



EDUCATIONAL PROGRAM

Coordinated with the Quality Assurance Office

Minutes №2, „1“ „February“, 2018 year

Head of the office /Dr. Diana Mtchedlishvili/

Reviewed at the Faculty Board

Minutes №6, „2“ „February“, 2018 year

Dean of the Faculty /Prof., Dr. Tamar Shioshvili/

Approved by the Academic Board

Minutes №2, „5“ „February“, 2018 year

Rector / Prof., Dr. Ilyas Ciloglu/

Doctorate Educational Program

American Studies

Tbilisi
2018

Direction: 11 Fields of specialties of the direction



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Field /Specialty: 1104 Regional Studies

Title of the program: American Studies (delivered in English)

Faculty: Education and Humanities

Program coordinator: Tamar Shioshvili, Affiliated Professor, Doctor of Philology

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Education Cycle: Doctorate (Third Cycle of Higher Education)

Type of the Program: Academic

Awarded Qualification: Doctor of American Studies

Qualification Code: 11040

Language of education: English

Credit Value of the Program: 180 ECTS

Structure of the program: The program involves 180 ECTS (4500 hrs.). The taught courses involve 60 credits and the research component comprises 120 credits. From these credits the obligatory taught courses involve 50 credits, 5 subjects – 10 ECTS. The program involves one seminar - 10 credits.

Elective taught courses, 10 credits each. One course (professor's assistance – 10 credits) is elective, in fact, to choose it is necessary for those who do not have minimum experience in higher education teaching of one year. Those who have this experience choose 20th Century American Literature.



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Compulsory research component – PhD thesis (120 credits) is defended at the end of the sixth semester.

Program admission precondition: According to Georgian legislation the candidate for studying at this program should have a Master’s degree or a degree equivalent to it. According to University regulations, the candidate should have the C1 level in English, which is certified by an international certificate of the corresponding level or education at an English-language Master’s program. The candidate may also take a corresponding exam at IBSU. Also, according to university regulations, the candidate to the program has to submit a dissertation proposal, the correspondence of which to the program requirements is assessed by program coordinator and dissertation field board constituting at least 3 members.

Assessment Criteria for Research Proposal

CRITERIA	Not reflected	Unacceptable	Acceptable (with <u>major</u> changes)	Acceptable (with <u>minor</u> changes)	Acceptable
	0	1-3	4-6	7-9	10-12
Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	[]	[]	[]	[]	[]
Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	[]	[]	[]	[]	[]
Theoretical and practical value: it is presented how the research can impact the field	[]	[]	[]	[]	[]



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Literature overview: presents main achievements and names; reference list includes at least 10 important titles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research questions / hypothesis are original and well-formulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research methods are adequate to the topic and well defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic and clear language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sub-totals:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:	<input type="checkbox"/>				

A candidate who obtained at least **51** points (out of **84**) is admitted to the interview/oral presentation. The proposal of a candidate, who obtained 41-50 points, will be **reassessed if** the candidate improves the proposal within the submission deadline.

Purpose of the Program:



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With a vibrant American Studies field with its own theories, methods and applications, research areas and highly professional Georgian and American experts the program will emphasize cultural and historical inquiry of the United States and prepare Georgian and International students to participate in the world as critical thinkers, clear communicators, and global citizens, equipped with democratic, human values.

American Studies multidisciplinary and interdisciplinary program aims to enable students to study and analyze various aspects of American society concerning multiculturalism, emigration, politics and literature; the unique specificity and interactive methods of this field enable students to establish analytical thinking and creative analysis about various contextual issues. The program aims to develop student's thinking; speaking and writing skills which will help them to write a doctoral dissertation effectively and creatively; to develop respect toward social, ethical and moral values; communication and decision-making skills, sense of responsibility and ability of self-education;

Create all the conditions for students' academic and career development in the following organizations: higher educational institutions, historical museums, embassies, archives, Ministry of Foreign Affairs, Parliament, Committee of Foreign Affairs, Ministry of Defense (Cultural Departments), non-governmental organizations which will implement the scientifically-based innovations.

