of the Chinese Evangelical Free Church in the U.S.*


Gear, Karyn. 2001. *Developing Conservation Plans at the Local Level: A Useful Tool in the Preservation of California’s Landscapes.*

Jebens, Brandon. 2001. *A Historical Geography of Disturbances Within the Redwood Creek Watershed, Marin County, California.*


McAfee, Kimra. 2000. *Post-Audit of New Melones Dam, Central Valley Project, Stanislaus River, California.*


Johnson, Lauren. 1999. *The Diffusion of Organic Agriculture in Yolo County, CA.*


Walsh, Linda M. 1997. *Gender Differences in the Use of San Francisco’s Downtown Public Open Spaces*.


Ivanoff, Mary Lou. 1996. *A Study of Recycling in the California Army National Guard*.


Richardson, Andrew. 1994. *Identification and Prioritization of Prescribed Burn Sites in the Crystal Springs Watershed*.


Lawrence, Jennifer. 1992. *Graffiti Sites and Youth in the Suburban Landscape*.


**SERVICE TO THE UNIVERSITY AND THE COMMUNITY**

**Community Service:**

San Pedro Creek Watershed Coalition: Executive Board, 1999-present

**Service to Professional Organizations:**

**National Science Foundation:** Panelist, Geography & Regional Science, 2005-2007

**Association of American Geographers:** Healthy Departments Committee, 2010-14; Finance Committee 2009-11; Treasurer 2009-10; Regional Councillor, 2007-10; Local Arrangements Chair, 2007; Local Arrangements Committee 2015-16.
Association of Pacifica Coast Geographers: Local Arrangements Chair, 2011; Nominating Committee, 2003-06; President, 2002; Vice President, 2001; Secretary-Treasurer, 1989-93; Women’s Network Newsletter Editor, 1988; Distinguished Service Award, 2007.

California Geographical Society: Outstanding Educator Award, 2006.

California Studies Association: Board Member, 1997-1998; Program Chair, 1997

Northern California Geographic Alliance: Co-Coordinator, 1988-89

Program Accreditation Reviews:

- CSU Long Beach (Geography), December 2007
- Northern Arizona University (Geography & Public Planning), March 2007
- Chico State University (MA in Geography and Planning), January 2006
- California Polytechnic University, San Luis Obispo (Social Sciences), February 2006
- Sacramento State University, June 2005
- Miami University of Ohio, November 2005
- Fresno State University, April 2004
- CSU Northridge, 2003
- CSU Fullerton, 2001

University Service:

- Campus Sustainability Committee, 2012-present
- General Educaiton Area D Committee, 2011-present
- AVP-Academic Affairs: Operations Search Committee, 2012
- AVP-DoIT Search Committee, 2010-11
- Romberg Tiburon Center Master Plan Committee, 2007-08
- SFSU Physical Master Plan Steering Committee 2005-07
- SFSU Academic Senate 1996-98
- SFSU Curriculum Review Committee 1997-98
- APRC (Academic Program Review Committee) 1996-97
- SFSU Graduate Council, 1994

Service to the College of Behavioral and Social Sciences, SFSU:

- College Council, 1997-2010
- Strategic Planning Committee, 2003-2010
- Curriculum Committee, 2004-2011
- Grad Council, 1995-present
- Public Administration RTP Committee, 2006-present
- Criminal Justice RTP Committee, 2006-present (Chair, 2010)
- Urban Studies and Planning RTP Committee, 2008-present
- California Studies Search Committee, 1996-97
- BSS College Space Committee, 1995
- MPPPA Committee, 1990
Service to the College of Science & Engineering, SFSU:

Review Committee, Kenneth Fong Translational Research Award (2016)

Departmental Service:

Chair, Department of Geography & Human Environmental Studies, 1997-2010
Graduate Coordinator, Geography Department, 1989-present
Chair, Geography Dept. Curriculum Committee, 1996-97
Chair, Geography Dept. Graduate Literacy Committee, 1992-1997
Chair, Geography Dept. Retention & Tenure Committee, 1993-94, 2010-present
Chair, Geography Dept. Hiring Committee, 1991-92
Coordinator, Geography Department Program Review/Self-Study, 1991-92; 2007-09
Bachelor of Arts in American Studies

The Bachelor of Arts in American Studies is divided into two parts: a set of required courses designed to introduce the themes of American studies, and a set of chosen from at least two disciplines related to a particular topic or theme in American studies.

Students entering this major should choose their theme or topic at least by the middle of the junior year in order to take advantage of courses in various departments appropriate to their topic. The program is directed by a coordinator and a council consisting of faculty from participating departments and students currently completing the major. Each student's program is developed in consultation with the coordinator and advisors.

American Studies (B.A.) — 39 Units

Required Courses (15 Units)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AMST 300</td>
<td>Perspectives on American Culture</td>
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</table>
| or Upper Division U.S. History Course
| HUM 450/AMST 410 | California Culture  | 3     |
| HUM 485/AMST 310 | The Arts and American Culture | 3     |
| or HUM 490 | American Images: Photography and Literature |       |

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 455</td>
<td>Geography of Ethnic Communities</td>
</tr>
<tr>
<td>GEOG 550</td>
<td>Geography of the United States and Canada</td>
</tr>
<tr>
<td>GEOG 552</td>
<td>Geography of California</td>
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</table>

Select one of the following: 3

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ETHS 300GW</td>
<td>Writing in Ethnic Studies - GWAR</td>
</tr>
<tr>
<td>HIST 300GW</td>
<td>Seminar in Historical Analysis - GWAR</td>
</tr>
<tr>
<td>HUM 300GW</td>
<td>Junior Seminar Humanities Writing - GWAR</td>
</tr>
</tbody>
</table>

or another course that satisfies the Graduation Writing Assessment Requirement (GWAR) on advisement.

Elective Courses (24 Units)

Courses, by choice and advisement, on a topic or theme in American Studies, drawn from at least two disciplines. Up to six units may be in community college or lower division coursework. For students with GPA 3.0 or higher, electives can include a senior course on advisement: Independent Study (699) on a specific topic connected to prior course work, to be developed through consultation with the coordinator and faculty from the appropriate department (3–6 units).

