

# AMS 310 Instructional Design

American Studies: The U.S. in the World

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## Overview

This document details course design using sound instructional design principles. Using a variety of specific theoretical perspectives, including constructivist design theory and performance improvement theory, this document is meant to be a brief but comprehensive guide to understanding what went into the back-end development. As you will see, each section specifies different I.D. principles used in decision-making for course design and development.

## Contents

### 1. Planning & Analysis

- A. Strategic Objectives Report
- B. Performance Analysis
- C. Learning Needs Analysis

### 2. Design & Development

- D. Content Outline (Syllabus I)
- E. Design Document
- F. Course Roadmap (Syllabus II)

### 3. Implementation & Evaluation

- G. Facilitator Strategy and Maintenance Plan
- H. Evaluation Report and Analysis

## Endnotes

## Phase 1: Planning & Analysis

### Phase Overview

Planning and analysis, though often overlooked in order to immediately head into design and development, are incredibly significant to planning a successful instructional design. In the academic classroom, like in corporate L&D, identifying strategic objectives and conducting a high-level curriculum assessment allows for intervention-based instructional design. A comprehensive learning needs analysis assists in refining costs and scope by specifying resource requirements. Each document in this section, therefore, pinpoints ideal tasks to be completed in the design and development phase, ensuring a precise, accurate, and rapid course design lifecycle.

# Strategic Objectives Report

General Course Information: This course's strategic goals are generalizable goals that could apply to many advanced courses – which means that while many curricula are different based on content, most organizations use similar enumerations (100, 200, 300, ...) to indicate level of involvement and achievement that is expected for learners.

This course's number is AMS 310 course, which indicates it is an advanced-level course that should require an in-depth involvement of learners in both intellectual and time commitments. AMS identifies the curriculum-basis to be American Studies. Finally, the course catalog's general title for the course is "The U.S. in the World."

## Strategic objectives (in order of significance):

- Improve technical and analytical skills: to accomplish this goal, I will build competencies in writing and analysis by providing several opportunities for low-stakes and high-stakes writing as well as verbal assignment submission.

For this course, I have formulated three major assignments (a podcast episode, a midterm essay assignment, a final presentation) that allow learners with different learning styles to demonstrate technical and analytical skills. To establish a baseline for improvement, learners are given a diagnostic on the first day of the course.

- Improve productivity with cross-functional teams: to accomplish this goal, I will build assignment(s) that not only require collaboration from start to finish but require cross-functional, meaning learners from different majors/disciplinary "homes," collaboration to be successful.

In this course, learners produce a podcast episode in a three-person team that requires specific analytical competencies like research aggregation and reporting as well as specific technical competencies like recording, producing, and transcribing. Each member of the team will be from different disciplines and will therefore be able to provide different perspective and skills to the project.

- Build high-performing teams: to accomplish this goal, I will build low-stakes and high-stakes assignments that require multiple opportunities for team-building with different learners. This means that not only will learners become close with one another, sustaining a classroom culture and familiar rapport, but will individually develop the skills to work in team environments with many types of individuals.

- Invest in tools to make learners more productive: to accomplish this goal, the podcast assignment requires that learners learn how to do advanced-level archival research, reporting, recording, and producing. Learners meet with on-campus experts at the beginning of the course and can set-up consecutive meetings with experts to better their assignment's outcome.
- Improve learner retention: to accomplish this goal, I will reveal to learners the ability to succeed in the advanced-level curriculum by putting forth effort in all of the assignments. Additionally, as the course is designed with different kinds of assignments, I emphasize to learners that even if one does not see oneself as a particular type of learner, they will have the opportunity to really shine in another assignment with different expectations of them.
- Develop leadership abilities and potential of the team: to accomplish this goal, the course has two major opportunities for leadership – the podcast episode and the final presentation. The podcast episode requires two leadership roles, an organizational leadership role that helps plan and a public-facing leadership role whose voice is recorded for the podcast. The final presentation similarly requires an organizational leadership role as well as a public-facing leadership role.
- Maintain alignment across the curriculum: to accomplish this, I have requested previous course outlines and designs so that what is covered in this course is a continuation of the curriculum for the American Studies program at the University of Miami.
- Create performance-based culture: to accomplish this goal, all learners are given explanatory rubrics for each assignment, including low-stakes, in-class assignments. Additionally, learners are surveyed throughout the course after each assignment deadline in order to gauge reaction performance.

Specific Course Information: The overall goal is to provide an advanced course in American Studies that focuses on the United States' impact throughout the world based on the instructor's specialization. The instructor's specialization is on American Imperialism, Building American Empire, etc. and Cultural Studies, especially in the modern context (~1900 to present). "Cultural Studies" indicates a focus on qualitative data derived from items produced within a cultural context, including films, television, music, and literature, as well as the political and social paradigms that accompany this production, such as Eurocentrism, patriarchy, sexism, racism, homophobia, and other polarizing topics.

**Learning objectives** (using Bloom's taxonomy):

- Investigate the United States' political and cultural relationship to the remainder of the world through different periods of time as often one of domination in the name of spreading Western norms
- Relate concern for victims of imperialism as carried out by the United States or its proxies by considering multiple genres of literary and cultural texts that articulate these tragedies from a variety of social, political, and cultural perspectives
- Critique cultural myths of American exceptionalism and Western benevolence with peer-reviewed and personal historical accounts of events that question or contradict these myths
- Translate the racial, political, gendered, or ethnic othering of non-Anglo-descended peoples by dominant cultural beliefs in the American imaginary
- Historicize the events in multiple regions of the world that shaped the modern world-system and its politics, borders, cultures, languages, and economies
- Report major disciplinary inquiries, debates, and scholarship regarding American empire in relation to American Cultural Studies
- Design and produce diverse media based on collaborative research with peers
- Research and identify specific knowledge on the United States' political, social, cultural, historical, and economic relationship to one region or country in the world using standard academic research practices

## Performance Analysis

"According to Rossett (1999), performance analysis centers on the directions an organization wishes to go (i.e., desired performance) and the drivers that encourage or impede performance (i.e., current performance). During this phase, organizational analysis is conducted to identify the vision, mission, values, goals, and strategies of the organization where a performance issue is occurring (Van Tiem et al., 2004). Environmental analysis is also conducted to uncover factors related to the performance issue (Gilbert, 1996; Mager & Pipe, 1997)."

These might include:

- "Knowledge, skills, motivation, expectations, capacity, and ability of the workforce;
- Resources, tools, information, and feedback provided by the organization as well as the consequences, rewards, and incentives of performance or nonperformance; and
- Job tasks, processes, policies, procedures, and employee responsibilities."<sup>i</sup>

As an instrument to establish the baseline performance of learners in the course, I issued a diagnostic that features multiple occasions for critical thought about the curriculum topic as well as multiple technical and analytical competencies.

[Jump to data & analysis](#)

### *AMS 310 Diagnostic*

Directions: This is an anonymous diagnostic test that is only used to better understand the general level of knowledge on the course topic for this classroom of learners. Please do not write your name or any identifying information on this document. Despite this not being graded, please do try your best.

**Part I. Multiple Choice.** Place the letter choice that best answers the following questions on the line directly preceding the question number.

— 1) \_\_\_ and \_\_\_ became U.S. protectorates (colonies) as a result of the Spanish American War.

- Puerto Rico, Cuba, Spanish Florida, and Guam
- Texas, the Philippines, Cuba, and Puerto Rico
- Puerto Rico, Guam, Cuba, and the Philippines
- Cuba, Spanish Florida, Louisiana, and Puerto Rico

\_\_\_ 2) Which of the following Caribbean nations were never under the de facto colonial rule of the United States?

- Haiti
- Barbados
- Puerto Rico
- Dominican Republic

\_\_\_ 3) Theodore Roosevelt's foreign policy could be characterized as \_\_\_.

- cautious
- economically driven (rather than militaristic)
- aggressive
- unformulated/no foreign policy

\_\_\_ 4) President Theodore Roosevelt received a Nobel Peace Prize for helping to negotiate peace between which two countries?

- China and Japan
- the United States and Japan
- Russia and Japan
- Russia and the United States

\_\_\_ 5) The \_\_\_ were a series of conflicts that included military occupation, police action, and intervention by the U.S. government in Central America and the Caribbean between the Spanish-American War's end in 1898 and the Good Neighbor Policy during the Roosevelt administration.

- Sugar Wars
- Banana Wars
- Tobacco Wars
- United Fruit Wars

\_\_\_ 6) Prior to 2001, September 11<sup>th</sup> was a significant date in U.S. imperialist history due to

- the 1973 military coup against the democratically elected Chilean president Salvador Allende
- the 1916 official occupation of the Dominican Republic by U.S. military force
- the 1915 official occupation of Haiti by U.S. military force
- the 1950 failed attempt to assassinate Harry S. Truman by pro-independence Puerto Rican activists

\_\_\_ 7) The following passage comes from which addition to the Monroe Doctrine that allows the U.S., as a civilized nation, to intervene in the internal affairs of Latin American countries?

Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United

States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power.

