

Ten-Year Plan of the Division of Humanities

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The State of the Humanities

For a generation it has been commonplace within American higher education to say the humanities are in a state of crisis. The facts are well known: in the forties and fifties, prudent university administrators applied a funding and enrollment formula based on a 4:1 ratio between the Humanities and the Sciences. Until the early sixties, the Humanities represented 40 percent of enrollments at most research universities.

The massive intervention of the Federal Government in science funding after the launch of Sputnik began to erode this ratio, even though, initially at least, some efforts were made to preserve it. At the same time, as American society experienced the Cultural Revolution known as the Sixties, humanists and humanistically inclined social scientists found themselves thrust into the controversies of the epoch. University administrators, fearful of the reactions of their overseers on boards of trustees and in legislatures, froze the budgets of Humanities departments at a time when universities were rapidly growing.

Controversies did not abate throughout the seventies and eighties: ethnic studies; women's studies; multiculturalism; the so-called 'culture wars'; the nature of the canon; theory; cultural studies, all provoked much heat and even more smoke. By the time that both began to settle in the mid-nineties, the Humanities had shrunk, on most campuses, to 20 percent of enrollments, and an even lower share of funding. It should be noted that of this 20 percent, less than half corresponded to what was meant by the 'Humanities' in the forties and fifties. The other half was devoted to rhetoric and composition and to the new fields of study born out of the turbulence of the past twenty-five years.

Humanists may be forgiven for seeing the experience of their professional life in rather bleak terms. From being the major fraction of the campus they have shrunk to an almost marginal status, where they continue to be divided between the traditionalists and the modernizers, each group amounting to about 10 percent of a campus. They have seen brilliant graduate students fail to obtain permanent jobs and leave the profession altogether, and, increasingly, promising undergraduates forego it altogether. There is a genuine fear that the quality of future hiring pools is diminishing.

It is not the purpose of this document to rehearse this well-known history, nor to apportion blame. External and internal factors have both played significant roles. The turn toward professionalization, most evident in feminist and literary studies, has meant that humanists have been addressing each other in frequently opaque jargon rather than speaking to the rest of society. This in turn has meant that society has less and less understanding of what the Humanities are all about, and even more importantly, turns to other sources for what it used to receive from humanists.

This brief and almost caricatural historical sketch is especially apposite to a consideration of the Humanities at UCSC, whose brief history coincides, and espouses, this period of turmoil. There is no question that the remarkable early reputation of this nascent campus was due almost entirely to the Humanists who worked here. Many who enjoy international reputation today got their start here (and it may be high time to wonder why they left). The Humanists on this campus were in the forefront of many of the debates, and some have paid a heavy price. 'Internal Exile' is a phrase often used to describe the attitude of battle-wearied German scholars of the Nazi era. It is not misused in describing the withdrawal from active community life that a significant number of Humanists on this campus have effected in the past fifteen years.

Subjectively, such a reaction may be perfectly understandable, but when it is correlated with the objective devastation of the division effected by VERIP, the results are staggering: loss of senior leadership; unduly heavy responsibilities placed on younger ranks of faculty, especially Associate

Professors, at considerable personal career cost; loss of mentoring; under-representation in university councils; non-participation in professional societies, and so on. The a contrario example of Linguistics is very telling in this respect: protected from the cuts by divisional leadership; active in university councils and governance; intellectually focused, this department has risen to an enviable position of visibility in its field. Resources do make a difference, and so does leadership.

The Future of the Humanities

The recent past may have been bleak, but there is no reason to believe that the future needs to be so as well. Societal demand for what the Humanities can provide is not diminishing. If anything it is dramatically increasing. It is not turning to academic humanities for answers because academic humanists are not addressing these demands by and large. A case in point: the cry for ethics is deafening, from business schools to medical centers. We need ethics for cloning, for health triage, for addressing the digital divide, for care for the elderly, for immigration policy, for reproduction rights, for self-determination in matters of gender and sexual orientation, for environmental stewardship, for access to social services, including higher education, and so on. But this cry for ethics must not be narrowly construed: what are demanded are not lofty and abstract discussions by practitioners of the philosophical sub-discipline known as ‘Ethics’. Rather what is being called for is a critical examination of our current practices in all of these areas with a view to their improvement in the light of what has always been the paramount Humanist goal: a fuller, richer, and more differentiated life for all human beings. The call for ‘ethics’ is addressed to all Humanists, and not just to ethicists.

The transformations of lived experience brought on by the globalization of our economic, political, and cultural relations; by the shift from a text-based culture to a digital one; by the increasing ability to determine our bodily being; by the erasure of the boundaries between work, entertainment, leisure, and learning, between the private and the public spheres, and, at the same time, the reappearance of forms of authoritarianism, insecurity, exclusion, and violence, that we thought were relegated to the past, all contribute to what is being called: a crisis of meaning—a situation in which inherited values are felt to be inadequate to the tasks at hand, or may even have already been jettisoned as relics of the past. Such a situation calls for the Humanities, and when they fail to answer, some may turn to the blandishments of self-proclaimed religious solaces, to the escapism of drugs, or the predatory behavior of neo-Darwinism.

The need for the Humanities is as great as it has ever been, but we must concede that most Humanists do not presently address this societal demand. The planning process we were engaged in was brutally bisected by the events of September 11, 2001. One cannot pretend that these events have not influenced the process and its results. For humanists, the period before September 11 was a period of mantras enunciated from the centers of economic, political, and increasingly, cultural power, in this country and around the world. History was at an end; the sole remaining super-power could and would impose its will, especially now that it was ruled by an administration not afraid of acting unilaterally: the market was our horizon, and the only way to control the economy was to submit to it. Science and technology would provide solutions to the problems they caused. The criminal attacks of September 11 changed much of this. We suddenly acknowledge our need for community. The common interest must prevail over the selfish gene. We need government, and a government that acts in the common interest, that provides public services that work, a government that cares.

Historians will long debate what we will have learned from these tragic days. For the purpose of this plan, two lessons stand out, and they inform this document. As the Swiss Secretary of State for Science and Research recently put it: “it really does not matter whether you are a globomaniac or a

globophobe, it is no longer possible for you to be intelligent, rich, happy, and at peace, all by yourself.” Interdependency of peoples and cultures is the new norm, not their independence. Democracy, science, the economy, commerce, culture, justice, cannot prosper outside of a global frame. Our task is to make thinkable and to construct an order that insures that interdependency is an exercise in global justice and solidarity. The second lesson is that poverty, the lack of future possibilities, bitterness, humiliation, are time bombs that can be prevented from going off only through the sharing of wealth and knowledge. Contrary to much recent assertion, there are no Others; there is only a community of humans facing problems of living and dying.

These lessons call for change. Universities are venerable and ponderous institutions that are committed to change, preferably of the very slow sort. Change is both continuity and rupture; it entails risks, discoveries, and abandonment. It is a condition of survival. When the planning process was initiated, our ten-year horizon was largely drawn by the surge in enrollments. As we were refining our plans, this horizon suddenly changed and called for the re-examination of our thrust. Yes, we are planning for the growth of the university, but we are also planning for its future, for its place in a future that has suddenly become far less secure than we had assumed it to be.

If change is a matter of continuity and rupture, then we must plan for both: consolidation and innovation must be our guiding principles. The extraordinary strength of modern knowledge comes from the disciplinary organization of knowledge. It is also its Achilles’ heel. Human beings exist simultaneously as physical and psychical beings, as biological and cultural entities, as social and historical formations that deploy their existence in a very local place, the reality of which reaches, and is penetrated by, complex phenomena that are increasingly global in scope. Knowledge must account for both the complexity of the modes in which we exist—and it does so through the disciplines. It must equally account for the complex unity of our environment and of our condition, and this it does not presently do. Knowledge is fragmented among its practitioners, and communication is difficult across the distinct disciplinary subcultures into which it has divided.

