

American Studies Director

presentation by

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Experience, Leadership, & Vision

Education

- PhD, Rhetoric and Composition
- MS, Professional Writing
- BA, Economics and English

Scholarship Overview

- **First Conference Presentation** (January 2004)
“Mistaking Capitalist Allegory as Italian-American Stereotypes: A Critique of *The Godfather’s* Representation of the American Utopian Fantasy”
- **Last Conference Presentation** (February 2025)
“Heteronormativity and Technological Determinism: Retro Science Fiction’s View of Future Immediacy”

Interdisciplinary Scholarship

Books

- *The Rhetoric of Fear: American Cultural Dis-Ease* (in-progress)
- *Video Games and American Culture* (2020)
- *Marconi's Wireless and the Rhetoric of a New Technology* (2012)

Select Articles

- “*Nineteen Eighty-Four* in the Technical Writing Classroom” (in-press chapter)
- “The Ethos of Motherhood: Nominating Amy Coney Barrett and Kamala Harris” (2024)
- “Tony Soprano as the American Everyman and Scoundrel: How *The Sopranos* (re)Presents Contemporary Middle-Class Anxieties” (2014)
- “Using *I, Robot* in the Technical Writing Classroom: Developing a Critical Technological Awareness” (2011)

Informed Teaching

AMST/IDST Classes Created

- Video Games and American Culture
- New Media: Gender, Culture, Technology
- Science Fiction and American Culture

Professional Organizations

- PCAS/ACAS: Popular Culture Association in the South/American Culture Association in the South
- Southeastern Association of Cultural Studies
- Modern Language Association
- South Atlantic Modern Language Association

Leadership

Faculty Roles

- Tenured Associate Professor
- Graduate Assistant
- Full-Time Visiting Instructor
- Part-Time Adjunct teaching six classes at two institutions

Professional Development

- Intellectual Growth
- Student Engagement
- Expanded Course Offerings
- Commitment to AMST/IDST Community

AMST Community

Core & Affiliate Faculty

- Support Teaching
- Revise Curriculum
- Monitor Student Matriculation
- Engage with IDST Committees and Events

Interdisciplinary Studies

- Maintain and Expand Offerings
- Represent Home Department and AMST/IDST
- Discuss Connections Among/Across Disciplines
- Explain Career Competencies
- Encourage Collaborations (workshops, conferences, student organizations)

Students

Our AMST Students

- Literally, Everywhere
 - Athletics, Business, Computing & Informatics, CHESS, Sciences
 - Commuters, On-Campus, Near-By, GRΣΣK Organizations
 - Local, National, International
 - Fulbright Attempt

Student Identification

- Do they feel as if AMST/IDST is their core program?
- How do they hear about the program?
- When do they declare?
- What are their goals?
- How do we recruit Majors and Minors?

Student Recruitment

Open House & Admitted Students Day

- Attendance Reflection
- No Obvious* Career Path
 - What can I do with this?
 - How do I monetize this “hobby”?
 - Let me ask my parents...

*I recognize “obvious” is a loaded term.

The Unicorn?

- Double Major
- Multiple IDST Programs
- Several Student Organizations
- Leadership Roles

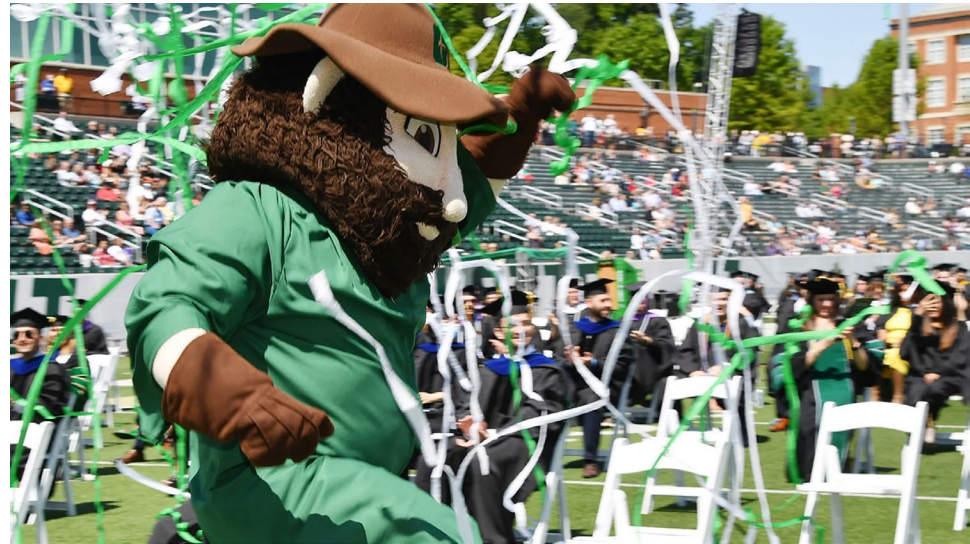


Image taken from <https://traditions.charlotte.edu/things-know>

Student Organizations

Anti-Social Media

- Limits of Social Media Advertising
- Artificial Intelligence Myths
- Self(ie)-Promotion \neq Recruitment Efforts

Collaboration & Communication

- Word-of-Mouth Recruitment
- AMST/IDST Network of Interdisciplinary Faculty
- Debate Initiatives on Campus
- North Carolina Student Legislature
- On-Campus and Independent Picture House (IPH) Film Showings

Specific Organizations

2024-2025 Student Organization Funding

- Charlotte Speech & Debate Teams
- North Carolina Student Legislatures Annual Session

Student organizations are crucial sources for spreading the word about us.



Recruitment Vision

Faculty and Student AMST Ambassadors

- Free Expression and Constructive Dialogue (FECD) Initiatives
 - Debate Fellows, Conversationalists, United Minds, etc.
 - Braver Angels
 - Sociology's Sanctuary Discussion Method for Constructive Dialogue
- Foundations of American Democracy Gen Ed Requirement
 - In-Class Debates
 - Expansive View of American Studies
- Reach Out to More Student Organizations
- Business and STEM Initiatives

I make no attempt to hide the fact I want “debate” and “FECD” to make people immediately associate American Studies.

Curricular Vision

Expand Course Offerings

- Identify “In-House” Courses
- Science & Technology Studies (anyone remember HTAS?)
 - ITSC 3688 “Computers and Their Impact on Society”
- Piloting Writing-Based Classes
- Business College Outreach

New Full-Time Faculty

- Expand Media Studies Offerings
 - Film, TV Shows, Social Media
 - Sports and Related Entertainment
- Reaffirm/Revise/Rethink Core Decades Courses



Potential Timeline & Recap

Year 0-1

- I was really just figuring things out
- DegreeWorks, Curriculog, Scheduling, Budgets

Years 1-2

- Debate and Free Expression & Constructive Dialogue
- Identify “In-House” Courses
- Establish Incentives for Teacher Observations
- Reach Out to Student Organizations
- Assess New Courses

Years 2-3

- Debate and Free Expression & Constructive Dialogue
- Expand Full-Time and Core Faculty
- Continue/Assess Recruitment Efforts
- Identify/Establish AMST Student Profile

AMST Concentration in IDST?

- Is this the goal?
- What resources are available?
- How does AMST (and IDST broadly) fit Charlotte's R1 profile?
- Honors? Graduate Studies?

If AMST wants to become an IDST concentration, it must have a critical mass of students forming an AMST identity.



Let's Talk Q&A with AAT

I appreciate the offer to interview for the American Studies Director position. Thank you for your time.