- a. The Roosevelt Corollary
- b. The Wilson Corollary
- c. Big Stick Diplomacy
- d. The Monroe Addendum

\_\_\_ 8) Social Darwinism is the belief that

- a. people from industrialized nations were superior to less-developed countries
- b. people from industrialized nations were inferior to less-developed countries
- c. economic prosperity was the result of cooperating with and showing respect to other nations in the world
- d. the interests of native-born or established inhabitants of a nation should take precedence over the interests of immigrants

\_\_\_ 9) The Philippines were not granted full autonomy by the United States until \_\_\_.

- a. 1946
- b. 1902
- c. 1916
- d. 1956

\_\_\_ 10) The United States responded to the 1937 & 1938 nationalization of U.S. oil companies in Mexico and Bolivia with years-long negotiations resulting in

- a. stalemate
- b. the U.S. essentially paying Mexico and Bolivia for the expropriated companies
- c. Mexico and Bolivia essentially paying the U.S. for the expropriated companies
- d. the Good Neighbor Policy

\_\_\_ 11) The Sugar Act of 1934 reclassified sugar as a basic commodity, and put quotas on domestic sugar segments, foreign imports, and included marketing allotments and labor provisions. Sugar farmers were also paid a direct subsidy of one-half cent per pound of sugar they produced. In Latin America, this resulted in

- a. Latin American sugar producers gaining a guaranteed share of the American market for sugar
- b. Latin American sugar producers losing a guaranteed share of the American market for sugar
- c. protests, rebellions, and calls for complete independence from U.S. economic programs
- d. the expropriation of U.S. sugar companies

\_\_\_ 12) Despite his public support for self-determination of all other peoples following the First World War, President Wilson's government

- occupied Haiti through martial law in a military regime that included a system of forced labor, torture, and summary executions for any Haitians who protested the occupation
- occupied the port of Veracruz in Mexico under the false pretense that the German government was sending weapons to Mexican dictator Victoriano Huerta (in fact, it was American businessmen who were sending these weapons)
- occupied the Dominican Republic when a previously installed president acquiesced to internal pressures to resist American involvement in the country's finances
- all of the above
- none of the above

\_\_\_ 13) Despite running on a presidential campaign of establishing a "friendly and helpful" relationship between the U.S. and Latin America, President Franklin Delano Roosevelt

- awarded Smedley Butler his second Medal of Honor for hunting Haitian insurgents against the U.S. occupation "like pigs" (Butler's words)
- encouraged Citibank's plans to pay insurrectionists in Haiti so that the Wilson administration would support military intervention on the island
- helped establish the corvée system of forced labor in Haiti in the interest of improving the nation's infrastructure
- criticized the NAACP for sending journalists to investigate torture and other human rights abuses during U.S. occupation of Haiti because, Roosevelt argued, "chronic barbarism" would be the result of U.S. withdrawal

\_\_\_ 14) Leaders in the U.S. government were compelled by the general acceptance of the policies of \_\_\_ and \_\_\_ to become involved in what became known as the Vietnam War.

- the Cold War and appeasement
- containment and the domino theory
- appeasement and containment
- the domino theory and appeasement

\_\_\_ 15) The George W. Bush administration invaded the Republic of Iraq in 2003 despite

- the United Nations condemning such actions as violating the U.N. charter.
- Saddam Hussein, the dictator of Iraq, confirming in an FBI interrogation that Iraq did not have weapons of mass destruction, as the Bush administration claimed.
- an independent investigation by U.N. member state the Netherlands that found the invasion and the U.S. policy of "regime change" to be against international law
- all of the above
- none of the above

**Part II. Short Answer.** Briefly answer the following questions to the best of your knowledge.

- 16) What did the Platt Amendment allow the United States to do?
- 17) Approximately how many Iraqi civilians were killed during the Iraq War?
- 18) Based on the following passage, describe in your own words what *imperial ghosting* is.

Above all, we must recognize that in the shadowlands of empire what the CIA and the United States military call ghosts are not ghosts at all but ordinary people with ordinary lives. We must animate the histories that have been officially forgotten, we must atone for atrocity and commemorate the dead...Imperial ghosting leaves spectral traces, which can point to alternative histories, more enabling futures, and the promises of atonement. So we must learn to speak with ghosts, for specters disturb the authority of vision, and the hauntings of popular memory will return to challenge the great forgettings of official history.

- 19) What is American exceptionalism?
- 20) What is the Orient and how does it differ from the Occident?

**Part III. Matching.** Please match the following words with their proper definitions.

A. Orientalism	F. Hard power
B. Soft power	G. Imperialism
C. Dollar diplomacy	H. Cultural imperialism
D. IMF	I. Jingoism
E. Fourteen points	J. Sphere of influence

- \_\_\_ 21 a country's policy to extend power to another region or nation through either diplomacy or military force
- \_\_\_ 22 a persuasive approach to international relations, typically involving the use of economic or cultural influence
- \_\_\_ 23 a coercive approach to international political relations, especially one that involves the use of military power
- \_\_\_ 24 the extension of the influence or dominance of one nation's culture over others, now usually through the exportation of cultural commodities such as film, music, etc.
- \_\_\_ 25 President Woodrow Wilson's peace plan to prevent future wars
- \_\_\_ 26 extreme nationalism, especially in the form of militaristic foreign policy
- \_\_\_ 27 a zone within a weaker nation that a more powerful nation has special access to ports and markets

- \_\_\_ 28 Originally crafted by President William Howard Taft, the use of American investment in foreign nations' economies instead of using the military to achieve American political and economic goals
- \_\_\_ 29 international financial agency of the U.N. that provides loans and grants to governments of low- and middle-income countries under the condition that these countries alter economic policy to favor the Global North
- \_\_\_ 30 the representation of Asia, especially the Middle East, in a stereotyped way that is regarded as embodying a colonialist attitude

**Part IV. Brief Essay.** Write a brief (5 paragraph) essay based on one of the following prompts.

- i. How does the memory of war change over time? Why?
- ii. Why should one study the imperial relationship(s) between the U.S. and other countries/regions of the world?
- iii. How did the policy of Indian Removal go on to shape U.S. imperial projects elsewhere?
- iv. To what extent does race or ethnicity play a role in U.S. imperial projects? Give examples.

#### *Diagnostic Data & Analysis*

Knowledge, skills, motivation, expectation, capacity, and ability	<ul style="list-style-type: none"> <li>• Learners have expressed ability to argue for a specific topic (war and memory) but have a gap in knowledge involving: U.S. empire building; understanding texts of theoretical density; applying theoretical concepts to new or specific contexts; and completing tasks on time</li> </ul>
Resources, tools, information, and feedback	<ul style="list-style-type: none"> <li>• Feedback given to learners is in the form of instruction, as this diagnostic was meant to gauge ability and knowledge about the course's topic so that the content can be tailored to this group of learners</li> </ul>
Consequences, rewards, incentives of performance or nonperformance	<ul style="list-style-type: none"> <li>• The diagnostic was a low-stakes assignment and is part of several low-stakes, in-class assignments that allow learners to practice major tasks before high-stakes evaluations</li> <li>• The incentive for performance for this task is not applicable</li> </ul>
Tasks, processes, policies, procedures, and employee responsibilities	<ul style="list-style-type: none"> <li>• Learners were meant to complete the diagnostic in under forty minutes</li> <li>• Learners were meant to complete the diagnostic using pen or pencil and no other materials</li> <li>• Faculty responsibility is to ensure that diagnostic is done by each person without using the internet or other resources so that the</li> </ul>

	diagnostic functions as a proper gauging of knowledge for the specific class
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Conclusion:

Overall, learners have somewhat of a grasp on the major “argument” of the course – that the U.S. has participated in imperialism/empire-building throughout the world. However, learners lack specific knowledge on region-specific imperial ventures and the ability to properly apply theoretical knowledge to literary or filmic texts. The diagnostic was meant to gauge understanding of specific concepts and got more difficult as the exam went on. Learners who were successful at completion were not always successful in accuracy. Those who did not complete the diagnostic exam in the allotted time were more likely to produce accurate results.