The disciplinary organization of knowledge favors disciplinary questions, and tends to shunt aside broader and more complex problems. We know how to build weapon systems, but not how to foster a culture of peaceful resolution of conflicts. We celebrate the strides made by knowledge, but we also need to learn about its errors and the delusions that fuel the mantras proclaimed by the centers of power over our media. It has always been the task of humanists to raise uncomfortable questions, to be meddlesome; to challenge the authority of received knowledge, to debunk received wisdom. Disciplinary knowledge is organized territorially. Meddlesome, humanistic knowledge requires trespassing, not for the sake of trespass, of course, but because fundamental and global problems require the gathering of partial and local knowledge. We must be willing to run the risk of appearing superficial, for then we will be corrected in a way useful to all.

A multidisciplinary approach requires rethinking the norms of scholarly validity: it assumes that the type of knowledge we need is forged where different concepts, methods, modes of thought, meet and argue their own case. Meddling in the disciplines is a virtue the value of which we must recognize, reward, and foster. Disciplinary knowledge, by its very definition, tends toward normalizing knowledge production; it confines innovation to its own boundaries, and views originality that threatens to cross over these boundaries, and thus the definition of the disciplines, with suspicion. Most of all it promotes individualization at a time when we ought to be encouraging collaborative endeavors.

The humanities are constructed around three fundamental disciplines: philosophy, literature and history. Teaching and research in all three must be consolidated. Their strength is required for the profitable pursuit of the interdisciplinary. This does not mean that philosophers, literary scholars, and

historians, cannot adopt an interdisciplinary outlook, but it does mean that the disciplinary core of their fields must be taught, especially at the undergraduate level. Nor does this mean some form of “return to basics” as advocated in some quarters. Teaching the core does not mean teaching a received tradition. It means facing the notion of what is or ought to be the core of the discipline. UCSC humanists have compiled an enviable record in this pursuit, especially its formidable feminist cohort.

A university worthy of the name serves the society that supports it. Within the university, it is incumbent upon the humanities to think how the inchoate, and at times even unconscious, questions, fears, and doubts of society emerge, and how they may be transformed into objects of study. But the university’s service must not pander to these fears. It must ask, for example, why is it that medical research focuses increasingly on palliating the effects of aging when most mortality around the world is still caused by malaria, infectious diseases, and perinatal conditions. Should medical research be dictated by the solvency of the recipient of its benefits? In a similar vein, if the Chinese, the inhabitants of the Indian subcontinent, and the adherents of Islam, all number in excess of a billion, can we be content with one or two specialists in these areas? When Europe, once synonymous with the rise of universal knowledge, reinvents itself as a regional power, can the knowledge it produced still be considered as universal? Shifting resources to these new, and often, urgent objects of knowledge, requires reallocation, and sometimes even abandonment of some fields of inquiry and teaching.

The humanities have been constrained for resources for a long time now. Currently, the Division of the Humanities draws 95% of its budget from state funds. Such a state of affairs cannot continue, especially as the state’s share of the university’s support continues to decline. If we are to enjoy any flexibility, we must urgently develop alternative sources of support. The ten-year plan for the Division is an ambitious one. It cannot be realized by reliance upon state funding alone, even if all enrollment growth is fully funded. The decade to come is likely to see a marked decline in the state’s share of support for the humanities, perhaps by as much as 50%. The plan presented below will require a combination of state funds, external funds, and internal reallocation. Some initiatives will need forward funding, with further reallocations to follow. Faculty and staff in the Division will have to commit themselves to intensive fund-raising.

The desired outcome of the ten-year plan is the state in which we want to find our university, and our division, at build-out. Thereafter there will be fewer opportunities for major initiatives and innovation. The decade for which we are planning will provide us with the last opportunity to make significant changes to our programs and to our organization. This is not the time for incremental steps. We must proceed, whenever possible, by clustering our hires, within and across departments, so as to attain and insure critical mass of research capacity, and to sustain curricula. Cluster hiring, where a single search may yield as many as three or even four nominations, is economical and requires strategic considerations. It also makes it much easier to achieve our diversity goals.

All of these considerations inform the plan presented below. The implementation of this plan will make UCSC a wonderful place to be young—no matter our chronological age.

Goals of the Ten-Year Plan

It is the goal of the Division of the Humanities to arrest the decline of the Humanities on this campus, and to refocus the work of the division on the task of the Humanities in this new century. The Humanities cannot simply present themselves as defenders of a centuries-old tradition; nor can they merely build on the innovations of the recent past. Both are important, to be sure, but they must be subsumed to the question of what are the tasks of the Humanities to be.

No dogmatic answer can be provided to this question. Rather, it is the question itself that must guide us. It is for this reason that the Institute for Humanities Research must play a leading role in the division in the years to come. Its task is to provide a forum where this central question can be addressed both with respect to societal demand and to the structures and practices of current Humanities disciplines and fields of endeavor. The Institute must rebuild the confidence and effectiveness of the faculty and help it recognize the role it must play in our immediate social environment as well as our broader intellectual milieu. Faculty development is thus its foremost task, both at the individual level and at the level of the structures within the division.

The current organization of the division must not be taken for granted. Departmental boundaries may well need to be redrawn, including across divisions. Some may have to be folded within larger and newer entities. A period of gestation may have to be provided for some initiatives by making appointments within the division at large so as not to preclude their final organizational disposition.

The division needs to rebuild a cadre of leaders who will play the role of mentors within it and represent the division within the councils, assemblies, and committees of the university. Some of these will have to be hired from the outside.

The staff of the division has paid a very heavy price during the period of retrenchments of the nineties. Humanities departments are understaffed, and staff are working under deplorable conditions. It is a major goal of this plan to redress this condition by increasing the number of staff, improving working conditions, adjusting remuneration, facilitating upward mobility, and integrating staff within the intellectual community of the campus.

The fundamental operative goal of the plan is that the Division of the Humanities ought to account for 24 percent of enrollments on campus in 2011-2. Although some divisions are presently growing at a more rapid rate than the Humanities, this is not an unrealistic goal provided the measures set out below are implemented. It may indeed be said that this goal is important not only to the division but also to the campus at large: it represents an important threshold for the intellectual life of a campus.

It is a further goal of the plan to more than double the current number of graduate students. This will require a concerted and sustained effort on the part of the campus, the division, and the faculty to ensure that funds are secured to attract and enroll outstanding graduate students and to sustain them through to graduation and placement.

All of these goals are fully consonant with the expressed goal of the campus-wide Ten-Year Plan, which is to qualify UCSC for membership in the American Association of Universities (AAU). The division fully endorses this goal and is guided by it in this Plan.

Methodology

The division has conceived of the ten-year plan as an enrollment management strategy designed to support the campus goal of increasing the enrollment of graduate and undergraduate students. The strategy focuses on two variables: the student/faculty ratio and graduate enrollment.

Currently the division has a student/faculty ratio well below the campus average. This is due in some measure to the specificity of instruction in the division, notably in Writing and in Languages, but also to the nature of upper division seminars central to the Humanities. There is no desire to tamper with these seminars, and we fully recognize that the acquisition of writing skills and of foreign languages

require small classes. Indeed our current class sizes in these areas are quite large by national standards. But we recognize that the specificity of these forms of instruction must be offset by large enrollment courses. Departments have been instructed to find the proper balance between the two and to plan their curricula accordingly. This significant increase in productivity will produce the latitude for supporting more graduate students.