Courses especially appropriate as electives for the American Studies major are offered by the following departments (not an exclusive list):

- Africana Studies
- American Indian Studies
- Art

http://bulletin.sfsu.edu/colleges/liberal-creative-arts/american-studies/ba-american-studies/#degreerequirementstext
- Bachelor of Arts in American Studies
- Asian American Studies
- Cinema
- English
- Geography
- History
- Humanities
- Journalism
- Latina/Latino Studies
- Music
- Political Science
- Race and Resistance Studies
- Social Science
- Urban Studies and Planning
- Women and Gender Studies

Complementary Studies

To fulfill the Complementary Studies requirement, all students completing a B.A. degree must take twelve units from courses outside of the primary prefix of their major and not cross-listed with the primary prefix for the major. This requirement is automatically fulfilled when completing an American Studies major, so no additional units beyond the major are required to fulfill the complementary studies requirement.

General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Level</th>
<th>Units</th>
<th>Area Designation</th>
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<tr>
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<td>3</td>
<td>A1</td>
</tr>
<tr>
<td>Written English Communication I</td>
<td>LD</td>
<td>3</td>
<td>A2</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>LD</td>
<td>3</td>
<td>A3</td>
</tr>
<tr>
<td>Written English Communication II</td>
<td>LD</td>
<td>3</td>
<td>A4</td>
</tr>
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<td>Physical Science</td>
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<td>B2</td>
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<td>Lab Science</td>
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<td>B3</td>
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<tr>
<td>Mathematics/Quantitative Reasoning</td>
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<td>B4</td>
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<td>Arts</td>
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<tr>
<td>Social Sciences</td>
<td>LD</td>
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<td>D1</td>
</tr>
<tr>
<td>Social Sciences: US History</td>
<td>LD</td>
<td>3</td>
<td>D2</td>
</tr>
<tr>
<td>Social Sciences: US &amp; CA Government</td>
<td>LD</td>
<td>3</td>
<td>D3</td>
</tr>
</tbody>
</table>

[http://bulletin.sfsu.edu/colleges/liberal-creative-arts/american-studies/ba-american-studies/#degreerequirements]
Lifelong Learning and Self-Development (LLD) | LD or UD  | 3  | E
Physical and/or Life Sciences | UD    | 3  | UD-B
Arts and/or Humanities        | UD    | 3  | UD-C
Social Sciences                | UD    | 3  | UD-D

SF State Studies

Courses certified as meeting the SF State Studies requirements may be upper or lower division in General Education (GE), in a major or minor, or an elective.

American Ethnic and Racial Minorities (AERM) | LD or UD  | 3  
Environmental Sustainability (ES)          | LD or UD  | 3  
Global Perspectives (GP)                    | LD or UD  | 3  
Social Justice (SJ)                         | LD or UD  | 3  

Note: LD = Lower Division; UD = Upper Division.

First Time Student Roadmap (4 Year)
This roadmap opens in a new tab.

Transfer Student Roadmap (2 Year)
For students with an AA-T in Social Justice Studies. This roadmap opens in a new tab.

This degree program is an approved pathway ("similar" major) for students earning the ADT in Social Justice Studies

California legislation SB 1440 (2009) mandated the creation of the Associate Degree for Transfer (ADT) to be awarded by the California Community Colleges. Two types of ADTs are awarded: Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T). Note: no specific degree is required for admission as an upper-division student. However, the ADT includes specific guarantees related to admission and graduation, and is designed to clarify the transfer process and strengthen lower-division preparation for the major.

An ADT totals 60 units and includes completion of all lower-division General Education requirements and at least 18 units in a specific major. Students pursuing an ADT are guaranteed admission to the CSU if minimum eligibility requirements are met, though not necessarily to the CSU campus of primary choice.

Upon verification that the ADT has been awarded prior to matriculation at SF State, students are guaranteed B.A. or B.S. completion in 60 units if pursuing a "similar" major after transfer. Determinations about "similar" majors at SF State are made by faculty in the discipline.

Degree completion in 60 units cannot be guaranteed when a student simultaneously pursues an additional major, a minor, certificate, or credential.

A sample advising roadmap for students who have earned an ADT and continue in a "similar" major at SF State is available on the Roadmaps tab and displays:

- How many lower-division units required for the major have been completed upon entry based on award of a specific ADT;
- Which lower-division requirements are considered complete upon entry based on award of a specific ADT;
- How to complete the remaining 60 units for the degree in four semesters.

http://bulletin.sfsu.edu/colleges/liberal-creative-arts/american-studies/ba-american-studies/#degreerequirements/
Students who have earned an ADT should seek advising in the major department during the first semester of attendance.

General Advising Information for Transfer Students

1. Before transfer, complete as many lower division requirements or electives for this major as possible.

2. The following courses are not required for admission, but are required for graduation. Students are strongly encouraged to complete these units before transfer; doing so will provide more flexibility in course selection after transfer.
   - a course in U.S. History
   - a course in U.S. & California Government
   - a 2nd-semester course in written English composition

For information about satisfying the requirements described in (1) and (2) above at a California Community College (CCC), please visit http://www.assist.org. Check any geographically accessible CCCs; sometimes options include more than one college. Use ASSIST to determine:

- Which courses at a CCC satisfy any lower division major requirements for this major, including 2nd-semester composition;

Remedial courses are not transferable and do not apply to the minimum 60 units/90 quarters required for admission.

Additional units for courses that are repeated do not apply to the minimum 60 units required for upper division transfer (for example, if course was not passed on the first attempt, or was taken to earn a better grade).

Before leaving the last California community college of attendance, obtain a summary of completion of lower division General Education units (IGETC or CSU GE Breadth). This is often referred to as a GE certification worksheet. SF State does not require delivery of this certification to Admissions, but students should retain this document for verifying degree progress after transfer.