## Learning Needs Analysis

The following learning analysis is developed based on George M. Piskurich's scholarship on learning analysis. The template below is also Piskurich's.<sup>ii</sup>

Topic	Learning Objective	Tasks	Content	Procedures/ Documents/ Job Aids
1. Theory (of empire, ghost)	<ul style="list-style-type: none"> <li>• Attach major disciplinary theories of empire to spectrality</li> <li>• Analyze dense theoretical texts</li> <li>• Apply theoretical concepts to real-world, concrete contexts</li> <li>• Critique U.S. empire building</li> </ul>	<ul style="list-style-type: none"> <li>• Correlate concepts from theory to the real-world</li> <li>• Build analytical teams capable of interpretation and argumentation</li> <li>• Formulate plan for podcast episode</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ghostly Matters</i> by Avery F. Gordon</li> <li>• <i>The Spectralities Reader</i>, ed. by María Pilar Blanco and Esther Peeren</li> <li>• "Empire" and "Colonial" from <i>Keywords in American Cultural Studies</i></li> </ul>	<ul style="list-style-type: none"> <li>• Correlation sheet</li> <li>• Bubble map for "empire" and "colony/colonial"</li> <li>• Text v. Metatext I</li> <li>• Grading contract for podcast episode</li> <li>• Syllabus</li> <li>• Whiteboard and dry-erase markers</li> </ul>
2. Vietnam	<ul style="list-style-type: none"> <li>• Relate generic differences between creative nonfiction and short fiction</li> <li>• Analyze literary texts</li> <li>• Build knowledge on Vietnam as location of American empire</li> <li>• Critique U.S. empire building</li> </ul>	<ul style="list-style-type: none"> <li>• Build analytical teams capable of interpretation and argumentation</li> <li>• Formulate plan for podcast episode</li> </ul>	<ul style="list-style-type: none"> <li>• "Black-Eyed Women" by Viet Thanh Nguyen</li> <li>• <i>Nothing Ever Dies</i> by Viet Thanh Nguyen</li> </ul>	<ul style="list-style-type: none"> <li>• Genre metatext worksheet</li> <li>• Grading contract for podcast</li> <li>• Syllabus</li> <li>• Whiteboard and dry-erase markers</li> </ul>
3. War on Terror	<ul style="list-style-type: none"> <li>• Correlate non-fiction scholarship with fictional reactions to empire in Middle East</li> <li>• Analyze literary and academic texts</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss complex ideas about Iraq War</li> <li>• Formulate a theory of filmic interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• "Imperial Ghosting and National Tragedy" by Anne McClintock</li> <li>• "Imperial Grand Strategy" by</li> </ul>	<ul style="list-style-type: none"> <li>• Text v. Metatext II</li> <li>• Grading contract for midterm essay</li> <li>• Syllabus</li> <li>• Whiteboard and dry-erase markers</li> </ul>

	<ul style="list-style-type: none"> <li>• Gain technological competency</li> <li>• Critique U.S. empire building</li> </ul>	<ul style="list-style-type: none"> <li>• Build analytical teams capable of interpretation and argumentation</li> <li>• Write outline and script for podcast episode</li> </ul>	<ul style="list-style-type: none"> <li>• Noam Chomsky</li> <li>• "Do Muslim Women Really Need Saving?" by Lila Abu-Lughod</li> <li>• <i>We Are Iraqis</i> ed. by Nadje Al-Ali and Deborah Al-Najjar</li> <li>• <i>Ghosts of Abu Ghraib</i> dir. Rory Kennedy</li> </ul>	
4. Latin America	<ul style="list-style-type: none"> <li>• Construct coordinated information about specific countries and policies of U.S. foreign engagement in empire building</li> <li>• Critique U.S. empire building</li> </ul>	<ul style="list-style-type: none"> <li>• Build analytical teams capable of interpretation and argumentation</li> <li>• Articulate filmic interpretation</li> <li>• Produce and submit podcast episode</li> </ul>	<ul style="list-style-type: none"> <li>• <i>In Their Own Best Interests</i> by Lars Schoultz</li> <li>• <i>La Llorona</i> dir. Jayro Bustamante</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making contract for final assignment</li> <li>• Syllabus</li> <li>• Whiteboard and dry-erase markers</li> </ul>
5. Necropolitics	<ul style="list-style-type: none"> <li>• Critique U.S. empire building</li> <li>• Analyze dense theoretical texts</li> <li>• Apply theoretical concepts to real-world, concrete contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Sit for final examination or produce final essay/presentation</li> <li>• Apply information from the course in new and/or more specific contexts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Necropolitics</i> by Achille Mbembe</li> <li>• <i>Colonial Phantoms</i> by Dixa Ramírez</li> <li>• The art of Firelei Báez</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making contract for final assignment</li> <li>• Syllabus</li> <li>• Whiteboard and dry-erase markers</li> </ul>

## Phase 2: Design & Development

### Phase Overview

The design and development stages make up the most important phase in all of instructional design (I.D.) if for no other reason that because without the development of the deliverable, there is nothing produced.

In the academic classroom, like in corporate L&D, planning is often occluded by the design and development stage. Most facilitators in academia will produce a single document (the syllabus) for their course and this will make obvious design decisions that have been made – if any – and will detail the course roadmap. In most academic settings, this document is considered a contractual obligation between facilitator and learner – that is to say that it is a document that binds both facilitator and learner to the proscribed procedures, policies, tasks, and schedule. Many academic settings – especially public academic institutions – require specific elements be explicitly stated in documentation whereas other institutions do not.

In this section, I have coordinated two syllabi – one for schedule and one for content outline. In addition, I have included a design document that details decisions made and reasons behind those decisions with regard to the syllabus document(s).

## Content Outline

The document below is the syllabus for the course. This includes information about the course's content and articulates specific tasks, procedures, and policies for the classroom. Many of the items in this document are required by the institutional client (University of Miami), but I have added a personal flare to most.

### *AMS 310 Syllabus (1)*

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Institution: University of Miami	Course location: Dooly Memorial Bldg Rm 117
Course: AMS 310, Section H	Course time: Mondays, Wednesdays 3:35-4:50pm
Instructor: Preston Taylor Stone	Course credit hours: 3
Instructor email: <a href="mailto:ptstone@miami.edu">ptstone@miami.edu</a>	Instructor phone: 864/401-6676
Instructor office: Ashe 425 or 425 F, G or Zoom	Office hours: Mondays 5-7pm or by appt.

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### **Course Description**

This is an interdisciplinary course in which learners will encounter a variety of primary and secondary sources on or about the imperial projects the U.S. has waged globally, including **Iraq**, **Vietnam**, the **Caribbean**, and throughout much of **Latin America**. With attention to building more sophisticated analytic skills and critical perspectives, learners will develop several pieces of short writing that put these texts in conversation in unique ways. There are several major keywords for the course, definitions of which we will discuss in class and can be found in the *Keywords for American Cultural Studies* ed. by Bruce Burgett and Glenn Hendler: "colonial" / "empire" / "orientalism" / "terror" / "war." As a result of this course, learners will understand the disciplinary concerns and debates around each of these terms by contextualizing them with other texts assigned by the instructor as well as in-class discussions and lectures. The course equally considers literary, historical, sociological, and anthropological sources.

The plot of the course begins by asking "What are ghosts?" – theoretically, historically, metaphorically. From this question, we move to different literary and scholarly reactions to wars waged by the U.S. in Vietnam, Iraq and the larger Middle East, and then, returning to the Western hemisphere, we explore civilizing and "aid" projects in Central and South America as well as the Caribbean. The course finishes with the most recent theoretical and historical scholarship on ghosts and U.S. imperialism. Through all of this, we will encounter many genres: short fiction, creative non-fiction and personal essay, poetry, visual art, film, and, of course, scholarship.

Major assignments for the class: Reading must be done before each class period and there is potential for pop quizzes on reading comprehension; a Midterm research essay; and a final for which learners may produce a presentation, essay, or sit for a cumulative examination. The class will also **write and produce a podcast series** on U.S. imperial projects during which they may (but are not required to) make use of special collections in UM's Kislak Center, the Cuban Heritage

Collection, or other institutions in South Florida. This project will have group, class-wide elements as well as individual elements to complete for credit.

This syllabus is meant as a briefing on the entirety of the course. It is lengthy but cumulative in information.

### Required Materials

- Laptop, tablet, or other form of access to a personal computing device in order to take notes, produce written assignments, and access the internet for Blackboard, Google Drive, CaneLink, and other institutional webpages or those assigned on the syllabus
- Be mindful that Miami is keen to random and intense downpours, so I recommend always having an umbrella and/or raincoat
- Flashdrive or some form of portable storage (cloud storage is sufficient)
- Required purchases include two textbooks and one film, named below:

Lars Schoultz, *In Their Own Best Interest: A History of the U.S. Effort to Improve Latin Americans* (Cambridge: Harvard University Press, 2018)

ISBN: 9780674244924

[UM Bookstore](#)

[Harvard UP](#)

[Barnes & Noble](#)

[AbeBooks](#)

[Bookshop.org](#)

[Amazon](#)

Nadje Al-Ali and Deborah Al-Najjar, editors, *We Are Iraqis: Aesthetics and Politics in a Time of War* (Syracuse: Syracuse University Press, 2013)

ISBN: 9780815629078

[UM Bookstore](#)

[Syracuse UP](#)

[Barnes & Noble](#)

[AbeBooks](#)

[Bookshop.org](#)

[Amazon](#)

Jayro Bustamante, director, *La Llorona* (Guatemala: El Ministerio de Cultura Y Deportes de Guatemala, 2019)

\*\*please be mindful that this is not *The Curse of La Llorona*, a similar film about the same folklore character that was made in the U.S. in the same year by director Michael Chaves\*\*

Links for purchase:

[AppleTV](#)

[Redbox](#)

[Google Play](#)

[Amazon Prime](#)

## Course Competencies & Learning Outcomes

As a result of this course, learners will be able to:

- Demonstrate knowledge of the United States' political and cultural relationship to the remainder of the world through different periods of time as often one of domination in the name of spreading democratic norms
- Relate concern for the victims of imperialism as carried out by the United States or its proxies by considering multiple genres of literary and cultural texts that articulate these tragedies
- Contextualize cultural myths of American exceptionalism and Western benevolence with peer-reviewed and personal historical accounts of events that question or contradict these
- Consider the racial, political, gendered, or ethnic othering of non-Anglo-descended peoples by dominant cultural beliefs in the American imaginary
- Historicize the events in multiple regions of the world that shaped the modern world-system and its politics, borders, cultures, languages, and economies
- Explain major disciplinary inquiries, debates, and scholarship regarding American empire in relation to American Cultural Studies
- Produce diverse media based on collaborative research with peers
- Research and articulate specific knowledge on the United States' political, social, cultural, historical, and economic relationship to one region or country in the world using standard academic research practices

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## Policies & Procedures

### Attendance & Tardiness

Each learner is allotted three absences (1.5 weeks of class) and three tardies. After three times being tardy, learners will receive the equivalent of 1/3 an absence. This means, for example, after

six times being tardy, a learner will have one absence deducted from their attendance allotment. Excessive absences will warrant failure of the course. Each learner is required to have enough in-person instruction and out-of-class work to receive credit for the course. Missing class cuts into this requirement. My suggestion is to never miss class *if you can help it*, knowing that you may end up needing your absences should you get sick. Absence from class does not excuse assignments missed. In the event that you miss a pop quiz, you will need to take a make-up quiz in office hours. Learners who acknowledge religious holidays on days we have class are excused.