At present the division finds it difficult to meet its goals in graduate student enrollment. A number of factors explain this situation; chief among them is the high cost of living in Santa Cruz and the low level of support available for graduate students. The division's plan boldly seeks to more than double current graduate enrollment. Support of graduate students, above and beyond that provided to the division by the campus and Graduate Division, will be provided initially by temporarily holding open some faculty provisions generated by growth or separation. The funds will be used to create both TA'ships and GSR'ships. The temporary funding will eventually be replaced by funds generated from two sources: extramural research and fundraising. Departments currently offering graduate programs were asked to indicate how they could accommodate a 100 percent increase in graduate students over ten years. Departments that do not presently have graduate programs (Women's Studies) were asked to develop plans for their creation. In some instances, Graduate Groups have been considered more promising avenues for the attainment of the growth goals.

Departments were further asked to estimate the number of separations that may occur during the course of the plan. A metric was then created that took into account the gains in productivity obtained through the increased student/faculty ratio and the projected graduate enrollments, yielding the total workload enrollment the division can take on in each year of the Ten-Year Plan. The derived workload enrollment was then used to calculate the number of faculty positions that would be generated by the new enrollments assuming the marginal allocation ratio remains 18.7:1.

A limited number of the faculty provisions generated by the projected growth were set aside to support departmental growth and development with the balance being retained centrally by the division. The centrally held provisions are needed to provide faculty for new programs as well as provide funds to temporarily support graduate students or meet other critical divisional needs, including staffing.

New Programs

The division is proposing that twelve new programs be initiated over the next ten years. The division anticipates the need temporarily to hold open some growth-generated faculty provisions initially to hire staff, provide temporary support for graduate students entering these new programs, and cover program overhead expenses. When funds generated by the new programs become available to the division the funds will be released back to the open provisions. The new programs under consideration are as follows:

1. Master in Public Humanities. A two-year program leading to careers within the public or private sectors in the management and promotion of cultural events, their interpretation and celebration. Students will receive a thorough grounding in advanced analytical skills in the Humanities so as to be able to interpret cultural trends and organize events around them, as well as management skills in areas of budgeting and staff supervision. This unique program will enroll 30 students per year for a total of 60. It will be housed in Stevenson College and the enrollees will be called Stevenson Fellows. Significant private support is expected for this program. The division will temporarily set aside two faculty provisions for this initiative to fund the position of director, provide staffing, and meet the program's overhead expenses. A

proposal for the establishment of this first professional degree in the humanities will be submitted to the appropriate university councils in winter 2002.

2. Science, Medicine, and Technology Studies An inter-divisional program housed in the Humanities Division that brings an interdisciplinary perspective to the study of science, medicine and technology. The program is conceived of as consisting of an undergraduate major and minor together with a significant doctoral program. It will have a small core faculty, funded by the division, and a large collaborating faculty from all of the divisions. The division is reserving 6 faculty provisions for this program, one of which is to be temporarily held open for staffing and one temporarily held open for graduate student support. It is expected that undergraduate enrollments will grow to 40 majors at the end of the decade, and that the doctoral program will admit 8 students annually, for a total number of 40 graduate enrollees. The new policies of the NSF and the NIH, that mandate the inclusion of humanistic concerns within major research projects, will provide funding for the research component of this new program. There is considerable support for this new entity across the campus: from biology, physics, astronomy, environmental studies, sociology, anthropology, history, women's studies, and history of consciousness. The Division further proposes to establish a Center for the Interdisciplinary Study of Silicon Valley, and to house this Center within the SMTS program. Silicon Valley has become synonymous with technological innovation and its socio-cultural consequences. A number of studies have been devoted to it, in the United States and in the rest of the world. UCSC enjoys a unique position to create a center for the interdisciplinary study of Silicon Valley. Such studies would include oral histories of leading figures in the SV, the collecting of archival materials for future research, the identification of objects of future studies, and the promotion of such studies. One FTE would be allocated to this externally supported venture.
3. Major and M.A. in Liberal Arts. The revitalization of the Humanities requires the creation of a broad new Liberal Arts major. Such a major must prepare the graduate for a full and rich intellectual and professional life and for responsible local, national, and global citizenship. The proposed major will include exposure to world cultures, to science and technology, to critical legal studies, to the analysis and interpretation of historical and artistic artifacts, and it will train students in the full range of contemporary communicative skills. Although the major will be primarily divisional, it will include significant course work in other divisions. Two faculty provisions will be temporarily held open to cover the administrative and overhead costs of the program. It should have 100 majors by the end of the decade.

A Master of Advanced Studies in Liberal Arts will also be included for those individuals who wish to round out their education. A one-year program for holders of a UCSC B.A., it will require two years for other students. It is expected to enroll a total of 50 students. Two faculty provisions will temporarily be held open to cover the administrative and overhead costs of the program. This program will be housed in Cowell College.

4. Graduate Group in Critical Global Studies. In national surveys, UCSC is regularly cited for the preeminent quality of its research and instruction in World Literatures and Cultural Studies. In History of Consciousness, globalization has been an object of study for some time now. Women's Studies has adopted an internationalist outlook. Even American Studies, which may have been expected to focus more on the United States, recognizes that the U.S. has been increasingly defining itself as a global power. Faculty in all these departments and units share similar concerns and have converging needs. Three departments have identified a specialist in political economy with a focus on global issues as one of their top needs. It seems best to meet this and similar needs through the creation of a Graduate Group. Not only

- will the creation of such a Group produce economies of scale, it will also provide a proper comprehensive divisional home for all the interest in the impact of globalization on culture and society. This Graduate Group will work closely with its counterpart in the Social Sciences. It will have a special focus on the Pacific Rim. The Division will earmark four FTE's to support the development and operations of the Group. The positions will go to Divisional departments (Literature, History of Consciousness, Women's Studies).
5. Human Health Major. In collaboration with the Divisions of Natural Sciences and Social Sciences, the Humanities Division is planning to introduce a major in Human Health. Each of the divisions will have its own major but they will share some courses as part of a common core. The Humanities will focus on historical and ethical issues and have a special concern with issues of women's health. One faculty provision will be held temporarily open to cover the administrative and overhead costs of the program.
 6. Center for Mind and Language. The division endorses the efforts of faculty in Linguistics and Philosophy to create such a Center, to be housed within the IHR. One FTE will be reserved for the support of the Center.
 7. Jewish Studies. Jewish Studies is presently a small program housed within Literature and drawing upon faculty from Literature, Languages, and History. It has received very strong private support for the teaching of Hebrew, the conduct of several colloquia, and for the Neufeld-Levin Chair in Holocaust Studies. An important journal is published under its auspices. It has demonstrated that there is significant student demand for its subject matter, and considerable faculty expertise and interest. In the next ten years, Jewish Studies should achieve administrative autonomy. Two FTE's will be allocated to Jewish Studies: one in Jewish Semiotics and the other in Translation and the Languages of Jewish Experience. External support will be sought for both of these positions.
 8. South Asian Studies Center. The next ten years should see the transformation of the current South Asian Studies Initiative into a full-fledged interdivisional center. The Divisions of the Arts, Humanities, and Social Sciences, have pledged 1 FTE each to the creation of such a center. In 2001-2 Languages has started to teach Hindi/Urdu. In 2002-3, the second year of Hindi/Urdu will be added. Exploration is under way to add the teaching of another South Asian language, most likely Bengali. The Division houses the Satyajit Ray Film and Document Archive. In 2001, the Archive has received a substantial grant that will help organize it into a proper scholarly resource. The Division will provide staff support for the Archive and seek further external funds to turn it into a major international scholarly research site. An externally funded Annual Lecture underscores the importance of the Archive. Within the ten years of this Plan, the Division will authorize the History department to search for a historian of Moghul India. If circumstances warrant and external support materializes, the Division is prepared to allocate an additional FTE in South Asian Literatures.
 9. Graduate Group in East Asian and Asian Diaspora Studies. The Division proposes the setting up of an interdivisional Graduate Group in East Asian and Asian Diaspora Studies. We currently have significant strength in this area, distributed over several departments: History, Women's Studies, Literature, Anthropology, Economics, Sociology, and Languages. The number and quality of the individuals involved match or surpass well-established departments and programs in East Asian Studies at major universities. The proposed Graduate Group would allow UCSC to take advantage of its existing strength to attract additional graduate students, postdoctoral fellows, and large grants. The Division will provide staff support and release time for the Graduate Group director. In addition, some of the projected hires in

Chinese history, Japanese literature, Korean language instruction, Japanese media and women, will further reinforce the faculty already present on campus.