Credit for Advanced Placement, International Baccalaureate, or College-Level Examination Program courses: AP/IB/CLEP credit is not automatically transferred from the previous institution. Units are transferred only when an official score report is delivered to SF State. Credit is based on the academic year during which exams were taken. Refer to the University Bulletin in effect during the year of AP/IB/CLEP examination(s) for details regarding the award of credit for AP/IB/CLEP.

Students pursuing majors in science, technology, engineering and mathematics (STEM) disciplines often defer 6-9 units of lower division general education in areas C and D until after transfer in order to focus on preparation courses for the major. (This advice does not apply to students pursuing associate degree completion before transfer.)

Transferring from institutions other than CCCs or CSUs

Review SF State’s lower division General Education requirements. Note that, as described below, the four basic skills courses required for admission meet A1, A2, A3, and B4 in the SF State GE pattern. Courses that fulfill the remaining areas of SF State’s lower division GE pattern are available at most two-year and four-year colleges and universities.

Of the four required basic skills courses, a course in critical thinking (GE A3) may not be widely offered outside the CCC and CSU systems. Students should attempt to identify and take an appropriate course no later than the term of application to the CSU. To review more information about the A3 requirement, please visit http://bulletin.sfsu.edu/undergraduate-education/general-education/lower-division/#AAEL.

Identify and complete a 2nd-semester written English composition course before transfer. This is usually the next course after the typical “freshman comp” course, with a focus on writing, reading and critical analytical skills for academic purposes, and developing skills in
composing, revising, and the use of rhetorical strategies.

Waiting until after transfer to take a single course at SF State that meets both US and CA/local government requirements may be an appropriate option, particularly if transferring from outside of California.

All students must meet the transfer eligibility requirements outlined below for admission. For more information, visit the Undergraduate Admissions section.

- Complete 60 or more transferable semester units or 90 or more quarter units
- Earn a college grade point average of 2.00 or better in all transferable courses. Non-local area residents may be held to a higher GPA standard.
- Be in good standing at the last college or university attended
- Complete 30 semester units (45 quarter units) of general education, including four basic skills courses:
  1. One course in oral communication (same as CSU GE area A1)
  2. One course in written composition (same as CSU GE area A2)
  3. One course in critical thinking (same as CSU GE area A3)
  4. One course in mathematics or quantitative reasoning, with intermediate algebra as a prerequisite (same as CSU GE area B4)
- The four basic skills courses and a minimum of 60 transferable semester units (90 quarter units) must be completed by the spring semester prior to fall admission, or by the fall semester prior to spring admission. Earn a "C" or better grade in each basic skills course.
# Bachelor of Arts in American Studies Roadmap

120 Total Units Required  
Minimum Number of Units in the Major: 39

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Area A: Oral Communication (A1) or Critical Thinking (A3)</td>
<td>3</td>
</tr>
<tr>
<td>GE Area A: Written English Communication (A2)</td>
<td>3</td>
</tr>
<tr>
<td>GE Area C: Arts (C1) or Humanities (C2)</td>
<td>3</td>
</tr>
<tr>
<td>GE Area D: Social Sciences (D1)</td>
<td>3</td>
</tr>
<tr>
<td>GE Area D: U.S. History (D2) or U.S. and California Government (D3)</td>
<td>3</td>
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<tr>
<td><strong>Units</strong></td>
<td><strong>15</strong></td>
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<table>
<thead>
<tr>
<th>Second Semester</th>
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</tr>
</thead>
<tbody>
<tr>
<td>GE Area A: Oral Communication (A1) or Critical Thinking (A3)</td>
<td>3</td>
</tr>
<tr>
<td>GE Area A: Written English Communication II (A4)</td>
<td>3</td>
</tr>
<tr>
<td>or Written English Communication (A2) Stretch II</td>
<td></td>
</tr>
<tr>
<td>GE Area B: Quantitative Reasoning (B4)</td>
<td>3</td>
</tr>
<tr>
<td>GE Area C: Arts (C1)</td>
<td>3</td>
</tr>
<tr>
<td>GE Area D: U.S. History (D2) or U.S. and California Government (D3)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td><strong>15</strong></td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Area A: Written English Communication II (A4) if not already satisfied</td>
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</tr>
<tr>
<td>or Complementary Studies or SF State Studies or University Elective</td>
<td></td>
</tr>
<tr>
<td>GE Area B: Physical Science (B1) and Laboratory Science (B3)</td>
<td>3-4</td>
</tr>
<tr>
<td>GE Area C: Humanities: Literature (C3)</td>
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<td>Complementary Studies or SF State Studies or University Elective – Take Two</td>
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</tr>
<tr>
<td><strong>Units</strong></td>
<td><strong>15-16</strong></td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Units</th>
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<tbody>
<tr>
<td>Major Elective (24 units total) – Take One</td>
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<tr>
<td>GE Area B: Life Science (B2) and Laboratory Science (B3)</td>
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<td>Complementary Studies or SF State Studies or University Elective – Take Three</td>
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<td><strong>Units</strong></td>
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<td>AMST 300</td>
<td>Perspectives on American Culture</td>
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<tr>
<td>Select One GWAR Course</td>
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<td>ETHS 300GW</td>
<td>Writing in Ethnic Studies - GWAR</td>
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<tr>
<td>HIST 300GW</td>
<td>Seminar in Historical Analysis - GWAR</td>
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<tr>
<td>HUM 300GW</td>
<td>Junior Seminar Humanities Writing - GWAR</td>
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</table>

**Bachelor of Arts in American Studies Roadmap | San Francisco State University**

---

### Major Elective (24 units total) – Take One 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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**GE Area UD-B: Upper Division Physical and/or Life Sciences (Consider SF State Studies Course)**

<table>
<thead>
<tr>
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<tbody>
<tr>
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**Complementary Studies or SF State Studies or University Elective**

<table>
<thead>
<tr>
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<tbody>
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#### Sixth Semester

**Units**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HUM 450</td>
<td>California Culture</td>
<td>3</td>
</tr>
<tr>
<td>HUM 485 or HUM 490</td>
<td>The Arts and American Culture American Images: Photography and Literature</td>
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**Major Elective (24 units total) – Take One 6**