### **Engagement (formerly called Participation)**

Learners are all expected to show up to class having not only done the assigned reading or watched the assigned viewing but having done so in enough time that learners are prepared to engage in university-level discussion on the texts/films. My suggestion is always to annotate as you read – underline, write in the margins, highlight sections that are confusing or seem significant to your comprehension. Take brief notes about the ideas that seem to come up for you. Then, before class, revisit these notes and annotations so that you come to class prepared for a discussion of the ideas you encountered in the reading. This is **not** a reading-only course. The goal is for **each learner to speak at least once each and every class – and for this equal contribution to remain such throughout the discussion**. Learners should be prepared to be called during discussion and should therefore remain focused on the class's discussion. Daydreaming should be done outside the classroom, as it is both disrespectful to your colleagues and instructor as well as yourself. Your learning time should be cherished.

As with all upper-level courses, this course will demand much of you – you will be thinking in ways you may not have before now and you may be encountering ideas and dense readings that you may find difficult. You will be joining a cohort of learners that are at different places in their own intellectual and university journeys than you. This is not a failure of your thinking or your person. This is precisely why courses are led by professors – I am a facilitator of our knowledge-making. So, confusion about a topic or a reading is very much a reason to be involved and engaged in discussion: ask questions, argue, and debate. This method of classroom affairs allows us to go in-depth on the content of the course and build community with each other.

Course engagement is graded on a scale of 0 to 5. Learners who are absent from class are not able to receive engagement points for classes missed.

5: Learner is always attentive and contributes relevant insight very often, completing all in-class assignments in a collaborative and receptive manner

4: Learner is attentive and completes all in-class assignments in a collaborative and receptive manner

3: Learner is distracted but completes all in-class assignments

2: Learner is often distracted and off-task, hesitant and unreceptive to collaboration

1: Learner does not complete in-class assignments

0: Learner is absent

### **Academic Honor Code**

As a learner of the University of Miami, you have agreed to uphold the Honor Code. Violation of this code includes but is not limited to cheating, plagiarism, collusion, or academic dishonesty.

[The Undergraduate Learner Rights and Responsibilities Handbook](#) defines each of these violations:

**Cheating** – Implies the intent to deceive. It includes all actions, devices and deceptions used in the attempt to commit this act. Examples include, but are not limited to, copying answers from another learner's exam, and using a cheat sheet or crib notes in an exam.

**Plagiarism** – is representing the words or ideas of someone else as your own. Examples include, but are not limited to, failing to properly cite direct quotes and failing to give credit for someone else's ideas.

**Collusion** – is the act of working together on an academic undertaking for which a learner is individually responsible. Examples include, but are not limited to, sharing information in labs that are to be done individually.

**Academic Dishonesty** – includes any other act not specifically covered that compromises the integrity of a learner or intrudes, violates, or disturbs the academic environment of the university community. Examples are attempting or agreeing to commit, or assisting in or facilitating the commission of, any scholastic dishonesty violation, failing to appear or testify without good cause when requested by the Honor Council, failing to keep information about cases confidential, supplying false information to the Honor Council and accusing a learner of a violation of this Code in bad faith." (Title II, B)

Any learner who violates the Honor Code will fail not only the assignment but the entire course. Each of you has the ability to think through your own unique ideas. If you are thinking of violating the Honor Code because you are overwhelmed or in distress, speak with me and we will come up with a better solution.

### **Accessibility and Acceptance**

Every learner, no matter their identity, ideology, or ability, is welcome and valued in this class. This class will require that we confront political, social, and ideological questions that may be deemed controversial. I encourage you not to shy away from this opportunity to think through these issues. No matter what, no learner should ever feel unwelcome or unsafe in this classroom. If you find that you feel inappropriately uncomfortable, consistently unsafe, or need help, please let me know immediately and I will direct you to the resources that may help. The University of Miami Counseling Center (UMCC) provides professional support to learners no matter their gender expression, sexual preferences, sex, race, financial or immigration status. You can make an appointment by calling 305-284-5511 or by visiting [counseling.learneraffairs@miami.edu](mailto:counseling.learneraffairs@miami.edu).

Learners with accessibility requirements are provided for by the University of Miami's Office of Disability Services (ODS) and may contact this office at 305-284-2374 or [disabilityservices@miami.edu](mailto:disabilityservices@miami.edu) to make any requests for accessibility. If you have trouble

contacting the ODS, let me know and I will help you. If you have contacted the ODS and have any requirements of me, please be sure to let me know as soon as possible.

### **Electronics Policy and Google Drive v. Blackboard**

In general, you can expect that laptop/tablet use will be permitted at all times during class. During class time, learners are expected to use their laptops, tablets, or other electronic devices for class purposes only. If devices become a distraction to the classroom, learners will be prohibited from using any electronic devices. During pop quizzes, learners may not use electronic devices that have access to the internet or class notes.

In the case that learners' use of electronic devices becomes prohibitive to learning, the learner(s) will be privately reminded of this policy. If the distraction continues, the learner will be marked absent from class and receive a 0/5 for engagement for that date. All phone call, texting, and other notification noises should be put on silent before class begins and remain on silent for the duration of class time. No learner should be taking phone calls or checking notifications during class time.

Course assignments will be alternately turned in via Blackboard and Google Drive. Access to Blackboard, CaneLink, and Google Drive must be through University of Miami credentials only. To access Blackboard, go to [courses.miami.edu](http://courses.miami.edu). To access CaneLink, go to [canelink.miami.edu](http://canelink.miami.edu). To access Google Drive, go to [google.miami.edu](http://google.miami.edu). Each of these systems should be accessible to you. In the event that you do not have access to any of these systems, you should immediately contact UM Information Technology (UMIT) at [it.miami.edu](http://it.miami.edu). Failure to access these systems is acceptable as an excuse to miss class deadlines. In the event you are having issues submitting assignments via Drive or Blackboard, simply [email me](#).

### **Legal Disclosures for Class Recordings, Content Sharing:**

This instructor is the copyright owner of the courseware. Learners are expressly prohibited from recording any part of this course. Meetings of this course might be recorded by the University. Any recordings made will be available to learners registered for this class as they are intended to supplement the classroom experience. Such materials cannot be shared outside the physical or virtual classroom environment without express permission. Learners are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor or a University of Miami office plans any other uses for the recordings beyond this class, learners identifiable in the recordings will be notified to request consent prior to such use.

### **Turning In Assignments**

Papers should be submitted on Blackboard or Google Drive on the day and at the specified time they are due. Each day a paper is late, there will be a deduction of 10% from the grade. All assignments are assigned in due time to be completed by each learner on time. It is your own job to make sure you do not forget deadlines and that you turn your assignments into the correct platform (Blackboard, email, or Google Drive). Every deadline is listed on this document in the schedule section, on the assignment sheets themselves, and verbally said in class multiple

times. If you require an extension(s) for your assignment(s), you must request them of the instructor at least three class periods (over a week) prior to the due date of the assignment. Under no circumstances is the instructor required to grant you an extension.

### On Communication

I will make a point to learn each of your names and I expect you will learn to use one another's name in conversation, as well ("I agree with what \_\_\_ said"). This will create a welcoming and meaningful culture for our classroom. If you have a question about the policies or assignments for this class, you may speak to me before, during, or after class, via email, or in office hours. I will make a point to reply to your email within 24-to-48 hours. If you have not received a response from me after two days, you should email me again. Please do not email me to ask questions about an assignment one or two days before it is due as this will not allow due time for me to respond and for you to use this answer in writing your assignment.

### Grades

If you have a question or concern about an assignment or participation grade, please come and see me during my office hours or talk with me before or after class to arrange a meeting. Due to federal requirements, UM faculty are not permitted to discuss grades via email or phone, so we will need to meet in person and in private via Zoom.