10. Graduate Group in Comparative U.S. Studies A faculty working group comprised of members from American Studies, Literature, History, Community Studies, and Art History has been examining the formation of a Graduate Group in Comparative Studies of the United States. It is expected to make its report public in spring 2002. The interdisciplinary study of the United States at the graduate level is not well established in universities west of the Mississippi. Specialists in American Studies are devoting a great deal of their time to a discussion of the future of their field. The working group has adopted a globalist perspective to the study of the United States, and, more specifically, a hemispheric one. The Division endorses this approach and supports the formation of a Graduate Group in preference to the creation of a graduate program in the Department of American Studies. The Graduate Group will have a larger scope and reach and will be able to draw on colleagues in other divisions. The Division will hold 3 FTE's, to be appointed in appropriate departments, for the support of this Group once it gets underway.
11. Pre- Early and Modern Studies (PEMS) A group of faculty drawn from History, Literature, and Art History has proposed the creation of a program in Pre-Early and Modern Studies. The Division notes that the campus has significant instructional offerings in this area and an enviable research record. The Division endorses the idea of gathering the relevant faculty into a working group, leading perhaps to the eventual formation of a Graduate Group. At present, the proposal lacks sufficient maturity to be fully endorsed and supported with commitments.
12. Institute for Advanced Feminist Studies UCSC has assembled one of the most remarkable collections of feminist scholars in the world. When all the feminists of the campus gather once a year, at the instigation of Women's Studies, nearly every department and all the divisions are represented. Feminism itself is at important juncture in its history: academic feminism is slowly separating itself from the feminist social movement. Feminists on this campus feel strongly that this is not a desirable development. The plight of women in this country and around the world requires continued efforts both within academia and in society at large. The Feminist agenda needs constant updating as developments in other areas affect women. It is proposed that there be established on the UCSC campus a feminist think tank, wholly supported by external funds, except for start up seed monies, to address these issues. A White Paper is currently under preparation to define the mission and structure of the proposed Institute. The Division strongly supports this initiative.

Consolidating Existing Programs

The Ten-Year Plan provides the Division with an opportunity to consolidate its existing programs and departments. The Humanities rest upon three pillars or legs: Philosophy, Literature and History. Around these three pillars, there have developed a number of interdisciplinary programs: American Studies, Women's Studies, and History of Consciousness. Linguistics at UCSC has a very theoretical orientation and is to a large extent autonomous. The Division also houses two programs that serve the campus at large as well as the Division: Writing and Languages. Their status, dependent upon TAS funding, is most precarious, and their consolidation is therefore the most urgent.

Two New Departments

Languages

The Language Program currently offers instruction in Chinese, French, German, Hebrew, Japanese, Portuguese, Russian, Spanish and Italian. First year Hindi/Urdu was introduced in September 2001, and Arabic, in January 2002.

The Language Program will undergo significant changes in the years to come. Firstly, all of the Departments in the Division of the Humanities are moving toward the adoption of a common language requirement. This requirement will differ in one important respect from similar requirements on other campuses: it will not be measured by time spent in the classroom acquiring any given language but by performance on a proficiency test. Students will have the opportunity to satisfy the requirement upon entrance to the university, or at any time prior to their third year of study, and they will be able to offer any language for the satisfaction of the requirement. College Nine is exploring the possibility of imposing a language requirement as well. Several other Colleges, notably Cowell, are also considering the issue. The adoption of a language requirement will present the Language Program with challenges and opportunities. Class enrollments are likely to grow. The demographics of the state and of the entering classes suggest that a broader array of languages will have to be offered, especially so-called “heritage languages” such as Vietnamese, Tagalog, Korean, etc.

Secondly, language pedagogy is evolving very rapidly. Broadband Internet transmission has made the teaching of even tone and pitch languages possible at a distance. The language labs of old, conceived as isolation spaces for the learner, are giving way to interactive spaces where learners, assisted by wireless hand-held devices, solve problems in a language other than their own. Such pedagogy requires special competencies on the part of the instructors, media labs for the production of instructional materials, and closer integration with universities abroad, especially those where training in the native language as second language is being taught.

The Division believes that these challenges and opportunities require a transformation of the current Language Program into a Department of Languages. It anticipates a need for six ladder-rank faculty. These faculty would have primary responsibility for the diagnostic and proficiency test to be used in the language requirement; the preparation of the new instructional materials; teaching in the Language Major (administered jointly with Linguistics); and support for existing majors and minors in Italian, French, German, and East Asian. The Department would also maintain important bilateral arrangements with foreign universities, and continue to administer language instruction on the campus. It would also develop a Summer Language Institute that could serve not only this campus but all of UC, and especially the EAP postulants.

The Department of Languages would also be responsible for the training of graduate students in language instruction, and would continue the present practice of including qualified graduate students among the language instructors. It would also develop a limited number of new courses both in specialized professional areas and courses in translation.

While it is clear that student enrollments in Languages will grow, the introduction of all of these changes makes predictions in this area hazardous. It is nonetheless safe to say that at least 50 additional sections of language instruction will have to be added.

Writing

The mission of the Writing Program is to provide a curriculum of writing courses for undergraduate students, especially freshmen. The program consists of three subprograms: 1) the freshman curriculum including the Subject A requirement and UCSC's General Education composition (C) requirement, 2) the Journalism minor, and 3) the Rhetoric and Communication minor. In addition the Writing Program supports the college Core course, Writing Across the Curriculum, and is involved in outreach efforts in K-12.

The division has been negotiating a plan with the Writing Program to stabilize funding for the next three years (2002-03 to 2004-05). The successful completion of these negotiations provides both the Writing Program and the Division with the predictability and stability each needs. Of crucial importance in the next year will be the identification of a source of ongoing funding for the minor in Rhetoric and Communication that was launched by the Writing Program this year using the department's reserve of soft funds.

The Program's planning has been hampered by several significant uncertainties. First, should the Writing Program commence planning to become a department that will offer a major in Communications and Rhetoric? Second, what will happen if the college Core courses are abolished or no longer are appropriate sites for the teaching of writing? Third, what role can or should the Writing Program play in relation to Writing Across the Curriculum? Finally, what role should the Writing Program play in outreach to the schools?

After careful examination of these issues within the Division and in discussions with the Chairs of the Division's Departments, it has been decided that the Writing Program should begin the process of transforming itself into a Department of Rhetoric and Communication, offering general writing courses, undergraduate majors and minors Rhetoric, Communication, and Journalism, and graduate programs in Rhetoric and Communication.

As a department, Writing will contribute to the divisional and campus-wide interest in offering courses and sponsoring research that deal with the role of rhetoric in resolving conflict, exploring community and enhancing democracy, and in understanding and accurately representing different points of view such as those in contemporary debates in science, technology and medicine. These are the ethical dimensions of rhetoric that are essential to the animation of public humanities.