The program responds to the internalization requirements through 1) admitting doctorants from the US and Europe; 2) since 2010 appointing American Professors as opponents. 3) Since 2017 appointing American co-supervisors for doctorants; 4) American professors permanently invited to read the courses of the program: a) XX Century American Political History; b) XX Century American Literature.

Learning Outcomes:

<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • Student has the knowledge of American multiculturalism, Emigration, History, XX century American political history, XX century American literature; • Multiculturalism, Politics, Literary terms and theories, which enables him / her to work independently on educational literature – course books, monographs, articles published in international journals; • Student is aware of American Studies interdisciplinary field and its newest trends; • Student is aware of the ways to refresh his/her knowledge dealing with American Studies; • Student is aware of tolerance towards various ethnic groups which is a typical characteristic of the US democracy.
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<p>Applying knowledge</p>	<p>Has ability to independently plan, carry out and supervise innovative research; ability to develop new research and analytical methods and approaches, which are oriented on the creation of new knowledge and are reflected in international reference publications</p>	<ul style="list-style-type: none"> • Student has the capacity to select a contemporary research topic in the sphere of American Studies, according to the chosen topic to find and analyze the literature, to pose problem questions, to select adequate methods of research and to work out a hypothesis, and further to test it out; • Student can independently plan and carry out research from multidisciplinary subjects, present the obtained results for publication in international reviewed journals; • Student can prepare analytical conference articles concerning American multiculturalism, politics, and literature.
<p>Making judgments</p>	<p>Has ability to critically analyze new, complex and controversial ideas and approaches, what promotes the development / enhancement of new methods; ability to independently make correct and efficient decisions for the solution of problems</p>	<ul style="list-style-type: none"> • Student can critically analyze and assess the read literature and information obtained from the mass-media concerning American Studies, is able to, based on the information obtained make decisions and solve problems; • Draw some parallels between the native and foreign cultures, find differences and similarities and make the appropriate conclusions; • Based on available methods of research, student can develop his/her own research platform (questionnaires, interview items, tests to assess knowledge); can plan and hold an experiment, as well as interpret its results.
<p>Communication skills</p>	<p>Has ability to clearly and soundly demonstrate new knowledge in conjunction with the new one; also the ability to engage in thematic debates with international scientific community in a foreign language</p>	<ul style="list-style-type: none"> • Student can establish verbal and written communication concerning the latest trends of American Studies; • Student can establish his/her opinion and communicate with the representatives of other cultures; • Student can participate in scientific-professional debates, present his/her own scientific work at a conference and during the dissertation defense, can answer the questions of interested parties and correspond in written of professional issues; • Student can effectively bring his/her ideas to the listener's / reader's mind, present them by contemporary information technologies, using effective body language (mimics, gestures)
<p>Learning skills</p>	<p>Has readiness to further develop new ideas or processes stemming from knowledge that is based on recent developments in the course of learning and professional</p>	<ul style="list-style-type: none"> • Doctorate student can efficiently plan his/her own studies, professional development, can carry it out and monitor it independently; • Doctorate student is ready to carry out various research (develop a project, publication, or conference paper).



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	activity, amongst them, in the course of research	
Values	Has ability to research the ways of establishing values and develop innovative methods for their establishment	<ul style="list-style-type: none"> • Respect towards American and at the same time other cultures, traditions, and customs; • Tolerance towards various cultures and individual differences. Doctorate student can contribute to sharing principles of humanism and liberalism and develop innovative methods for their application.