<table>
<thead>
<tr>
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<tbody>
<tr>
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**GE Area UD-D: Upper Division Social Sciences (Consider SF State Studies Course)**

<table>
<thead>
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**Complementary Studies or SF State Studies or University Elective**

<table>
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<tbody>
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#### Seventh Semester

**Select One Geography Course**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>GEOG 455</td>
<td>Geography of Ethnic Communities</td>
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<tr>
<td>GEOG 550</td>
<td>Geography of the United States and Canada</td>
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<td>GEOG 552</td>
<td>Geography of California</td>
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**Major Elective (24 units total) – Take Two 6**

<table>
<thead>
<tr>
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<tbody>
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**Complementary Studies or SF State Studies or University Elective – Take Two 5**

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#### Eighth Semester

**Major Elective (24 units total) – Take Three 6**

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**Complementary Studies or SF State Studies or University Elective – Take Two 5**

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</table>

**Total Units**

<table>
<thead>
<tr>
<th>Units</th>
<th>120-122</th>
</tr>
</thead>
</table>

---

1. To avoid taking additional units, it is recommended that you meet LLD and SF State Studies requirements (AERM, GP, ES, SJ) within your GE.

2. ENG 114 can only be taken if you complete Directed Self-Placement (DSP) and select ENG 114; if you choose ENG 104/ENG 105 through DSP you will satisfy A2 upon successful completion of ENG 105 in the second semester; multilingual students may be advised into alternative English courses.

3. MATH 60 and/or MATH 70 are required prerequisites to Area B4 unless you score 50 or higher on ELM or have an ELM exemption.

4. Consider taking a class combined with a laboratory or a separate lab to fulfill B3 if not already satisfied.

5. **Complementary Studies**

   To fulfill the Complementary Studies requirement, all students completing a B.A. degree must take twelve units from courses outside of the primary prefix of their major and not cross-listed with the primary prefix for the major. This requirement is automatically fulfilled when completing an American Studies major, so no additional units beyond the major are required to fulfill the complementary studies requirement.

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http://bulletin.sfsu.edu/colleges/lsrts/american-studies/ba-american-studies/roadmap.html
- Asian American Studies
- Cinema
- English
- Geography
- History
- Humanities
- Journalism
- Latina/Latino Studies
- Music
- Political Science
- Race and Resistance Studies
- Social Science
- Urban Studies and Planning
- Women and Gender Studies

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Class Schedule
General Education

Students following earlier "Bulletin" requirements can access the appropriate year using this link: Previous Bulletins.

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Save this page as a PDF
AMST 300 — Course Revision

Course Revision Request

Proposed by: Cristina Ruotolo
E-mail: ruotolo@sfsu.edu
Phone: 8-1099

Current

<table>
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<tr>
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<td>GE</td>
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<td>Grading System</td>
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<tr>
<td>Restrictions</td>
<td>• Class level(s): Junior</td>
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</tbody>
</table>

Current Description

American culture from the perspectives of different social sciences, American national character, social thought, and political order.

Current Prerequisites

Prerequisite: Upper division standing or conen: of instructor.

Current Cross-Listing


Revised

<table>
<thead>
<tr>
<th>ID</th>
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</thead>
<tbody>
<tr>
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<td>Perspectives on American Culture</td>
</tr>
<tr>
<td>Required in</td>
<td>American Studies BA and minor</td>
</tr>
<tr>
<td>Elective in</td>
<td>Humanities BA and minor</td>
</tr>
<tr>
<td>Type</td>
<td>Regular</td>
</tr>
<tr>
<td>Requirements</td>
<td>GWAR</td>
</tr>
<tr>
<td>Staffing</td>
<td>C5 (3)</td>
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<tr>
<td>Repeats</td>
<td>Not repeatable</td>
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<tr>
<td>Grading System</td>
<td>R</td>
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<tr>
<td>Restrictions</td>
<td>• Open to all</td>
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Revised Description

Examination of particular topics in U.S. culture and society through the interdisciplinary lens of American Studies.

Revised Prerequisites

Prerequisite: ENG 214 or equivalent

Revised Cross-Listing

HUM 400

Summary of Changes

• Requesting GWAR certification
• Remove GE certification
• Staffing Classification 1 changed from C2 (3 units) to C5 (3 units)
• Access restrictions changed
• Changed description
• Changed prerequisites
• Changed cross-listing information
• Submitted new course outline

Reason for changes

Would like to make course into GWAR for American Studies major (and option for Humanities major)

https://courseproposal.sfsu.edu/course/revise/review
Course Revision Request — Course Outline

AMST 300 (41860)

Course outline

Thematic focus would vary by semester, within the parameters of the learning objectives. Here's an outline for a sample theme: Hollywood and the American Dream.

1. 1920-40s: focus on immigrant/Jewish studio moguls, their drive to assimilate to "whiteness", their cinematic portraits of American values and aspirations, the early history of Hollywood's power to define and shape American values and ideas of what it means to be American.


3. Critiques of Hollywood and Hollywood critiques of the American Dream: more recent challenges to the myths of "America" promulgated by Hollywood, particularly in terms of race, class, gender and sexuality.

Student learning outcomes

1. Students become familiar with a major topic in American cultural and society through an interdisciplinary lens;
2. Students develop skills in writing analytically about cultural objects, with attention to questions of style and form as well as historical and political contexts;
3. Students develop skills in developing narrowly focused writing projects into larger, more broadly focused writing projects;
4. Students become familiar with the major questions and concerns of American Studies scholarship.