Its research mission, built on the strength of existing faculty and those to come, will be to investigate the history and theory of rhetoric; contemporary rhetoric and its role in considering uncertainty; ethics and argument; literacy studies and democracy; the critical analysis of print media; the social and political dimension of language; non-fiction writing; and composition theory and pedagogy.

To reconfigure the Writing Program as a Department of Rhetoric is congruent with a number of divisional goals. It will complete the Division's curriculum, closing the gap between Philosophy and Literature, providing an undergraduate curriculum in some ways parallel to Berkeley's undergraduate program in Rhetoric, and formally claiming the territory of non-fiction writing. It will complement the Master's Program in Public Humanities now in the planning stages. It will also anchor the Writing Program's upper-division curriculum, now held by two minors. And it will offer an M.A. in the teaching of writing, in which students will do a year's worth of coursework in Writing Theory and Pedagogy, concurrent with a year of practicum. These graduate students will come from existing campus M.A. and Ph.D. programs where an M.A. or a Certificate in the teaching of writing would complement their other work and enhance their employment prospects; the program will also be

suitable for students who wish to come to the campus only for the M.A. in teaching writing at the post-secondary level.

Students in the undergraduate Rhetoric major will enter one of three overlapping tracks: rhetorical theory, professional writing or journalism. Journalism and professional writing students will take core courses in theory, as the journalism students do now. Majors in any of the three tracks will be expected to complete a second major, minor or equivalent in another field as well, to ensure that they have an additional body of expertise to analyze and implement. Students can be expected to have a keen interest in the major: journalism courses now turn away as many students as they accept, and the new Rhetoric and Communication minor had 30 declared minors at the end of its first year, 18 of whom are majoring in fields outside the Humanities. Students have long lobbied for a journalism or communication major, and journalism alumni are successful and engaged advocates for the program. Elements of the major--e.g., journalism internships and outreach programs, topics in media analysis, etc.--are strong candidates for external funding, to which the Division is committed. Moreover, Writing has a good record of attracting Journalism students of color and placing them in academic graduate programs and professional contexts. Expansion of this program will be an important direction for outside fundraising.

Initially, the department will require six ladder FTE, at least three to be transferred in from other departments or promoted from within Writing itself, at least three faculty resulting from searches, one each in rhetorical theory, media analysis, and writing theory/pedagogy; new resources will be required for these positions, as simple conversions would not be fiscally sustainable. Established lecturers in the Writing Program will continue to teach courses in the major and MA program and new faculty will teach at least one section of Writing 1--practices which will enable the department to sustain the long-standing collegiality and excellence of the Writing Program. Faculty who teach at the upper-division level and convey those expectations to students will thus enrich the teaching of first year composition. In addition, appropriate courses in journalism and professional writing will continue to be taught by practicing professionals who have a long-standing commitment to the department. The major will offer a combination of large and small courses, the large courses--supported by teaching assistants as necessary--balancing the necessarily small seminars involving close work in writing. The major also will include an internship component in writing, editing or teaching. Future hiring--as is present hiring--will be attentive to diversity in class, gender and race.

While the Writing Program continues to plan and seek approvals for departmental status, it will attempt to maintain the present minors in order to provide a base for the future major. The Rhetoric and Communication minor will be sustained at its present level (which can accommodate more growth), while Journalism will be enhanced by about one-third to account for and accommodate past and future growth. The students holding minors in these areas will be a ready constituency for the major when it comes into being.

Whether the Program becomes a department or remains a program, it will need additional faculty to deliver the freshman writing curriculum to the numbers of first-year students projected by the Office of Planning and Budget. While it is expected that a number of graduate students will become instructors of writing, after suitable training, nonetheless some writing professionals will need to be hired.

In the first five years of this planning period, Writing expects to need the FTE equivalent of four new lecturers, all specialists in theory and pedagogy of composition but with expertise 1) in teaching multi-lingual students; 2) in the rhetorics of natural science and/or engineering; 3) in the rhetorics of electronic communication and the application of technology to writing instruction; and 4) in public and professional writing. In addition, a fifth position will be needed to replace the primary journalism

instructor, likely to retire between 2004-2006. If Writing does not become a department, a sixth position in media analysis and rhetorical theory will be essential to sustain both minors, though the future of such “orphaned minors” would be very much in doubt in the absence of a department.

In the subsequent five years, the Writing Program anticipates needing to add two more ongoing lecturers to keep pace with growth, at least one in the theory of teaching writing to teach courses for undergraduate tutors and sustain the M.A., should it be approved. Finally, when SOE lecturers Carol Freeman and Don Rothman retire, they will need to be replaced by faculty with great strength in composition pedagogy, rhetoric, literacy studies, and K-12 outreach.

The infrastructure of the Writing Program also needs augmentation in both space and staffing; in 2001-2002 the Program will offer 173 courses of composition per year (up from 112 in 1999-2000) and expects to offer 211 by 2011 to meet projected enrollment demands. Thus the Program will need another staff FTE by 2005 to manage the increases in courses and faculty. Departmental status will require further increases in staffing to address the probable volume of majors; an undergraduate and a graduate advisor will have to be added, as well as a part-time internship coordinator.

The Three Pillars

Philosophy

Rebuilding the Philosophy department is the Number One priority of the Humanities Division. As stated earlier, the Division has three legs: Philosophy, Literature and History. Of the three, Philosophy is clearly the smallest, with 10 FTE's, and least developed, with a graduate program currently in its first year of operation. A robust Philosophy department is a necessity for a vigorous Division of the Humanities, not only because of the intrinsic value of the work of philosophers but because of the important role they play in insuring the validity of arguments and discourses around them.

The Philosophy department has been rebuilding since the wave of retirements that hit in 1994. It was anticipated that it would have 12 FTE's currently. It has 10, and one of them is on leave and may well not return. The Division's plan for the department calls for a strategic alliance of Philosophy with Linguistics. This alliance will allow Professor Sandra Chung of Linguistics, who teaches Logic and has Bylaw 55 voting rights in Philosophy, to chair the department of Philosophy when current chair (since 1994) David Hoy steps down. It will further allow for the sharing of a position in philosophy of language and semantics as early as 2003-4, budgetary conditions permitting. Furthermore, the Center for Mind and Language will be operated as a joint venture of Philosophy and Linguistics. The Center will be the object of a quest for a significant endowment. Finally, the staffs of the two departments will coordinate their work. Such a strategic alliance is in the interest of both departments. To Philosophy, it will bring short-term leadership and promote an environment within which the promising younger members of the faculty will flourish. To Linguistics, a mature and nationally ranked department, it will give an edge in its competition with the two or three other top departments in the country by enlarging to philosophy the theoretical scope of its ventures.

The rebuilding of the Philosophy department will require three waves of hiring: three assistant professors in 2003-4, 2 assistant professors in 2006-7, and 3 more in 2010-11. These positions do not include a yet to be searched for position that the Campus Provost promised to the external reviewing bodies as part of resources made available for the start up of the graduate program.

The department is slowly recognizing that its hiring strategy cannot be based on its curricular needs but rather on its research foci. These include mind and language, consciousness and agency, interpretation and understanding, perception and cognition, moral motivation and moral judgment, reasons and emotions, and science and religion. They are approached primarily from the perspective of analytical philosophy, but also from that of Continental philosophy in which the department has notable strength. These research foci, though determinant in the definition of hiring positions, do not dictate the organization of the undergraduate curriculum. The department has made great strides in rethinking this curriculum and is providing a comprehensive introduction to philosophy, with significant concentrations in its areas of special expertise. Members of the department are active in other departments as well, not just Linguistics, but History of Consciousness, Women's Studies, Legal Studies, Anthropology, Literature, and Politics.