Learning Outcome Map:

Study Course/Module/ Practice/ Research Component	Criteria of Competencies					
	Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values
Pedagogy of Higher Education	x	x	x	x	x	x
Advanced Research Methods	x	x	x	x	x	x
Seminar in American Studies	x	x	x	x	x	
Professor's Assistantship	x	x	x	x	x	x
XX Century American Political History	x	x	x	x	x	x
American Ethnicity	x	x	x	x	x	x



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XX Century American Literature	x	x	x	x	x	x
Dissertation	x	x	x	x	x	x

Methods of Attainment of Learning Outcomes:

- **Verbal method** – presenting new materials orally, as narrative, during which various methods are used in unity, based on the topics under study; doctoral students use the verbal method, while listening to lectures, participate in seminars, make presentations and are writing papers and dissertation, and defend the dissertation. The method yields the outcomes dealing with knowledge and understanding outcomes as well as communicative skills.
- **Working on books** – is mostly used in learning. Students work with materials needed for the topic under study according to the literature list in the syllabus, also using other materials. Doctorate student applies this method while working on his / her own articles and dissertation (using the references). The method yields the outcomes dealing with knowledge and understanding outcomes as well as communicative skills.
- **Demonstration method** – involves visual presentation of the information. It is quite efficient from the point of view of reaching the outcomes. Demonstration of the materials under study may be used by both the lecturer and the doctorate students. The method helps us to make the materials more visual, make them concrete, to show what the students will have to do independently. At the same time, this method will visually disclose the essence of the item/problem; pictures, tables and graphs are displayed, video materials are used, role play is presented. The method yields the outcomes dealing with knowledge and understanding outcomes, also applying knowledge and making judgments outcomes.
- **Discussion / Debate** –one of the most widely-spread interactive teaching methods. The discussion method dramatically increases students’ involvement in the educational process. Discussion may turn into a debate. The discussion does not simply involve just answering the lecturer’s questions, but also develops students’ ability to argue and to support his/her argumentation. The method yields the outcomes dealing with the following outcomes: making judgment and communicative skills; it develops and forms values.
- **Group work** (collaborative method) –learning by this method implies splitting up the students into groups and giving them an assignment. The group members individually do some work and then share it with each other. According to the goal, functions of group members may be distributed. This strategy provides all students’ maximum involvement in the educational process. The method yields the outcomes dealing with learning skills, making judgments and communicative skills; it develops and forms values.
- **PBL – Problem-based learning;** It often implies combining complementary methods.



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- **Brain storming**—this method implies suggesting as many ideas as possible in the frames of a particular topic / problem / issue. The method supports the development of creativity. It is efficient in a numerous group. It is held in several stages. The method yields the outcomes dealing with learning skills, making judgments and communicative skills.
- **Induction, deduction, analysis and synthesis**—All these methods form judgment competences. Inductive thinking is directed from concrete to general, from facts to generalization. Deductive method is directed from general to concrete. Analysis helps us to split the educational materials into components, which enables to deal with complicated issues, then viewing their constituent parts in detail. Synthesis implies an inverted procedure: by grouping several items a common view on them is developed. The problem is seen as a whole.
- **Active learning methods**-require professor's and student's active involvement in the educational process, where a special importance is given to the practical interpretation of theoretical materials. The method yields the outcome of practical application of knowledge.
- **Case studies** -a method of active analysis of problem situations, the basis of which is teaching via solving concrete problems (situations). The method is based on discussion and analysis of concrete practical examples. The “case” is an instrument with the help of which practical application of theoretical knowledge occurs. By comparing theory and practice, the method effectively develops the ability to make theoretically-based decisions in a short period of time. Students' analytical thinking, team working, listening to each other and understanding an alternative approach – these skills are developed in order to be able to take an effective common decision, to plan an action and to forecast its results. The method yields the outcome of practical application of knowledge.

Student Knowledge Evaluation System:

The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

- a) five types of positive grades:
 - 1) (A) Excellent – 91-100 points of assessment;
 - 2) (B) Very good – 81-90 points of maximal assessment;
 - 3) (C) Good - 71-80 points of maximal assessment;
 - 4) (D) Satisfactory - 61-70 points of maximal assessment;



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5) (E) Enough - 51-60 points of maximal assessment;

b) two types of negative grades:

1) (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;

2) (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

a) Obtaining minimal competence levels set for midterm and final evaluations;

b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Defense of the Dissertation

During the **defense** of the doctoral dissertation, the assessment takes place according to the following rubric:

	Criteria	Maximum points	Actually awarded points
1	Significance	10	
2	Practical value of research	10	
3	Theoretical value of research	10	
4	Novelty	10	
5	Depth of the analysis of the topic and originality of conclusions	15	
6	Reliability of results (statistical treatment of experiment, logical	5	



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	argumentation)		
7	During the defense: presentation (logical argumentation, structure of the presentation, clear speech, presenting the basic ideas of the dissertation)	15	
8	During the defense adequately answering the questions, defending one's viewpoint, using terminology appropriately	15	
9	During the presentation efficiently using the visual aids	10	
Total		100	defended / did not defend

Assessment criteria # 1-6 is done according to dissertation and publications.