Program Learning Objectives

Evaluation procedure to be used in determining final grades

Participation (including attendance and in-class writing assignments): 15%
Response papers: 10%
Short paper: 20%
Peer-Review Feedback (twice during semester): 20%
Long Paper first draft: 10%
Long Paper final draft: 25%

List of textbooks/reading assignments

Possible texts (from which excerpts would be assigned):

Cultural History:
Neil Gabler, An Empire of Their Own: How the Jews Invented Hollywood
Otto Friedrich, City of Nets: A Portrait of Hollywood in the 1940's
Victor Navasky, Naming Names
Peter Biskind, Easy Riders, Raging Bulls: How the Sex-Drugs-and-Rock 'N' Roll Generation Saved Hollywood
Michael Rogin, Blackface, White Noise: Jewish Immigrants and the Hollywood Melting Pot

Fiction:
Evelyn Waugh, The Loved One
Joan Didion, Play it as it Lays
Nathaniel West, Day of the Locust

Films:
Simcha Jacobovici, Hollywoodism: Jews, Movies and the American Dream
David Halpern, Hollywood on Trial
Billy Wilder, Sunset Boulevard
Fred Zinnemann, High Noon
Elia Kazan, On the Waterfront
Stanley Kubrick, Spartacus
Peter Fonda, Easy Rider
Francis Ford Coppola, The Godfather
Roer Altman, Nashville

https://courseproposal.sfsu.edu/course/revise/review
Instructions and Signatures

AMST 300 (41860)

In order to have your course revision approved, you must submit this form to your department chair or director for his/her signature on this page. The form must then be forwarded to your associate dean for approval. If you need to revise this form after printing, you can login at https://courseproposal.sfsu.edu/submissions/11038 to view, edit, and print this submission.

Consultations
Department/Program __________________ Chair/Director ____________________________ Date _______
Department/Program __________________ Chair/Director ____________________________ Date _______

Approvals
Department/Program Chair/Director _____________________________________________ Date _______
College Dean (or Designee) _______________________________________________________ Date _______
University Provost (or Designee) ________________________________________________ Date _______
Bachelor of Arts in American Studies – SJS Associate Degree for Transfer Roadmap

This is a sample pathway for students who transfer to San Francisco State University in 2017–2018 with an AA-T in Social Justice Studies. Six units in the major (electives) and all lower division GE requirements have been satisfied. Check with a major advisor about the most appropriate course sequence. Degree completion guaranteed in 60 units; see the Associate Degree for Transfer (ADT) section for more information.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 310/HUM 485 The Arts and American Culture</td>
<td>3</td>
</tr>
<tr>
<td>AMST 410/HUM 450 California Culture</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective</td>
<td>3</td>
</tr>
<tr>
<td>GE Area A: Written English Communication II (A4) or University Elective if A4 was met in transfer</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Units</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS 460 Power and Politics in American Indian History</td>
<td>3</td>
</tr>
<tr>
<td>or RRS 600/HIST 466 History of People of Color in the U.S.</td>
<td></td>
</tr>
<tr>
<td>Major Required – Also Fulfills University GWAR – Take One</td>
<td>3</td>
</tr>
<tr>
<td>ETHS 300GW Writing in Ethnic Studies - GWAR</td>
<td></td>
</tr>
<tr>
<td>HIST GWAR course</td>
<td></td>
</tr>
<tr>
<td>HUM GWAR course</td>
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</tr>
<tr>
<td>Major Elective</td>
<td>3</td>
</tr>
<tr>
<td>U.S. and California Government Course</td>
<td>3</td>
</tr>
<tr>
<td>or University Elective if US/CA Government met in transfer</td>
<td></td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Units</strong></td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
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<tbody>
<tr>
<td>Major Required – Select One</td>
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<tr>
<td>GEOG 455 Geography of Ethnic Communities</td>
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</tr>
<tr>
<td>GEOG 550 Geography of the United States and Canada</td>
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</tr>
<tr>
<td>GEOG 552 Geography of California</td>
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<tr>
<td>Major Elective – Take Two</td>
<td>6</td>
</tr>
<tr>
<td>GE Area UD—B: Upper Division Physical and/or Life Sciences</td>
<td>3</td>
</tr>
<tr>
<td>University Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Major Elective – Take Two</td>
<td>6</td>
</tr>
</tbody>
</table>

http://bulletin.sfsu.edu/colleges/liberal-creative-arts/american-studies/ba-american-studies/adt-roadmap.html
To Do at SF State:

Enough total units to reach 120 minimum for graduation; 40 units minimum at the upper division level; to include the following:

University-Wide Requirements: 3–9 Units
- ENG 214 if not completed prior to transfer (0–3 units)
- American Institutions (0–3 units): US Government/California State and Local Government requirement if not completed prior to transfer. The AMST major includes a required upper division course which also satisfies the US History requirement for graduation – view course descriptions.
- Upper division GE (3 units): Take a course to satisfy UD-B. Courses approved for UD-C and UD-D also satisfy major requirements – view course descriptions.
- Students entering the major with the AA-T in Social Justice Studies are not required to fulfill SF State Studies requirements.
- Complementary Studies: consult with a department advisor on how transfer units and/or SF State units can be applied to ensure degree completion within 60 units.

American Studies Major: 33 Units
Apply up to six units from the ADT to the Elective Courses area.
- Required courses (15 units) – includes GWAR-designated course
- Elective courses (18 units) – Courses, by choice and advisement, on a topic or theme in American Studies, drawn from at least two disciplines.

Consult University Bulletin for a list of appropriate departments.

University Electives: 18 Units or More
Units depending on course choices made at the community college, how transferred units are applied to the requirements above, and course choices at SF State. Some courses may meet more than one requirement, e.g., both in UD GE and the major. Upper division electives recommended in order to meet the minimum 40-unit requirement.

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Courses
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General Education
Students following earlier "Bulletin" requirements can access the appropriate year using this link: Previous Bulletins.
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http://bulletin.sfsu.edu/colleges/liberal-creative-arts/american-studies/ba-american-studies/adt-roadmap.html
American Studies

Alumni Curriculum Survey - FEB2017
April 12th 2017, 7:22 am PDT

Q2 - Please indicate the program in which you studied at SF State:

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>American Studies</td>
<td>100.00%</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>15</td>
</tr>
</tbody>
</table>

15 Total
Q3 - Which of the following best describes your program of study in the ...

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completed an undergraduate major in the department</td>
<td>92.31%</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Completed an undergraduate double major involving the department</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Completed an undergraduate minor in the department</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Completed both an undergraduate degree and a graduate master's degree in the department</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Completed a graduate master's degree in the department</td>
<td>7.69%</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Other</td>
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<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>13</td>
</tr>
</tbody>
</table>
Q47 - What year did you graduate?