#### Overall Grade Distribution

Attendance	10%
Engagement	10%
Pop Quizzes	15%
Podcast Episode	20%
Midterm Research Essay	20%
Final Exam/Essay/Presentation	25%

Total: 100%

Grading Scale:

A	94-100	B+	87-89	C+	77-79	D+	67-69
A-	90-93	B	83-86	C	73-76	D	60-66
B-	80-82	C-	70-72	F	0-59		

*A – Exemplary B – Effective C – Sufficient D – Unsatisfactory F – Failure*

The Writing Center ([www.as.miami.edu/writingcenter](http://www.as.miami.edu/writingcenter)) can help you at any stage of the writing process. Appointments are suggested, but they also accept 'walk-in' visits. If I think it's necessary, I will ask you to use the Writing Center on a regular basis. Please note that all appointments are currently being held online until further notice. To make an online appointment, make an account at the above link, sign in, and choose an available time. OWL @ Purdue is a great online resource for writing and research techniques. It can be located at [owl.purdue.edu](http://owl.purdue.edu). There is also a **Research Guide** accessible via our Blackboard course page that I have created with the help of one of UM's librarians.

**Extra Credit** is only available or permitted in this course at the discretion of the professor. I personally do not enjoy the use of extra credit because I believe it is unfair to those who have committed to the work required of this class if others are able to do extra work for credit. Moreover, extra credit requires extra effort and time to which I am unable to commit for reading, annotating, grading, and categorizing within the gradebook.

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## Assignments

**Readings/Pop Quizzes** – Each class period, learners will be expected to come to class having done the reading, made annotations and/or notes on the reading, and prepared to discuss in-depth the ideas and concepts the reading presents. At different points throughout the semester, the instructor may feel that it is necessary to give a pop quiz on reading comprehension. These pop quizzes are a soft (though perhaps sharp) motivational reminder of the significance of the required reading to your grade in the course.

**Podcast Series Episode** – This assignment asks you to write, produce, and record yourself and partner(s) for a small episode (30 mins. max) of our class's podcast, *Ghosts of American Imperialism*. You and your partner(s) will sign up for a topic and deadlines to write and produce 1 episode. You will have three major deadlines for this episode: (1) rough outline, (2) drafted script, (3) upload-ready episode recording. There are many resources online for writing, producing, and editing your own podcast; I recommend you take advantage of these and other resources like YouTube tutorial videos. In class, we will spend time brainstorming the best methods and throughlines for the podcast series. There are many example podcasts on the web, but I recommend listening to a few episodes of [Throughline from NPR](#) to get a sense of what this episode should sound like.

**What will you turn in?** one outline, one drafted script, one audio file

**What are the assignment's specific requirements?** You should think of each episode as a narrative – a story. You are telling the story of the U.S.'s participation in imperialist ventures in your chosen location. You should be specific about which sources you use (cited in script) and think about how you would prefer someone introduce information to you if you were the audience for the podcast. In addition, consider how your episode fits into the series as a whole: what sort of "ghosts" are arising in your research on the region you have chosen? This is an assignment that is meant to be as fun as it is informative. So, also remember that most podcasts function as either an audio presentation or a conversation between more than one person.

**How do I record and produce the episode?** You can use your smartphone recording capabilities or those of your tablet/laptop. You might also consider seeing which devices the Richter Library has for recording audio. You will also have access to the instructor's professional microphone should you prefer to use that. To produce the episode, you should use an audio editing software to edit the episode. This is preferred to trying to record everything in one 20–30-minute recording session. Free audio software for podcasting can be found listed online in articles like [this one](#). This software will also allow you to eliminate white noise and add in other background

noises to establish mood throughout the episode. The sky's the limit with this project – do work that you would be proud to share with an audience.

**When do I turn in this assignment?** During the first few weeks of class, you and your partner(s) will create a plan with specific deadlines based on your known availability in the upcoming semester. Then, you, your partner(s), and the professor will sign off on these deadlines. As the midterm research essay is an individual extension of the podcast episode's research, all deadlines are strongly suggested to be prior to or at the middle of the semester.

**Midterm Research Essay** – The midterm research essay is an individual extension of the podcast episode. This is a traditional research essay on one region of the world and the U.S.'s infiltration, imperial or otherwise, of its political, economic, and/or cultural affairs. You may choose one country or one region, and it is highly recommended that you choose the same region or country that you chose for the podcast episode. Any information that you discover and contribute to the script of the podcast episode is information that you are encouraged to use in this research paper.

**What are the requirements of the assignment?** The research paper requires a minimum of **six peer-reviewed sources**, which can include peer-reviewed sources from the syllabus, and it must be 1500-2000 words in length. The essay should have a chosen citation style, whether MLA, APA, or Chicago, and should therefore include a list of sources at the end of the essay. The essay should be double-spaced with Times New Roman (or other serif) 12-pt font.

This is an expository research essay, which means that you are explaining a historical, political, economic, or cultural event or group of events to the reader. The research you do will be to find sources that discuss specific elements about the imperial projects in the region you are choosing. The implied argument that you are making in the essay is that the U.S. has participated in imperialism in the region you are discussing. You may choose to give a bird's-eye-view of the events, which means that you are writing a chronology, or you might take a journalistic standpoint and zoom-in to specific communities, families, or individuals and their experiences with the imperialism about which you are writing.

**Final Exam, Essay, or Presentation** – Learners have three options for the final in the course. Learners may choose to sit for a cumulative examination during the pre-scheduled exam time in the first two weeks of May. **The exam** will be a variety of question types, including multiple-choice, short answer, True/False, and one brief essay response question. The content will be cumulative, meaning that it will span information from the entirety of the semester. Learners may bring **one** 5" x 7" notecard of prewritten information into the exam and all other materials must be left aside.

Alternatively, learners may choose to create a second research project concerning the course content that can be submitted in the form of an essay or a verbal presentation (given via Zoom or scheduled in-person during finals week).

If the learner is writing **an essay**, the essay requires a minimum of 7 peer-reviewed sources, a consistent citation style (MLA, APA, Chicago), and should be double-spaced and written in 12-pt

serif font. The essay should be a minimum of 2000 words in length and a required rough draft will need to be submitted by end-of-day April 28<sup>th</sup> in order to receive feedback from the instructor.

If the learner is producing a **presentation**, the scheduling of this presentation must be finalized prior to or during class on April 26<sup>th</sup>. A required draft slide deck with notes should be submitted no more than four full days prior to scheduled presentation in order to receive instructor feedback. The presentation should be a minimum of 15 minutes and a maximum of 25 minutes in length. Learners should **not** read directly from slides and should not crowd slides with text. The majority of the information should be verbally articulated. Learners are welcome to use written or typed notes, notecards, or other discreet aids.

**There can be no extensions for any reason for the final assignment. Grades must be turned in on time and failure to turn in a final assignment or sit for the final exam will, unfortunately, result in a learner's failure of the final.**

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## Design Document

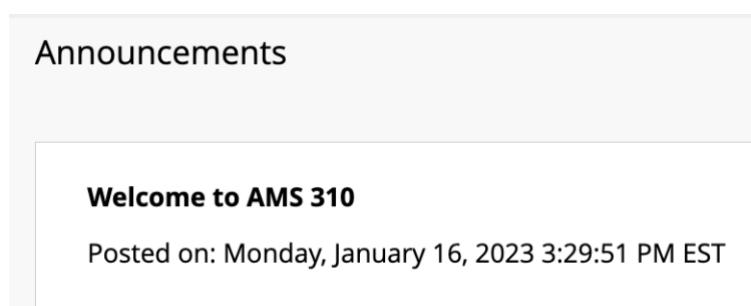
While the design of the course, as an in-person modality course, is not as important as the content, it is nonetheless significant to the learner's experience (LX).

### **Learning Management System (LMS)**

The learning management system chosen by the University of Miami (UM) is Blackboard. This is one with which I am familiar, having taught in the platform multiple years now with UM. However, Blackboard does have some incapacities with regard to personalization. Nonetheless, I have attempted to convene the best of the abilities of the LMS so that the LX is not compromised when out of the classroom.

#### ***Navigation:***

Announcements: Announcements tab at the start of the course navigation allows for learners who may have missed any classes to catch up on significant messages sent to all other learners. The LMS allows for this to be sent via email whenever posted but requires that the Announcement author opt-in to this email function. Learners are able to opt-in to changes made to the site, but it is unlikely that all learners will do so. Therefore, I almost always send announcements regularly and opt-in for each to be sent to learner emails.



The image shows a screenshot of the Blackboard Announcements page. At the top, a light gray header bar contains the word "Announcements". Below this, a white content area features a single announcement card. The announcement has a dark gray header bar with the text "Welcome to AMS 310". The main body of the announcement is white and contains the text "Posted on: Monday, January 16, 2023 3:29:51 PM EST".

Syllabus: The syllabus window contains both the downloadable .pdf document that details course outline information (above) as well as the roadmap (next section) as well as an iFrame that I placed into the item so that learners can scroll through a "live" version of the syllabus that is located in the cloud. I remind learners that the scrollable iFrame has the most recent and most up-to-date version.

Syllabus

 **AMS 310**  
Attached Files: [AmericanStudies310Syl.docx \(1.79 MB\)](#)



Institution: University of Miami  
Course: AMS 310, Section H  
Instructor: Preston Taylor Stone  
Instructor email: [prestonstone@umiami.edu](mailto:prestonstone@umiami.edu)

Course location: Dooley Memorial Bldg Rm 117  
Course time: Mondays, Wednesdays 3:35-4:50pm  
Course credit hours: 3  
Instructor phone: 864/401-6676

**Course Documents:** The course documents contains both a link to the Google Drive folder with all up-to-date reading assignments (in pdf format) and a link to the Diagnostic with answers. This page will be updated and reveal new documents as the course proceeds, especially with regard to handouts.