The assessment of dissertation finally is done with the following wording:

- a) Excellent (summa cum laude) – 91points and over of maximum point – an excellent performance;
- b) Very good (magna cum laude) – 81-90 points of maximum point – a result exceeding given requirements in all aspects;
- c) Good (cum laude) – 71-80 of maximum point – a result exceeding given requirements;
- d) Average (bene) – 61-70 points of maximum point – a result satisfying given requirements in all aspects;
- e) Satisfactory (rite) – 51-60 points of maximum point – a result satisfying given requirements despite some mistakes;
- f) Unsatisfactory (insufficenter) – 41-50 points of maximum point – a result not satisfying given requirements because of serious mistakes;
- g) Absolutely unsatisfactory (sub omni canone) – 40 points and less of maximum point – a result absolutely not satisfying given requirements.



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The student is awarded the academic degree of doctor in case of obtaining any of the above mentioned grades considered by items from a) to e); in case of getting the grade considered by item f) – the student has a right to present the rewritten doctoral thesis during the first year; and in case of getting the grade considered by item g) – the student has no right to present the same doctoral thesis.

Organization of Educational Process:

The PhD programme involves 3 academic years (6 semesters), one academic year involves 38 weeks, from which in study semester 15 weeks are lecture weeks and 4 weeks – exam sessions. Assessment is done in ECTS, during the 3rd– 6th semester the doctorate student is working on the doctoral dissertation and related publications; in the 6th semester the defense of doctoral dissertation should occur.

According to ECTS 1 credit is calculated as 25 hours.

The compulsory and elective courses at the program are equal to 10 ECTS. Total number of courses is 6 (60 credits). In I semester 30 credits. In II semester 30 credits. In the 3rd - 6th semester the doctorate student is writing and defends the dissertation, which involves 30 credits per semester (totally 120 credits).

The educational process on the program is carried out in English, so that all study courses, besides the competencies, specific to the course, contributes to the development / maintaining of professional communication skills in English.

At least three publications dealing with dissertation results among which two should be in a reviewed scientific journal or proceedings of an international scientific conference and one – in international citation indexed journal (SPRINGER Thomson-Reuters Copernicus Web of Science Elsevier's Scopus SAGE). To be assessed positively, a Ph.D. dissertation has to be an original and independent work. It should involve a literature review, desirably with the history of the issue and its contemporary state, a discussion section and research proper (survey, case study, experiment, etc., carried out by the researcher him/herself, or software developed by the doctoral student) with data treated statistically. The dissertation should possess the following features: innovation (novelty), urgency (topicality), scientific/theoretical and practical value, etc. Research problem(s) and hypothesis should be defined properly. To check for plagiarism, a team will be created by the Dissertation Board decision which will involve supervisor, one of experts and an IT specialist to check the academic honesty with the help of corresponding software.

Employment

Graduates of both concentrations of the program can work

- At Higher educational institutions as lecturers; scientific research institutions



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- Governmental organizations: Ministry of Foreign Affairs (American Department), Committee of Foreign Affairs, Ministry of Defense (NADO Department, Cultural Departments).
- American Embassy, American and other foreign organizations, non-governmental organizations.

Information on material resources for the implementation of the program

IBSU material-technical base. The American Studies Center, provided with multidisciplinary American Studies literature, that have been donated by the US Embassy as a gift to the American Studies Department, as well as at IBSU library, electronic library, on the university web-page, when the course is opened, the lecture-made slides according to the topics studied are uploaded, all classrooms are equipped with projectors to show the slides.