Data source misconfigured for this visualization
Q48 - If you completed an undergraduate degree, did you enter SF State as a Freshman or as a transfer student?

<table>
<thead>
<tr>
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<th>Answer</th>
<th>%</th>
<th>Count</th>
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</thead>
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<td>Freshman</td>
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<tr>
<td>2</td>
<td>Transfer Student</td>
<td>66.67%</td>
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<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>12</td>
</tr>
</tbody>
</table>
Q49 - Did you pursue further graduate education after graduating from SF State?

<table>
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<th></th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>yes</td>
<td>61.54%</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>no</td>
<td>38.46%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>13</td>
</tr>
</tbody>
</table>
Q50 - Please indicate degree programs enrolled in or completed:

Please indicate degree programs enrolled in or completed:

Master's in History, SFSU
MA in Women's and Gender Studies at UT Austin
Elementary Teaching Credential
Masters in Education, Concentration: Adult Education.
Teaching credential for K-8 grades
Secondary Credential Program at SF State
Graduate classes at University of Oregon to meet requirements for a Standard Secondary credential in Oregon
Several Extension Courses
MA and PhD in American Studies at Yale University.
Q51 - What is your current primary occupation?

- Substitute Teacher
- Executive Assistant
- Executive Assistant
- Retired
- Retired elementary school teacher from San Francisco Unified School District
- retired
- Full time graduate student. Not employed at the moment.
- Retired
- Santa Clara County Employee
- Retired High School English Teacher
- Have taught OLLI classes in the North Bay
- Volunteer locally at Quarryhill Botanical Garden
- Executive Assistant
- Curator
- Professor of American Studies at the University of Hawaii.
Q52 - Briefly, what was your path to your current position? For example, what previous jobs or internships led you to your current position?

Briefly, what was your path to your current position? For example, what pr...

None

My last year in school, I was a Corporate Concierge at a remote concierge firm. After I graduated, I wanted a more "standard" schedule, so I started working in Admissions at an Art College. From there I transferred to the Registrar's Office at the school, and then started at my current company (I work in video games) in 2011 as a Receptionist. I've been here ever since and grown to my current Executive Assistant position, where I support a C-Level Exec and his org.

Graduate Assistant at an LGBTQ/Women's Center at UT Austin, Office Manager at a bag manufacturer in San Francisco

Started retirement planning early in life.

I went from Student Teaching to day to day substitute. Then had 5 years of one year contracts due to budget constraints. Was laid off after Prop. 13 passed. Re-entered teaching field in 1984 and taught until I retired in June 2013

Look ... I have to tell you ... this is absolutely ridiculous. After almost 50 years -- 50 years -- you really want my opinion? I signed up for this major because the classes I already had taken were similar, and I received credit for some of them under this major. And to avoid the draft. Really? My memory of that time might be useful to you now? I am astounded.

not applicable

Temp job at Westmoor HS after credential in English Dept
North Douglas HS in Drain, OR as an English teacher for 7 years
Sonoma Valley HS for 27 years as English teacher
Secretarial/administrative jobs over many years

Worked 19 years for the same organization as current employer but in different field. Needed Masters in my new field (American Studies) to compete for position change. Got the Curator position 7 years ago.

After receiving my PhD I was hired as an Assistant Professor in American Studies at Yale, promoted to Associate Professor, then was offered and accepted a position in the American Studies Department at the University of Hawaii.
Q53 - Do you feel like you’re working in the field for which you were trained?

Do you feel like you’re working in the field for which you were trained?

Regarding Social Studies and Social Science - yes

Tough to say. I was an American Studies major because I started as a Journalism major with an American Indian Studies minor and changed my mind in my third year. I needed a degree that I could dump as many credits into - American Studies was a logical fit. I will say that I really enjoyed my major, as it gave me the freedom to study all sorts of interesting people and cultures (that’s America, right?). From Female American Jewish writers, to Gender Studies, to NYC history, to my final paper on 'Don’t Ask Don’t Tell', I really appreciate the time that I spent at SFSU, and as an American Studies major.

no

I’m doing the best thing I’ve ever done for myself.

yes

not applicable

Yes

somewhat

Sort of. I was trained to curate museum objects (photos, documents, ephemera) but in current position, I "curate" a collection of large objects (historic structures, archeological sites & cultural landscapes) as I work in historic preservation field.

Yes.
Q54 - Please rate your satisfaction with the quality of instruction in your major:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality of instruction in introductory/core courses</td>
<td>75.0%</td>
<td>8.33%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>8.33%</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Quality of instruction in intermediate coursework or courses</td>
<td>66.6%</td>
<td>16.67%</td>
<td>8.33%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Quality of instruction received from faculty members</td>
<td>Quality of instruction received from teaching assistants</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td>66.6% 7%</td>
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<td>8 16.67% 2 8.33% 1 8.33% 1 0.00% 0 0.00% 0 12</td>
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</tbody>
</table>
Q55 - Please rate your satisfaction with your coursework in your major:

<table>
<thead>
<tr>
<th>Question</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth and depth of material covered in courses</td>
<td>66.67%</td>
<td>8.33%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>The sequencing (order) and integration of courses offered</td>
<td>66.67%</td>
<td>16.67%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

Legend:
- Breadth and depth of material covered in courses
- The sequencing (order) and integration of courses offered
- Level of intellectual engagement
- Appropriateness and clarity of grading methods
- Relevance of coursework to your career plans
- The availability of courses when you wanted to take them
<table>
<thead>
<tr>
<th></th>
<th>Level of intellectual engagement</th>
<th>Appropriateness and clarity of grading methods</th>
<th>Relevance of coursework to your career plans</th>
<th>The availability of courses when you wanted to take them</th>
</tr>
</thead>
<tbody>
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<td>75.00% 9 0.00% 0 25.00% 3 0.00% 0 0.00% 0 0.00% 0 0.00% 0 12</td>
<td>75.00% 9 8.33% 1 16.67% 2 0.00% 0 0.00% 0 0.00% 0 0.00% 0 12</td>
<td>66.67% 8 0.00% 0 33.33% 4 0.00% 0 0.00% 0 0.00% 0 0.00% 0 12</td>
<td>58.33% 7 25.00% 3 16.67% 2 0.00% 0 0.00% 0 0.00% 0 0.00% 0 12</td>
</tr>
</tbody>
</table>
Please describe the courses that were most useful to you.