Course Documents



**[Drive folder of readings](#)**

Click here to access the folder of readings. You must be signed into your UMiami account (or not signed into your personal Google account).



**[Diagnostic w/Answers](#)**

**uReserves:** UM allows for professors to place semester-long reserves on texts or films in the catalog that a course requires. This allows for learners who are unable or unwilling to purchase textbooks or required materials to access these materials through the library. Clicking on this option takes learners directly to the library's course reserve, where they can see which texts are on reserve. Then, they are able to go to the library and request up to three hours per day with each text.

uReserves



**[Course Reserves](#)**

**Assignments:** The assignments tab has a location for each assignment's brief (explanation of the assignment, its procedures, and requirements) as well as links to the Drive folder where learners are able to submit their rough drafts for annotation by the instructor. Learners will also upload final drafts of each assignment under this option when the time comes for due dates.

## Assignments



### **Shared with Me (Drive)**

Click here to go to your Shared v account). In this Shared with Me assignments are to be uploaded.

In the folder labeled "Podcast Ep same goes for the folder labeled you are working with a partner (v



### **Podcast Assignment Brief**



### **Research Midterm Brief**



### **Final Project Brief**

**Discussion Board:** The discussion board function in Blackboard is used by many instructors as a location of homework submission; however, as there are no individual homework assignments for this course beyond the major assignments, I have chosen to use the functionality to allow for general questions to be posed digitally. This creates a digital paper-trail for any issues that learners may be having on assignments as well as a database of FAQ.

## Discussion Board

*The main discussion board page appears with a lis A thread is a conversation within a forum that incl*

FORUM	DESCRIPTION
General Classroom Forum	Here is where y concerns relate other and I as i are if you have to ask anything  You are able to want to do so. (though you are responded). Yo or upload docu this forum so th here, you'll rece

**My Grades:** This is where learners will be able to see their grades throughout the course.

**Send Email:** This option allows learners to choose to send emails to the class, the instructor(s), or to other individual learners. This allows for communication throughout

the term, which will be especially necessary for group projects should the learners not have each other's personal contact information.

### Send Email

*Send emails to others in your course without having to switch to your*

#### All Users

*Send email to all of the users in the Course.*

#### All Instructor Users

*Send email to all of the Instructor users in the Course.*

#### Select Users

*Select which users will receive the email.*

#### Select Groups

*Select which Groups will receive the email.*

**Research Guide:** The research guide is a webpage made in collaboration with several librarians and myself and is meant as a one-stop shop for all things related to the course, including course reserves, topics information, the Writing Center (a tutoring center accessible to learners both virtually and in-person), and many other resources at the learners' disposal that may be of use to them in the duration of the term.



The screenshot shows the Miami University Libraries website. At the top, there are links for FIND & READ, RESEARCH & WRITE, LEARN & CREATE, SPACES & TECHNOLOGY, LIBRARIES & COLLECTIONS, and ABOUT. On the right, there are links for ASK A LIBRARIAN, ACCOUNTS, and a search icon. The main content area is titled "Research Guides" and features a section for "AMS 310: Ghosts of American Imperialism".

#### Start here!

  
Everything

[More Options](#)

[Search](#)

#### Featured Books



[In Their Own Best Interest](#)

Lars Schoultz  
2018

#### NPR's Throughline Podcast

Throughline is a historical podcast hosted by NPR. Each episode contextualizes current events through an historical lens by using primary resources to explain current circumstances. Use the Throughline as a podcast example for your project. Use the link below to find and list to episodes.

[Throughline](#)

#### Citation Style Guides

The [OWL at Purdue](#) is an excellent resource for writing and citation information. Find online guides to specific citation guides below.

- [MLA](#)
- [APA](#)
- [Chicago](#)

#### Your Librarian



Ava Brillat  
Program Lead for Information Literacy  
and Instructional Design  
[abrilat@miami.edu](mailto:abrilat@miami.edu)  
(305) 284-4058

Book an appointment with me here:  
<https://avabrilat.youcanbook.me/>

#### NYU Press Keywords for American Cultural Studies

[Keywords for American Cultural Studies, Third Edition](#) is a hybrid print-digital publication that includes 150 essays, each focused on a single term. Find links to the essays on the following

## Fonts

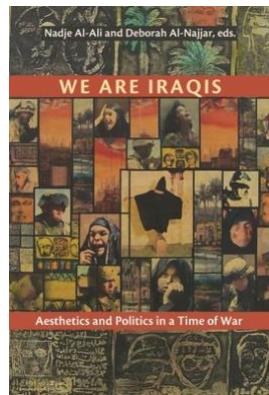
- The font-face used for the documentation of the course is Garamond, which has anecdotally been perceived to be a “memorable” font according to recent educational psychological research.
- The font-face used for the materials online are dependent on the platform and most are required based on the University of Miami’s visual signature requirements or based on the Blackboard LMS capabilities.
- In the course roadmap (below), I use two highlight colors for the text to note first, assignments for the course (yellow), and second, the calendar deadlines for the university (green).

## Media

The syllabus document uses several photo and illustration media, below, and the Research Guide crafted by the librarian for the learners in the course also has similar media.



This illustration is one that encapsulates the overarching idea of the course insofar as this depicts the United States' flag grasping at all regions of the globe – and that is precisely what the theme of the course remains: U.S. attempts to export its influence throughout different regions of the globe based on its own security or political concerns and desires.



These three images are associated with the covers (1 and 2) of texts and the poster (3) of a film that are all required purchases for learners. In the syllabus (1) document, I include these images so that learners are aware of what they are looking for whenever they go to the bookstore or to an online location to find the books.

The course media that I have produced include the banner for the course, below.



I produced this piece of media in order to create a visual signature for the course, one that includes the Garamond font (at top) and the thematic visuals that will become relevant to the course's content for the learners. Thus, I have chosen a map where there is a ghost seemingly attempting to get at the map from behind. Similarly, the United States functions as a ghostly presence throughout the world, attempting to hide its influence in various places – or affirm their right to have influence in a given area.

## Course Roadmap

This document features the roadmap or schedule for the course itself.

### *AMS 310 Syllabus (2)*

#### Course Schedule

Note: schedule is subject to changes; all changes will be communicated to learners by the instructor in due time.

\_\_\_\_\_ = Assignment Deadline \_\_\_\_\_ = University Calendar

#### Week 1

1/18      Go over syllabus; Take diagnostic  
              "A Selection" by Hassan Abdulrazzak  
              Keywords: "Empire" and "Colonial" from *Keywords in American Studies*  
Homework: Read excerpt from Avery F. Gordon *Ghostly Matters* (1997; 2008) before next class

#### Week 2

1/23      Gordon, "her shape and his hand"  
*Spectralities Reader*  
Homework: Read "Black-Eyed Women" by Viet Thanh Nguyen before next class

1/25      "Prologue," Viet Thanh Nguyen's *Nothing Ever Dies*  
              Introduce the Podcast Series class project  
              \*\*Final day to add a course\*\*  
Homework: Read "Just Memory" and "On Victims and Voices" from *Nothing Ever Dies: Vietnam and the Memory of War* by Viet Thanh Nguyen before next class

#### Week 3

1/30      Nguyen  
Homework: "Imperial Ghosting and National Tragedy: Revenants from Hiroshima and Indian Country in the War on Terror" by Anne McClintock before next class

2/1      McClintock, imperial ghosting  
              \*\*Final day to drop course without a "W"\*\*  
Homework: Read "Imperial Grand Strategy" by Noam Chomsky and watch *Ghosts of Abu Ghraib* (dir. Rory Kennedy) before next class

#### Week 4

2/6      Chomsky, *Ghosts of Abu Ghraib*

Homework: Read "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others" by Lila Abu-Lughod before next class

2/8        Abu-Lughod, white feminism  
              Cultural relativism

Homework: Read "Introduction: Writing Trauma, Memory, and Materiality" by Nadje Al-Ali and Deborah Al-Najjar from *We Are Iraqis: Aesthetics and Politics in a Time of War* before next class

### Week 5

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2/13        *We Are Iraqis*

Homework: Read Ch 2 "Bifurcations of Iraq's Visual Culture" by Nada Shabout from *We Are Iraqis: Aesthetics and Politics in a Time of War* before next class

2/15        *We Are Iraqis*

Homework: Read Ch 8-9 from *We Are Iraqis: Aesthetics and Politics in a Time of War* before next class

### Week 6

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2/20        *We Are Iraqis*

Homework: Read Ch. 10 & 13 from *We Are Iraqis: Aesthetics and Politics in a Time of War* before next class

2/22        *We Are Iraqis*

Homework: Read Ch. 14 & 16 from *We Are Iraqis: Aesthetics and Politics in a Time of War* before next class

### Week 7

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2/27        *We Are Iraqis*

Homework: Read Ch. 18 from *We Are Iraqis: Aesthetics and Politics in a Time of War* before next class