Information on human resources for the implementation of the program

1. Prof. Ori Soltes from the Georgetown University, U.S, giving seminars in the course - American Novel. Doctorates conduct small research article outside dissertation. Professor gives consultations and evaluates finally. Prof. Soltes according contract can be a co-supervisor of doctorates.
2. Prof. Bruce Makoto Arnold, Ohio University, U.S according to contract can be a co-supervisor. He regularly comes to Georgia to give lectures on American History, Multicultural studies. He was the opponent of Tea Chumburidze's doctoral dissertation "Dynamic of Social and Cultural Challenges faced by Native Americans (XVII-XXI Centuries): the Case of the Cherokee Ethnic Group.
3. Dewey A. Browder U.S co-Supervisor of doctorate Jonathan Scott since 2017.
4. Elisabeth Brocking – Reading the PhD course – XX Century American Literature.
5. Tamar Shioshvili – Affiliated professor of American Studies, delivers the course – American Ethnicity, Supervisor of doctorate students, Editor of the Journal in Humanities.
6. Irina Bakhtadze – Affiliated Professor of American Studies, delivers the course – Research and Study Skills.
7. George Shaduri – Affiliated Associate Professor of American Studies, delivers the course XX Century American Literature.
8. Ekaterine Avaliani – Affiliated Professor of world history, Georgian history. Can be a Co-supervisor of doctorants conducting comparative research on US-Georgian-History, U.S – Georgian Culture.



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Study course	Name, surname	Qualification and position
Pedagogy of Higher Education	Natela Doghonadze	Affiliated Prof. Dr. of Pedagogical Sciences, Prof. in Education Direction
Advanced Research Methods	Irine Bakhtadze / Nikoloz Parjanadze	Affiliated Prof. Dr. in American Studies Affiliated Prof. Dr. in Education
Seminar in American Studies	Tamar Shioshvili	Affiliated Prof. Dr. in American Studies
Professor's Assistantship	Any professor involved in the program	Doctor, Associate Professor / Professor
XX Century American Political History	Carl Augustsson, US	Invited Lecturer / Doctor of Politics and International Relations
American Ethnicity	Tamar Shioshvili	Affiliated Prof. Dr. of Philology, Prof. in Humanities Direction
XX Century American Literature	Giorgi Shaduri/Elisabeth Brocking	Affiliated Associate Professor of American Studies, Invited Lecturer, Doctor of Literature (US)
Supervision of PhD thesis	Bruce Makoto Arnold	Invited, Doctor of Philosophy (US)
	Ori Soltes	Invited, Doctor of Philosophy (US)
	Dewey Browder	Invited, Doctor of Philosophy (US)
	Irine Bakhtadze	Affiliated Prof. Dr. in American Studies
	Tamar Shioshvili	Affiliated Prof. Dr. in American Studies
	Eka Avaliani	Doctor of Philosophy, Affiliated Professor
	Carl Augustsson, US	Invited Lecturer / Doctor of Politics and International Relations
	Giorgi Shaduri	Affiliated Associate Professor of American Studies,
	Elisabeth Brocking	Invited Lecturer, Doctor of Literature (US)
PhD Dissertation	Scientific supervisor	PhD, Assoc. Prof. / professor



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Curriculum (study plan)

№	Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters							Distribution of hours						
				I s.y.		II s.y.		III s.y.			Contact hours						
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	Lecture/Consultation	Seminar / Practical work/ lab work / consultation	Midterm exam(s)	Final Exam	Total number of hours	Independent Work	Total number of hours	Number of contact hours in a week
I	Compulsory of Specialty	Compulsory	50	30	20	30	30	30	30	70	66	11	11	163	1087	1250	8
1	Pedagogy of Higher Education	Compulsory		10						15	13	2	2	32	218	250	2
2	Advanced Research Methods	Compulsory		10						15	27	3	3	48	202	250	2
3	XX Century American Political History	Compulsory		10						15	13	2	2	32	218	250	2
4	American Ethnicity	Compulsory			10					15	13	2	2	32	218	250	2
5	Seminar in American Studies	Compulsory			10					15	0	2	2	19	231	250	5 hours are distributed in