NYC History
Jewish American Women Writers
All Gender Studies courses
The courses in WGS at SFSU were most useful to me. The other courses were mandatory for my American Studies degree and I didn't care for them

Geography, History
I have all my marbles -- all three of them -- but I have no idea what courses I took. I think there was one on Henry James, the world's dullest writer; and another on some aspects of Victoriana.
I was able to incorporate the courses from my minor in Women and Gender Studies into the overall degree requirements. Those courses were awesome. For other electives I took a lot of U.S. History, Geography and Cinema courses, which were equally great.

American History
Various Lit courses, Humanities, and art classes
The american literature classes were most interesting

I really don't recall....This was more than forty years ago. My only real recollections are of Professor Stanley Bailis, who chaired the program in those days, and various History Department faculty. I had positive experiences with all faculty.
Q57 - Please describe the courses that were least useful to you.

Please describe the courses that were least useful to you.

Freshman core classes - Critical Thinking - Philosophy was the worst.
California History - it was very focused and had a bizarrely racist bent
none I found I used information for all my courses in the field of teaching elementary grades due to the fact you have to teach ALL subjects.
Sadly, the actual core courses for American Studies were the least useful and interesting. That California Culture course really stands out as a waste of time and resources.
Math & PE
the american history classes were most boring
See above,
Q58 - Please describe any obstacles you encountered to completing your program of study.

Please describe any obstacles you encountered to completing your program of...

Me being lazy and not understanding the value of money or how fortunate I was to be able to go to college.
Navigating the administration at SFSU is incredibly difficult - advisors change all the time and nobody seems to know how to get things done

none

The draft would have been a big obstacle, but I was able to obtain conscientious objector status about the time I was forced to finally graduate.

None. I chose this major for its flexibility in elective choices. I never had any issues acquiring courses with American themes/ subject matter.

Had to work 30 hours a week usually to pay for college after the death of my father, having been accepted to UC Berkeley. Could not afford that institution, but no regrets, very positive about the quality of my education at SF State.

having to stand in line on the campus at 4AM to register for the classes I wanted

Can't remember any.

None.
Q59 - Which skills, competencies, or content knowledge from the courses do you use in your career or life?

Which skills, competencies, or content knowledge from the courses do you use...

Researching skills
Cultural competency
An appreciation for the rich culture that is our country
A love for those around me
A desire to understand other cultures better

How to get things done myself without help.

I believe I received a well rounded view at the diversity of cultures and viewpoints we humans experience. It has helped me gain a little insight into the appeal of a Donald Trump.

general knowledge of geography, history background

I know how to take a street car. At least I used to. I can tell people the plots of several James novels, and I can tell them basically, don’t bother. Even though I’m 72, life is short. There are things much more fun to do than plod through James. Just sayin.

I developed a broader understanding of U.S. history, politics, society and culture. Now that I’m entering the field of education, the foundational knowledge I gained from my American Studies major has been really helpful in recognizing and understanding barriers and obstacles to higher education.

Correspondence and writing

Writing, particularly papers; time management; cross-curricular approach to considering subjects; very well prepared in terms of all things about America, particularly lit, history, politics, and culture

I am full of useless information and my American Studies knowledge contributes to that
Q60 - Please describe any skills, competencies, or content knowledge that you feel should be added, changed, or subtracted from the curriculum?

Please describe any skills, competencies, or content knowledge that you fee...

None - it was very "Choose your own adventure" and I loved that.

none

I think there should be better core courses/ more options. There should also be more options for the GWAR requirement. To earn the minor in Women and Gender Studies, I had to take their GWAR. If a student is getting a minor or has an interest in a particular field that relates to American Studies, they should be able to take the GWAR in that discipline. I also think that promotion of this major is sadly lacking. Whenever someone asked me about my major, they always looked quizzical when I told them it was American Studies. Few know what this field is all about. We need to emphasize how relevant it still is. Perhaps more about US minority cultures, but at the time these areas were only beginning to be seen as valid pursuits in university education.

Have been out of touch since 1973

I really wanted to learn more about museum conservation (conservation of materials such as paper, photographs, plastics, metals etc) but unless I was going to select Conservation as my subject of specialization (which I didn't because of my lack of chemistry knowledge), I don't remember a course in Conservation of Materials being offered to "non-majors". I also would have benefitted in more than an introductory level class in NHPA Section 106 law and historic preservation of structures, landscapes and archeo sites.

I have no idea what the curriculum looks like today.
Q61 - How confident are you in your quantitative reasoning?

<table>
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<tr>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
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<td>2.84</td>
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</tr>
</thead>
<tbody>
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<td>10.00%</td>
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<td>1</td>
</tr>
<tr>
<td>7</td>
<td>10.00%</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>20.00%</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>20.00%</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>30.00%</td>
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</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
Q62 - How well did your program prepare you to write in your field?

<table>
<thead>
<tr>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
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<td></td>
<td>4.00</td>
<td>10.00</td>
<td>7.36</td>
<td>2.23</td>
<td>4.96</td>
<td>11</td>
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<table>
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<tr>
<td>4</td>
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<tr>
<td>9</td>
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<tr>
<td>10</td>
<td>27.27%</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>11</td>
</tr>
</tbody>
</table>
Q63 - Looking back, did your studies at SF State prepare you for your career?

Looking back, did your studies at SF State prepare you for your career?

no

yes

I became an independent bookseller (owner of Gallery Bookshop in Mendocino CA) for a 26 year run. I would say that having an eclectic education did help me in that occupation.

I'm still in school, at the graduate level. I feel prepared for any new academic challenges or rigors.

Yes

Absolutely!