3/1        *We Are Iraqis*

Homework: Read Ch. 21-22 from *We Are Iraqis: Aesthetics and Politics in a Time of War* before next class

### Week 8

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3/6        *We Are Iraqis*

Homework: Read Introduction "Altruists and Realists" from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz before next class

3/8        Benevolent imperialism v. Manifest destiny

Homework: **Midterm Research Essay final draft due by end-of-day 3/10;** Read Ch. 1-2 from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz before next class

Week 9: \_\_\_\_\_

**\*\*Spring Recess, No Class\*\***

Week 10 \_\_\_\_\_

3/20 Schoultz

Homework: Read Ch. 3 from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz before next class

3/22 Schoultz

Homework: Read Ch. 4 from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz **and** "Of Ghosts and Shadows" by Roxane Gay before next class

Week 11 \_\_\_\_\_

3/27 Schoultz & Gay

Homework: Read Ch. 5 from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz before next class

3/29 Schoultz

**\*\*Last day to withdraw\*\***

Homework: Read Ch. 6 from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz before next class

Week 12 \_\_\_\_\_

4/3 Schoultz

Homework: Read Ch. 7 from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz before next class

4/5 Schoultz

Homework: Read Ch. 8-9 from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz before next class

Week 13 \_\_\_\_\_

4/10 Schoultz  
"Neoliberalism" from *Keywords in American Studies*

Homework: Read Ch. 10 from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz **and** watch *La Llorona* (dir. Jayro Bustamante) before next class

4/12 Schoultz, Bustamante's *La Llorona*

Homework: Read Ch. 11 and Conclusion from *In Their Own Best Interests: A History of the U.S. Effort to Improve Latin Americans* by Lars Schoultz before next class

### Week 14

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4/17 Schoultz

Homework: Read "Introduction: At the Navel of the Americas" from *Colonial Phantoms: Belonging and Refusal in the Dominican Americas, from the 19<sup>th</sup> Century to the Present* by Dixa Ramírez before next class

4/19 Dixa Ramírez, art of Firelei Báez

Homework: Read Ch. 5 "Working Women and the Neoliberal Gaze" from *Colonial Phantoms: Belonging and Refusal in the Dominican Americas, from the 19<sup>th</sup> Century to the Present* by Dixa Ramírez before next class

### Week 15

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4/24 Dixa Ramírez

Homework: Read Ch. 1 "Exit from Democracy" from *Necropolitics* by Achille Mbembe before next class

4/26 Achille Mbembe

Scheduling must be finalized for those presenting for their final

Homework: Read Ch. 3 "Necropolitics" from *Necropolitics* by Achille Mbembe before next class

### Week 16

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5/1 Achille Mbembe

Course evaluations, finals discussion

Homework: Prepare for final —

If sitting for examination: Meet in our classroom for the exam on Monday, May 8<sup>th</sup> at 2:00pm – 4:30pm

If producing research essay: rough draft due by end-of-day April 28<sup>th</sup> and final draft due by end-of-day May 10<sup>th</sup>

If giving presentation: rough draft of slides due by end-of-day at least four days prior to presentation

## Phase 3: Implementation & Evaluation

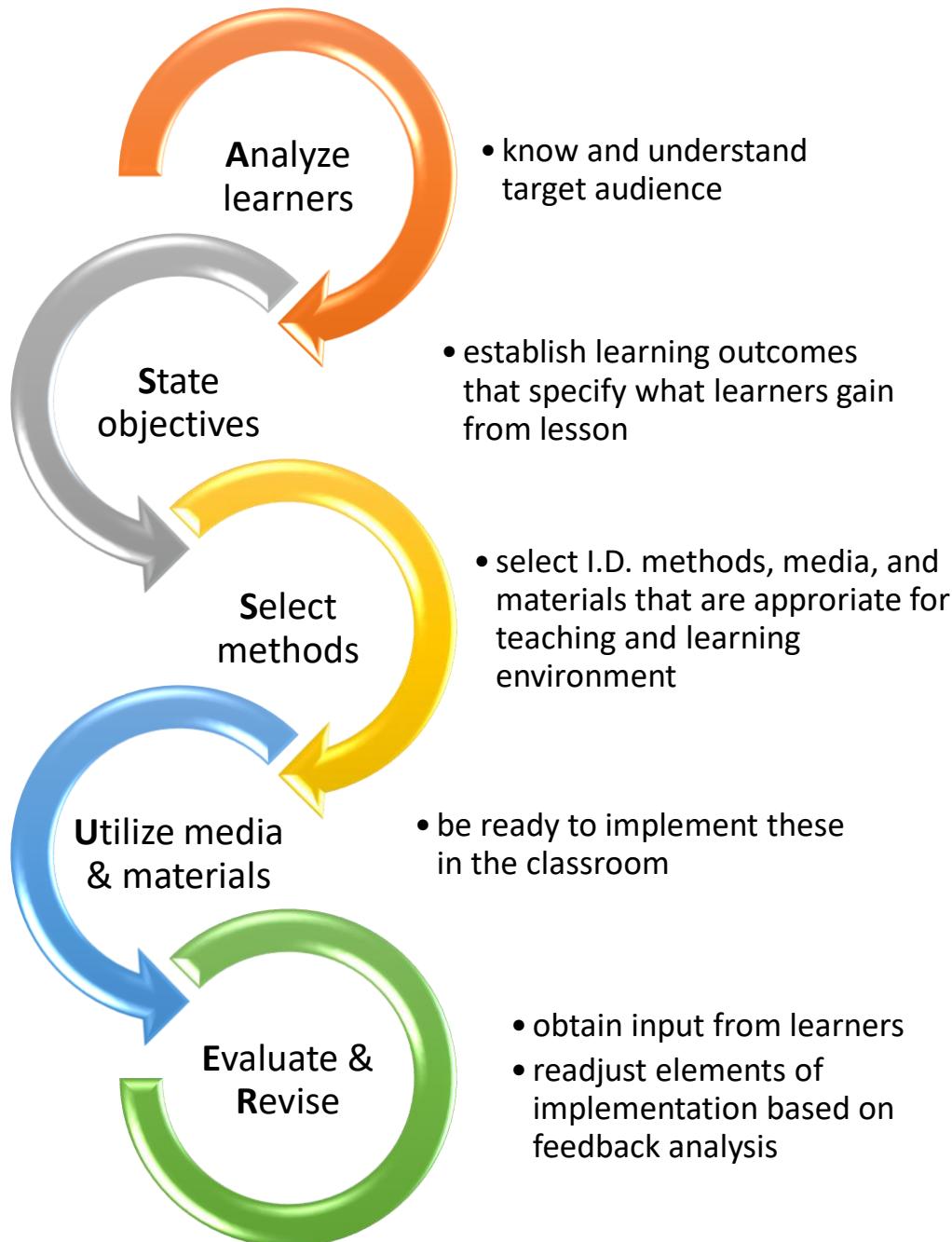
### Phase Overview

According to the Kirkpatrick model, "to ensure the effectiveness of a training program, time and emphasis should be put on the planning and implementation of the program."<sup>iii</sup> The four levels of the Kirkpatrick method were introduced in the late 1950s but have remained relevant to every L&D professional since. In the contemporary era, Kirkpatrick himself notes that the addendum is merely to make sure that there is ROI (return on investment) for the training. Yet, this is still baked into the four evaluative levels: Reaction, Learning, Behavior, Results.

This phase represents a culmination of research, implementation, and analysis that uses the Kirkpatrick model of evaluation as its inspiration. Employing the model entails reversing the levels from results, to behavior, to learning, to reaction. Similarly, this phase will use this ordering. However, prior to this evaluative technique is the implementation. For the implementation section, I have chosen to rely on Gagne's nine events of instruction and the ASSURE model. In courses where there is more educational technology or e-learning, then I may have used the Mayer principles. However, this course is entirely facilitated in-person with the hybrid involvement of an LMS.

## Facilitator Strategy and Maintenance Plan

### The “ASSURE” model



Analyze learners: majority of the learners are majors in business, political science, or general/undeclared Arts & Sciences majors who are participating in the course because of the requirements of cognates – a system deemed replacement of General Education requirements at University of Miami.

State objectives: on the first day of the course, learners are confronted with both the diagnostic and the syllabus explanation, which means that they have knowledge of the course's content, the expectations with regard to assignment submission and participation requirements (including attendance). This allows for them to make an informed choice before the add/drop deadline on the academic calendar.

Select methods: learners in the course will encounter a variety of hybrid lessons – meaning that no one class period will be the same and no one class period will be dedicated to a single method of instruction. In my experience, it is best to change activities or tasks every 20-30 minutes based. In a course such as this, which lasts for approximately 90 minutes, this means we will be changing pace in the class from task to task at least two times. The two main methods of instruction will be discussion and low-stakes in-class writing activity; however, there will also be the incorporation of group work regularly (at least once per week).