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																	15 weeks
II	Elective of Specialty	Elective	10		10					15	13	2	2	32	218	250	2
6	XX Century American Literature*	Elective			10					15	13	2	2	32	218	250	2
7	Professor's Assistantship **	Elective			10					0	30	0	2	32	218	250	2
II I	Compulsory component of research	Compulsory	120	0	0	30	30	30	30	0	120	0	0	120	2880	3000	8
8	Dissertation	Compulsory							120	0	30	0	0	30	720	750	2
Total			180	30	30	30	30	30	30	90	199	13	13	315	4185	4500	18

Comment

1. To calculate the hours in the table, for elective courses in concentrations, conditionally the first course is taken into consideration.
2. Those students who have work experience in higher education institution will select 20th Century American Literature * course.
3. Professor's Assistantship ** is elective. This course must be selected by those students who have not at least one year work experience in higher education institution; those who have this experience will select 20th Century American Literature course.



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Additional Table of Curriculum

№	Study course/ practical / research component	code	semester	prerequisite	lecturer	compulsory literature
1	Pedagogy of Higher Education	AMS703	I	-	Affiliated Prof. Dr. Natela Doghonadze	<ol style="list-style-type: none"> 1. Eggen, P. and Kauchak, D. (2004). <i>Educational Psychology</i>. Pearson Education International. 2. Ambrose, S.A. et al. (2010). <i>How learning works</i>. San Francisco: Jossey-Bass. 3. Doghonadze, N. (2013). <i>Contemporary methods of teaching</i>. Course notes. Tbilisi. IBSU
2	Advanced Research Methods	AMS451	I	-	Affiliated Prof. Dr. Irine Bakhtadze/Affiliated Prof. Dr. Nikoloz Parjanadze	<ol style="list-style-type: none"> 1. Babbie, Earl. (2001). <i>The Practice of Social Research</i>. Wadsworth, US. 9th ed. (Available at IBSU library). 2. Lecturer’s course –notes. 200 pages. Revised in 2014. Hard copy and electronic versions are available.
3	American Political History (20th Century)	AMS450	I	-	Dr. Carl Augustsson	<ol style="list-style-type: none"> 1. M.C. Carnes , J.A. Garraty, <i>The American Nation. A History of the US, Prentice Hall, N.Y., 2012</i> 2. Howard Zinn. “A People’s History of the U.S. 1492-present”. London and New York. 2003



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4	American Ethnicity	AMS453	II	-	Affiliated Prof. Dr. Tamar Shioshvili	<p>1. Prof. Dr. Tamar Shioshvili. Course Notes. “Multicultural Studies in the U.S.” 360609 AMS602, Tbilisi, 2015.</p> <p>2. An International Journal of Migration Studies, volume XXIX. # 105, March 1992, Rome, Italy</p> <p>3. Paula S. Rothenberg. “Race, Class & Gender in the U.S.” New York, NY 10010, 2010</p> <p>4. An International Journal of Migration Studies. Volume XXIX. #105, March 1992, Rome, Italy</p>
5	20 th Century American Literature	AMS454	II	-	Affiliated Assoc. Prof. Dr. Giorgi Shaduri/ Doctor Elisabeth Brocking, USA	<p>1. Malcolm Bradbury, The Modern American Novel, Oxford, New York, 1985; Cain, American Literature, Volume II.</p> <p>2. 101 Sparknotes, The Perfect Companion to Literature, Spark publishing, 2005</p> <p>3. Alex Martin and Robert Hill - Introduction to Modern Literature for Students of English – Modern Novels, Prentice Hall, NY, 2000</p>
6	Professor’s Assistantship	AMS457	II	-	Any professor involved in the program	Is given by the lecturer to the group by the corresponding professor, according to the activity fulfilled
7	Seminar in American Studies	AMS 455	II	-	Any professor involved in the program	Student provides literature corresponding to the research topic
8	PhD dissertation	AMS461	VI	-	Scientific supervisor	Literature corresponding to the research topic



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