Philosophy is planning to increase its undergraduate enrollment by 70 percent while increasing its student/faculty ratio from 18:1 to 22:1 by the end of the planning period. The graduate program, which will enroll its first students this coming fall, will grow to 15 in 2003-04 and remain at this size through the end of the planning period. An important feature of the department's graduate program is its intention to have strength in both analytic and continental philosophy.

Literature

Literature is the second and largest leg of the Humanities. The teaching of literature at Santa Cruz differs markedly from similar practice at most other universities, where several departments, organized on the "national literature" model share the work. Nearly all scholars of literature recognize the intellectual superiority of the Santa Cruz approach, though some detect the difficulties. Traditionalists are quick to observe that Santa Cruz has fewer specialists in any given "national" literature than are to be found in departments of French, Chinese, Italian, or German, let alone English. The challenge for the Literature department is to better articulate, in its curriculum and in its courses, its commitment to a post-national view of literature. It has taken excellent steps in this direction but it needs to do more. For instance, the PEMS consortium cannot simply gather all those who teach pre-modern literature; it must recognize that the category of literature itself is a modern one, and that functions that were assigned to literature in modernity were performed by other areas of the socio-cultural spectrum.

The department was invited to identify clusters of faculty critical mass within its midst so as to determine need and insure curricular sustenance. These clusters are not meant to hamstring the faculty's experimenting nor its commitment to programs in the rest of the Division or indeed in other Divisions. They are meant to identify on-going commitments in research and teaching that will permit graduate student recruitment and undergraduate curriculum support. Over the next ten years, positions will be allocated to these clusters, with the exception of a group of three positions that are meant to address more directly the theorizing of literature as a post national cultural formation. Such emphasis does not mean that the appointees would not have expertise in the pre-modern period, on the contrary. Here is the list of clusters and the position allocations made to them. Positions are followed by the year in which they will be searched.

1. Literature at large:
 - 1 associate professor (08)
 - 2 assistant professors (03 and 10-11)
2. Ancient and Classical: non-ladder rank faculty will do the teaching of Greek and Latin. Ladder-rank faculty will thus be able to teach additional graduate and undergraduate courses. No new positions, except for language teaching.

3. PEMS (Pre- and early modern studies).
 - 1 professor: Shakespeare scholar (02)
 - 1 assistant professor: general medievalist (05)
4. MAGS (Modern and avant-garde studies)
 - 1 associate professor in German (03)
 - 1 assistant professor in Italian, specializing in cinema (10)
5. Creative Writing:
 - 1 assistant professor in poetry (03)
6. Asia/Pacific and Diaspora:
 - 1 assistant professor in Chinese (08)
 - 1 assistant professor in Japanese (03)
 - 1 assistant professor in Diaspora studies (11)
7. Nineteenth Century Studies:
 - 1 assistant professor in Dickens (for Dickens Project) (08)
 - 1 assistant professor in Slavic/Central European (10)
 - 1 assistant professor in the novel (11)
8. Literature of the Americas:
 - 1 assistant professor in Hispanic studies (05)
 - 1 assistant professor in Atlantic studies (08)
 - 1 assistant professor in US literature (10)
9. World Literature/Cultural Studies:
 - 1 assistant professor in African Studies (05)
 - 1 assistant/associate professor in Arabic (05)
 - 1 associate professor TBD (05)
 - 1 assistant professor TBD (10)

History

Since the founding of UCSC, History has been a central discipline in the Humanities, as well as an important contributor to interdisciplinary and area studies programs within and beyond the division. Until the mid-1970s the department grew quite rapidly to 18 FTEs at a time when student numbers were around 6-7,000. The time of growth was followed by a long period of steady state with no new FTEs. The effect of steady state was the actual erosion of the number of faculty through separations. In most instances when a faculty member separated during the period from the late 1970s through the mid-1980s, the department did not get the FTE back. At one point History was down to 14 FTEs. When growth returned in the late 1980s and early 1990s the department undertook numerous searches but due mainly to separations and the moves of Professors Dizikes and Epstein to other departments, by 1993 it had only managed to return to 18 FTEs. At the end of the 1999-2000 academic year it had 22 FTEs, but in the past year the department has lost two faculty members to separation and now has 20 FTEs at a time when the student population has reached 12,000. In short, for quite some time history has been understaffed. It revived its Ph.D. program in 1989, in European history only, with inadequate resources. The promises of new resources that helped persuade it to revive that program were never fulfilled. It expanded the graduate program in 1994 to include East Asian and U.S. History with the same limited resources. Nonetheless History has managed to sustain a highly successful undergraduate program and develop a well-designed and intellectually vigorous graduate program whose full potential has not yet been reached. While the total number of faculty has not increased much over the years, the profile of faculty has changed greatly in many ways, from areas of research and teaching interest to gender and ethnic composition, reflecting wider changes in the profession.

Enrollments in undergraduate history courses are healthy, although the curriculum is in need of revision. The Department is undertaking a comprehensive review at this time. One area of concern for the graduate program is declining numbers of applicants and therefore a decline in total number in residence. The Department is considering various strategies to remedy this state of affairs, including the creation of a terminal M.A. program.

History anticipates seven separations in the next ten years, in addition to the two that have just taken place. In order to sustain its curriculum and build up its graduate program, the History Department will need to recover these positions and have four additional ones allocated to it. It is proposed that it organize itself around certain clusters:

World History

- A replacement for Professor Sweet who would be a world historian with an area of concentration in modern Mexican history. In addition to helping rebuild World History such an appointment would have linkages to other programs with strong Latin American foci such as LALS, Literature, and Environmental Studies.
- A replacement for Professor Burke in the history of the Middle East/Islamic World.
- An Africanist to complement the offerings of Professor Anthony. Since Anthony's focus is on east and south Africa with a particular Indian Ocean and Islamic interest the new position should have a West African, Atlantic focus. This would fit well with faculty interests in comparative slavery and the Atlantic world.
- An Atlantic world historian of the early modern period who has a focus on slavery and European colonialism. Such an appointment could have an area of concentration in North America in the colonial and revolutionary period. This would strengthen our offerings in World History, comparative slavery and the Atlantic World generally.

The History of Women

At present the department has a concentration of faculty in East Asian history and the history of the Americas whose research and teaching interests are in women's history. Further appointments would strengthen both the undergraduate and graduate curricula and would make the program even more attractive to potential graduate students. At present most of the best applicants to the graduate program are particularly interested in this area. Three hires should be pursued in this field. A fourth is listed later under East Asia.

- A European women's historian
- A Latin American women's historian
- A historian of the Mediterranean. This is an emerging field in History. This area will be further strengthened with the arrival next year of the new medievalist, Brian Catloss.

All three of these appointments will have considerable interaction with other departments and programs.

East Asian History

The department already has strength in modern East Asian history. That strength is enhanced by the presence of faculty in the area who are in Literature, Women's Studies, and Anthropology. Building on this strength this could become an area of significant growth for the graduate program with two further appointments.

- The appointment of a historian of Ming or early Qing China would eliminate a major deficiency in the pre-and early modern eras.
- The appointment of a Japanese historian with a specialty in women's history who could also teach Korean history would really solidify the East Asian program and further enhance our visibility as a major center for the study of women's history.

Pre- and Early Modern History

The department is committed to strengthening its offerings in pre- and early modern history.

- A Byzantinist or a historian of the Mediterranean and the Near East from the Roman Empire up to the Great Schism will replace the current historian of the Roman Empire.
- The department has never had a historian of early modern continental Europe (1500-1800). Currently early modern Europe is covered by an early modern British historian and by a specialist in the Italian Renaissance. This is adequate for the undergraduate curriculum, but inadequate for graduate instruction. A strong case can be made for a historian with a specialty in early modern Spain. Such a historian could add strength to World History especially in the developing foci on the Atlantic and the Mediterranean Worlds.