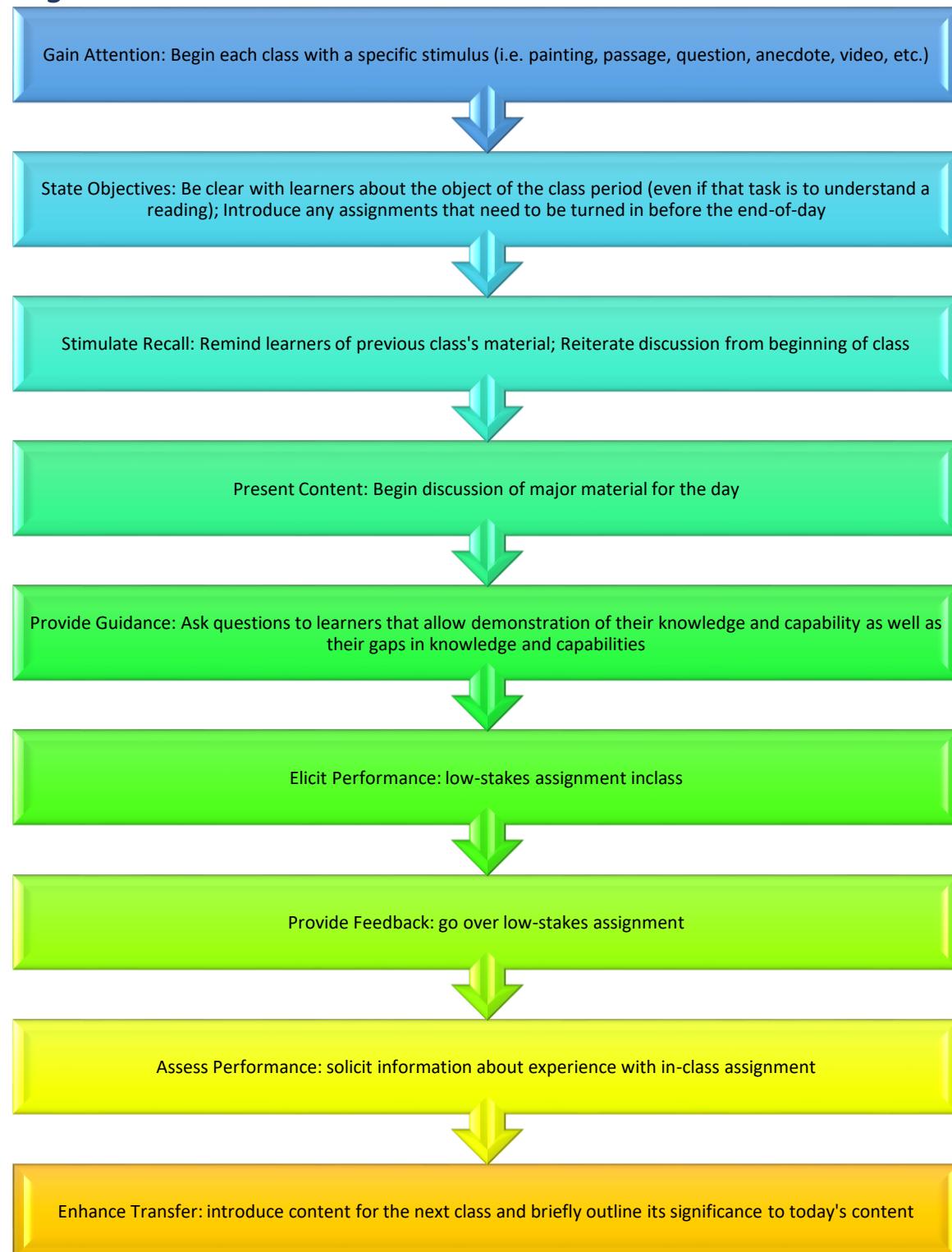
Utilize media & materials: the classroom in which this course is to be facilitated comes with a desk for each learner as well as a podium desk with dual monitors that projects onto a larger screen for learners. Additionally, the projection capability includes audio incorporation should I need to create videos with audio for the lessons. Finally, the classroom has a whiteboard with dry-erase markers that I will utilize at least once each class period.

Evaluate & Revise: based on each class period, I will adjust the expectations for the following class. What this means ultimately is that the planning can only do so much; and that the facilitator must be prepared to change the pace of the classroom at a moment's notice, which I am capable of doing, should things go awry or learners become very obviously disinterested.

Move to next page



## Gagne's Nine Events of Instruction



## Evaluation Report & Analysis

Evaluation reports with analysis can be longer, in some cases, than many of the other items for the project's lifecycle combined. However, based on the learning outcomes of the course as well as the Kirkpatrick model of evaluation, I have crafted a survey that will be introduced to learners in the mid-term and then reiterated in the final. This mostly tests Level 1 (Reaction) of Kirkpatrick; however, this is perhaps the most important of all for academic instructors.

[Jump to Analysis](#)

### *Student Survey*

Directions: Select the choice that applies most to you. [The following questions require that learners choose one of five options 1- Not at all; 2- No; 3- Neither; 4- Yes; and 5- Yes, very much.]

1. I am enjoying this class overall.
2. I am enjoying the readings for this class.
3. I feel am benefitting from this class.
4. My writing is going to improve as a result of this class.
5. My analytical skills are going to improve as a result of this class.
6. I do not care for this class.
7. I am looking forward to the end of the semester so that I do not have to attend this class anymore.
8. There are times when I zone out in class because I am not interested.
9. While there is a lot of work, I do see the relevance of each assignment.
10. There is too much reading in this course.
11. There is too much writing in this course.
12. Overall, I am satisfied with my progress and involvement in this course.
  
13. I am learning how to conduct college-level research and write college-level papers.
14. I'm learning how to approach social issues from a different perspective
15. I'm learning how to think critically about the issues that face culture, race, and other (what some may consider) controversial topics.
16. I would have never known about the background and significance of this course topic if I had not been in this class.
17. I've learned how to analyze texts and visual media better and more deeply.
18. I think that the blog posts are a great learning tool.
19. I do not think in-class writing assignments are helpful.
20. I find it pretty hard to keep up with the readings.
21. I am often stressed that I will not be able to complete my work for this class.
22. The instructor lectures too often.
23. I do not feel I can participate during in-class discussions.

Open-ended questions:

24. How might you improve your intellectual progress and participation in this course?
25. How might this course be improved by the instructor?
26. In your own words, what was the goal of Assignment 1?
27. What challenges did you have in completing Assignment 1?
28. If you were to repeat Assignment 1, what would you change or do differently?

Directions: Select the choice that applies most to you. [The following questions require that learners choose one of five options 1- Not at all; 2- No; 3- Neither; 4- Yes; and 5- Yes, very much.]

29. I found it difficult to find the time to complete Assignment 1.
30. I did not understand the point of doing Assignment 1.
31. Assignment 1 made me a better reader.
32. Assignment 1 made me a better writer.

## Analysis 1

Questions 1-12 gauge overall satisfaction (Kirkpatrick Level 1) of the course thus far. This means that by the end of the twelve questions, students are able to articulate their reaction, in a general sense, to the course's content to that point. These questions are repeated in the end-of-term survey.

Questions 13-23 gauge satisfaction with specific mechanisms of learning in the class, including learning outcomes specific to the course regarding writing and research and low-stakes tasks like homework and in-class work. These questions are repeated in the end-of-term survey.

Questions 24-28 allow students to reflect without quantitative gauging on one specific assignment. This requires individual accountability and articulation of specific guidelines of the assignment from the perspective of the individual learner. This means that the survey allows the instructor to see if they articulated well enough to students what the necessity of the assignment was *and* its constitutive elements. These are not repeated in the end-of-term survey.

Questions 29-32 quantify the results from the previous section by providing students the opportunity to gauge their reaction to and experience with an assignment. These are not repeated in the end-of-term survey.

## Analysis 2 (Reverse Kirkpatrick Course Guide)

1. Which results do we want to achieve with the course? (Results) Learners should exhibit ability in research and argumentation as well as technical competencies producing start-to-finish podcasting deliverables.
2. What do people need to do differently? (Behavior) Learners need to pass the diagnostic at minimum 90/100 percentage points.
3. What knowledge and skills do people need? (Learning) Learners need knowledge in U.S. empire-building throughout the modern world from ~1898 to the present, especially in the Middle East and Latin America (as this is where the course spends most of its time)
4. How do we design an attractive intervention? (Reaction) Learners should feel their environment and their experience in the course is worthwhile and meaningful to their studies as well as their lives as a whole.

## Endnotes

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<sup>i</sup> Richey, Rita C., et al. *The Instructional Design Knowledge Base : Theory, Research, and Practice*, Taylor & Francis Group, 2010. *ProQuest Ebook Central*, <http://ebookcentral.proquest.com/lib/miami/detail.action?docID=957318>.

<sup>ii</sup> Piskurich, George M.. *Rapid Instructional Design : Learning ID Fast and Right*, John Wiley & Sons, Incorporated, 2015. *ProQuest Ebook Central*, <http://ebookcentral.proquest.com/lib/miami/detail.action?docID=1895845>.

<sup>iii</sup> Kirkpatrick, Donald, and James Kirkpatrick. *Transferring Learning to Behavior : Using the Four Levels to Improve Performance*, Berrett-Koehler Publishers, Incorporated, 2005. *ProQuest Ebook Central*, <http://ebookcentral.proquest.com/lib/miami/detail.action?docID=335397>.