It provided me the degree that I needed but not the specific training I needed to perform my job. The training I received at SFSU will likely benefit me in my post-retirement subsequent employment.
Q64 - Please rate the overall number of required courses (units) in the degree program:

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>too many required courses (units)</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>not enough required courses (units)</td>
<td>10.00%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>right number of required courses (units)</td>
<td>90.00%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>10</td>
</tr>
</tbody>
</table>
Q65 - Please rate your satisfaction with faculty efforts in each area:

- Facilitating your learning
- Availability and accessibility
- Research experiences, internships, and practica
- Appropriate knowledge of trends in the field
- Assistance in preparing students for career goals

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Facilitating your learning</td>
<td>60.00%</td>
<td>60.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>Availability and accessibility</td>
<td>50.00%</td>
<td>30.00%</td>
<td>10.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>Research experiences, internships, and practica</td>
<td>70.00%</td>
<td>10.00%</td>
<td>10.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td>Appropriate knowledge of trends in the field</td>
<td>60.0%</td>
<td>6</td>
<td>10.00%</td>
<td>1</td>
<td>20.00%</td>
<td>2</td>
<td>10.00%</td>
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<td>--------</td>
</tr>
<tr>
<td>5</td>
<td>Assistance in preparing students for career goals</td>
<td>40.0%</td>
<td>4</td>
<td>20.00%</td>
<td>2</td>
<td>40.00%</td>
<td>4</td>
<td>0.00%</td>
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</tbody>
</table>
Q66 - Which activities did you participate in as part of your degree program at SF State? (Check all that apply)

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First-year seminars</td>
<td>14.29%</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Community service learning</td>
<td>28.57%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Special project or independent research guided by faculty</td>
<td>57.14%</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Undergraduate research</td>
<td>42.86%</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Community-engaged learning</td>
<td>28.57%</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Group work</td>
<td>57.14%</td>
<td>4</td>
</tr>
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<td></td>
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<tr>
<td>----------</td>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Master's thesis</td>
<td>0.00%</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Other

Other

Internship
Please add any further comments regarding advising in your major dept/program.

This was a new program at the time and it was exciting to be in on the ground floor. The faculty was extraordinary and very collaborative with students in choosing topics for exploration.

Wonderful teachers I had are now dead, but well remembered

Enjoyed learning from Dr. Ellis but wasn't always convinced her knowledge base was current with trends, unlike Professor Luby, whom I also enjoyed and whom I felt injected the department with some current relevancy with new courses that were added.

As an undergraduate I wrote a research paper that I revised into a scholarly article with assistance from History and American Studies faculty. Prior to my graduation with a BA from SF State, it was accepted for publication in American Quarterly, the leading journal in the field of American Studies. I am certain this was a key factor in my being admitted to Yale's PhD program.
Q68 - Please indicate the extent to which you agree or disagree with each of the following statements regarding overall quality:

- I would recommend this dept/program to prospective students.
- There is adequate flexibility in the dept/program to pursue electives for p...
- The intellectual climate in the dept/program is stimulating.
- Faculty in the dept/program are committed to their teaching.
- Students' knowledge, understanding, and skills are adequately assessed.
- There is good communication between faculty and students regarding student ...
- My dept/program experiences (courses, research, projects, etc) were relevan...

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I would recommend this dept/program to prospective students.</td>
<td>80.00%</td>
<td>0.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>10%</td>
<td>20.00%</td>
</tr>
</tbody>
</table>
|   | There is adequate flexibility in the dept/program to pursue electives for personal interests. | 70.0%
7 10.00% 1 10.00% 1 0.00% 0 0.00% 0 10.00%
1 10 |
|---|---|---|
|   | The intellectual climate in the dept/program is stimulating. Faculty in the dept/program are committed to their teaching. Students' knowledge, understanding, and skills are adequately assessed. There is good communication between faculty and students regarding student needs, concerns, and suggestions. | 60.0%
6 10.00% 1 10.00% 1 0.00% 0 0.00% 0 20.00%
2 10 |
|   | My dept/program experiences (courses, research, projects, etc) were relevant to my career goals and directions. | 70.0%
7 10.00% 1 0.00% 0 0.00% 0 20.00%
2 10 |
|   | | 50.0%
5 10.00% 1 10.00% 1 0.00% 0 0.00% 0 30.00%
3 10 |
|   | | 50.0%
5 10.00% 1 20.00% 2 0.00% 0 0.00% 0 20.00%
2 10 |
|   | | 20.0%
2 30.00% 3 30.00% 3 0.00% 0 0.00% 0 20.00%
2 10 |
Q69 - If I had to do it again, I would choose this dept/program for my major/minor/graduate study.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>70.00%</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>20.00%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>10.00%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>N/A</td>
<td>0.00%</td>
<td>0</td>
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<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>10</td>
</tr>
</tbody>
</table>
Q70 - In general, how would you characterize the academic material/content taught in the dept/program?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
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<tbody>
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<td>1</td>
<td>Extremely Challenging</td>
<td>20.00%</td>
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<tr>
<td>2</td>
<td>Very Challenging</td>
<td>40.00%</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Adequately Challenging</td>
<td>30.00%</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat Challenging</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Not At All Challenging</td>
<td>10.00%</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>N/A</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>10</td>
</tr>
</tbody>
</table>
Q71 - What was the most rewarding experience you had in the dept/program?

What was the most rewarding experience you had in the dept/program?

Focusing on WGS and creating my own curriculum through the flexibility of the American Studies curriculum

Finishing
American Studies offered a major with a wide range of courses that was very suitable for someone wanting to teach in the elementary school level.

graduating!
I received a special award from the department in recognition of my academic and personal achievements. I also enjoyed the rapport I had with the department coordinator, professor and advisor. There was always opportunity to address concerns or receive guidance. Its a great major that should be expanded. Most of all, I enjoyed the interdisciplinary nature of American Studies. It was empowering. I was able to design my major and take a variety of courses in other disciplines which enabled me to broaden my knowledge base, and meet other great professors and students.
The faculty were diverse and welcoming in their approaches to curriculum and student interaction for the most part.
The affair I had with my teacher
My internship opportunity.
Just the overall intellectual stimulation and support.