California and the Southwest

One area where the department has considerable strength is California and the Southwest. It has regularly drawn graduate students to study in this area. It has the potential to attract more students if it continues to receive support.

- When Professor Castillo retires he should be replaced with another Chicano historian who studies the Mexican Diaspora in California.
- An environmental historian who studies California and the West would strengthen the California focus and make linkages to other programs such as Environmental Studies. Such an appointment along with the presence of Professor Cioc, currently our only environmental historian, would create the possibility of building an environmental history cluster within the department in the future.

The Interdisciplinary ProgramsAmerican Studies

The American Studies program at UCSC is committed to a self-critical and historically grounded examination of the United States and its diverse people, viewed within both a domestic and transnational context.

- Over the next decade American Studies is proposing to organize its academic program around four themes: 1) political economy, 2) comparative race, ethnicity and Diaspora studies, 3) cultural representation and practice, and 4) power and agency.
- The department plans to increase its enrollment of undergraduate student FTE by 65 percent by 2010-11. It plans to do this by offering more large classes and reducing the number of independent studies. The student/faculty ratio will rise from the current 21:1 to 24:1 by 2010-11.
- American Studies will be a major participant and stakeholder in the proposed Graduate Group in Comparative American Studies. One or more of the three FTE's allocated to this Group may find its home in American Studies.
- American Studies is facing an unusual situation, which prompts the Division to experiment in an area where the campus has been slow to develop policy: two of its most promising junior members, soon to come for tenure, have partners who need to be accommodated. It is proposed in this plan that 2 positions be held for such an accommodation, and that the appointments of these partners be made according to the normal rules of the university.
- American Studies has had one recent separation and anticipates another one in the decade to come. Both ought to be replaced. One additional FTE may prove necessary as enrollments increase.

History of Consciousness

Planning within History of Consciousness (HOC) has been driven by several key faculty resource needs: the departure of almost the entire faculty within a comparatively short span of time; the desire to add faculty positions to the department; and the desirability of hiring faculty in clusters.

- The department has proposed three broad thematic areas for research and instruction: 1) science, society, and technology; 2) social movements, and 3) semiotic and psychoanalytic theories and rhetorical analysis of image.
- HOC is planning to more than triple the undergraduate FTE it serves by 2010-11. Given the high demand among undergraduate students for HOC courses the departmental plan does not anticipate any difficulty achieving this level of increase. The proposed rise in undergraduate students served will increase the department's student-faculty ratio from the current 12:1 to 22:1 by 2010-11.
- HOC plans to increase its graduate student population by approximately 65 percent by 2010-11 while stabilizing the ratio of graduate students to faculty at 8:1.
- The department is proposing to increase its ladder faculty from 8 to 11 by 2010-11. The additional faculty plus projected retirements and separations will generate a need to initiate ten new recruitments during this period.

Women's Studies

Though small, the department is recognized as one of the premier Women's Studies departments in the United States. The quality of its curriculum and of the instruction provided by its members propel it into national visibility. The department has also refrained from following other departments of women's studies into what has been called "an academic turn". The UCSC Women's studies Department maintains its activist profile: it provides so many interns to community organizations in greater Santa Cruz and nearby counties that without them many of these organizations would founder. The Department will now move toward the establishment of a graduate program.

The department's faculty includes three historians, two of whom specialize in comparative international studies of women, gender, race, and sexuality. Two new appointments were made in 1999-2000. One specializes in Victorian literature and culture, postcolonial literature, feminist theory, queer studies, and transnational studies. The other specializes in the history of migration law and formations of the modern state, feminist theory, critical race studies, and Marxist, postcolonial, and poststructuralist history. The addition of an internationalist approach to feminist studies represents a new and much-needed emphasis in the department. A search for another senior appointment, in theory, is currently underway. The department is supported by a rich concentration of feminist faculty in other departments across the campus. In fact, the informal Feminist caucus is the largest grouping of faculty on the UCSC campus.

The department plans to launch a graduate program (M.A. and PhD) in Feminist Studies in 2004-05 with three to five new students entering that year. Since 1993 the department has offered a notation for graduate students in five cooperating departments: Anthropology, History, History of Consciousness, Literature, and Sociology. The department plans to enroll 27 graduate students by the year 2010-11. The graduate program will not follow the standard path: it will be organized around research clusters. The clusters will be the responsibility of more than one faculty member. During the course of their studies, graduate students will work in several research clusters, ultimately selecting one as the primary home within which to house their dissertation research. Such an innovative approach to graduate education in the humanities will insure that students are familiar with several research cultures.

The department plans to increase its undergraduate enrollment just over 80 percent by 2010-11. Already carrying a student/faculty ratio of 21:1, the planned increase in undergraduate enrollment will be accompanied by an increase in the student/faculty ratio to 22:1.

The department is proposing to increase its ladder faculty from the current 6 provisions (one is currently in recruitment) to 10 by 2010-11. The additional faculty plus projected retirements and separations will generate a need to initiate five new recruitments during this period. Areas which the department has identified for future faculty recruitment include: a senior position for a Feminist African Americanist, with an emphasis in comparative/diasporic studies. The second priority is a junior scholar in Feminist Political Economy/Feminist Legal Studies cast with an internationalist bent. The third priority is for a junior feminist scholar in popular culture with an emphasis on international (specifically Japanese or Chicana/Latina) comparative areas of research. The fourth priority is for a feminist scholar in medical anthropology, cast towards issues in women's health with international or comparative research. It is proposed that the Department conduct a cluster search for 4 positions in 2005-06.

Linguistics

The Linguistics department is a relatively small department with a focus in theoretical linguistics. In 1995 the department was recognized by the National Research Council as one of the top ten linguistics graduate programs in the U.S. in scholarly quality and in effectiveness of training Ph.D. candidates. The division is committed to maintaining the high profile and quality of both the graduate and undergraduate programs.

- The department does not plan to grow to a significantly larger size. Linguistics has an articulated curriculum with multi-quarter course sequences of phonology, semantics, and syntax at both the undergraduate and graduate level. The department supports two undergraduate programs (Linguistics and Language Studies).
- The department proposes to increase its undergraduate enrollment by 35 percent while increasing its student/faculty ratio from 12:1 to 22:1 by 2010-11. It is in the area of general education service that the department sees the potential for realizing a significant increase in undergraduate enrollment.
- The Linguistics department supports two graduate programs (the M.A. program and the Ph.D. program in theoretical Linguistics). The graduate program consists of 2 M.A. students and 23 Ph.D. students. The department's goal is to increase its graduate population by 50 percent by the end of the planning period. The increase will mainly come from M.A. students so that the overall M.A. population will be about 10. The Ph.D. program will expand to approximately 30 students.
- The departmental plan calls for adding two additional ladder positions increasing from the present level of ten to twelve by 2008-09. The department has not recruited a new ladder position for almost a decade resulting in a majority of senior faculty. This raises several problems: 1) the potential loss of research momentum; 2) the growing age difference between faculty and graduate students; and 3) most of the existing faculty will need to be replaced in rapid succession possibly adversely affecting the coherence and quality of the graduate and undergraduate programs. The department is proposing a proactive strategy to recruit in anticipation of future retirements and branching out in new directions. Possible areas for recruitment include: 1) semantics/pragmatics, 2) phonetics, 3) psycholinguistics, and 4) computational linguistics.
- The Division has recommended that Linguistics enter into a strategic alliance with Philosophy. One immediate benefit would be a soon to be released position in Philosophy of Mind and semantics, to be shared between the two departments.
- Mindful of the age pyramid in the Department, the Division further plans to allocate monies for up to two postdoctoral three-year appointments to Linguistics, and to release an FTE for the appointment of a phonetician in anticipation of retirement.

Institute for Humanities Research

The Institute for Humanities Research (IHR) was established to enhance the environment for humanities research at UCSC. Now in its second year of operation, the Institute has initiated a faculty research and travel fund; a Dissertation Fellowship; a graduate student research support

fund; three Research Units (PEMS, Mind and Meaning, and the Feminist Studies Research Unit); a Special Events fund; the Humanities Research Faculty Fellowship (which provides course relief and a modest research fund for one term to Humanities faculty); and a Distinguished Lecturer Series.

- Over the next 5-10 years the IHR plans to stabilize and expand these programs and to initiate new ones. Possible new Research Units include those focusing on Mediterranean Studies, Jewish Studies, Modernist and Avant -Garde Studies, and South Asia Studies. The IHR will stabilize the Humanities Research Fellowship program and increase the number of course reliefs provided to faculty for research support. The Institute will expand the scope of the Distinguished Lecturer Series by inviting visitors for a longer stay and having them conduct graduate student /faculty seminars in addition to large public lectures, possibly in community venues.
- The IHR plans to increase its support for graduate students. Currently it allocates nearly \$70,000, or roughly 28% of its programming dollars, to graduate support. This amount will be increased primarily by changing the current one-quarter Dissertation Fellowship to a full-year award. The IHR may also inaugurate a fellowship program for stage-one graduate students. The IHR will sponsor a new two-day Graduate Student Development Workshop that will focus on preparing for the job market, grant-writing, and manuscript preparation for publication. It will also design programs for incoming Dean's Fellows, to foster their membership in the Humanities-wide community. The IHR may also offer to incoming graduate students interested in Humanities-wide interdisciplinary joint 2-year fellowship packages with departments. These students would spend one of their first two years as affiliates of the IHR, which would sponsor team-taught, multiple-term interdepartmental Humanities graduate seminars for them. Also affiliated with the IHR will be the UC Faculty Fellows (supported by Graduate Division-awarded postdocs), who may teach courses in Humanities departments. The IHR may host a national postdoctoral fellowship program.
- The IHR has set a goal of establishing a \$5 million endowment by 2005-06, and has received very modest initial gifts for this purpose. In addition, the CCS directors have obtained foundation funds for special programs. The IHR/CS unit and I are discussing strategies for increasing fundraising for the division, and will discuss the advantages of becoming an ORU once a new streamlined administrative structure is in place.

Summer Term

The division currently offers 25-30 courses during summer session serving 550 to 600 students (60 to 65 student FTE). The division believes that as early as 2002-03 it could generate an additional 100 student FTE during summer session.

- Writing The Writing Program has expressed a keen interest in providing Writing 1 as well as Subject A instruction during the summer quarter (subject to discussions with the AFT). It might also be possible to receive state support for Subject A instruction if it could be integrated within specially designated Writing 1 sections. This is similar to what is now done with subject A in the college core course. In this way the state would continue to fund Subject A instruction while reducing, but not completely removing, this burden from the college Core course. This proposed instruction might be delivered in one or more innovative ways. For example, this instruction might be delivered in Silicon Valley as part of an

outreach effort or as an in-residence instructional program on campus similar to the summer language institute offered in the past at UCSC. There could be many positive effects from combining Writing 1 and Subject A instruction and offering it during the summer. First, this would positively affect the availability of classrooms during winter and spring quarters. Second, students would receive writing instruction prior to entering in fall quarter. There would be no net gain in student FTE generated by the division since students enrolling in Writing 1 during the summer would not be enrolled in Writing 1 during the academic year. This initiative would not affect the number of students enrolled in college Core courses since this would still be required. The campus GE requirements would not need to be significantly altered to accommodate this initiative. The Writing Program will be asked to develop a proposal to deliver a summer curriculum.

- Language Program. In the past the campus offered a residential-based intensive program in language instruction. It may be possible to revive this program and scale-up for instruction by as early as the summer 2002-03. The program might serve approximately 45 student FTE. Instruction might consist of a five-week residential-based program that would provide each student with 15 units of course credit. This would basically replace the first year of language instruction (1-3). Because the program potentially might appeal to non-UCSC students the student FTE generated could represent an overall increase in campus instructional workload. Even without non-UCSC students this program could generate additional instructional workload as students who might not otherwise enroll in language courses might find the summer residential option attractive.
- Literature and American Studies. Literature and American Studies have expressed interest and willingness to offer one or more moderate sized lecture courses during the summer. If each of these two departments offered a course for 100 students this would add 22 student FTE.
- Other Departments. The division's other departments have also expressed an interest in the expansion of their curriculum into the summer. Summer session offers several challenges and opportunities not the least of which is summer support for graduate students.
- Contributions from New Programs. It is certain that several, if not all, of the new programs will offer part of their curriculum during the summer quarter. It may well be 2-3 years before these programs make a recognizable contribution. The programs proposed under the Masters of Advanced Studies certainly have the potential to make a significant contribution to the summer term.

Facilities

The division's programs, its faculty, graduate students and staff are dispersed across almost every college with the highest concentrations residing in Cowell, Kresge, Oakes, Stevenson, Merrill, and Crown. As a result, the division has no physical center and lacks a clearly identifiable presence on campus. The division's two goals in this area, to aggregate faculty into their departments and to consolidate divisional programs on the eastside of campus, will be greatly advanced by the construction of Academic Building I.

The growth envisaged in this plan will require significant additional instructional and research space—11,000 asf by 2005-06 and an additional 11,000 asf by 2010-11. The actual need for space could be even greater for several reasons. First, the division plans to be larger than the size used to calculate

these estimates (23% versus 21%). Second, the division plan assumes a significant expansion of extramurally funded research and other scholarly activities that will require space (special collections, home for professional journals, institutes and the like). Included in this category are offices for faculty, staff, and graduate students as well as space to house new programs and to support research in the humanities. Third, the division will also require specialized I&R facilities for such things as an instructional lab for language instruction; a video/film screening room; a phonetics lab; and an instructional development lab for faculty. Finally, the proposed increase in graduate students will affect the calculation of CPEC standards.

Given the division's dominant instructional pedagogy together with the necessity of offering more large classes, there is an urgent need for more classrooms seating 30 or fewer students as well a need for several larger classrooms to accommodate classes of 150 or more students. There is also a need, both for the campus and the division, to have an auditorium or large lecture hall that can accommodate upwards of 600. Such an auditorium is desperately needed to support academic and professional conferences.

The construction of Academic Building I is an essential element of the plan to arrest the decline of the Humanities at UCSC and to refocus the work of the division on the task of the Humanities in this new century. The building will provide the division with a center for its activities as well as a visible presence on campus both of which it presently lacks. The building will house the IHR and several other research initiatives.

The Division of Humanities is not the only academic division that will benefit from the construction of this building. The building will provide 25,000 asf of desperately needed space for the Division of Social Sciences, as humanities will release to Social Sciences nearly 20,000 asf in Oakes, Merrill, and Crown. The remaining 5,000 asf for Social Sciences will be located in the new building. Under the existing plan, the Division of the Arts too will receive additional space in Porter as Humanities releases space there. Finally, the reassignment of space in the colleges made possible by the new building will foster a more coherent alignment of the colleges with the academic divisions.

A major concern to the Humanities is the state of the library and its limited collection. Put simply, the library is currently inadequate to support world-class research and study in the humanities. The situation will only become worse as the campus grows. Attracting faculty and graduate students in the Humanities is difficult under these circumstances and may become impossible in the very near future: it is equivalent to telling a scientist that there are only undergraduate laboratories, or an artist that there are no studios.

Given the current state of the library, it will become increasingly difficult to undertake the quality of humanistic research necessary for the division to contribute to the attainment of AAU status for the campus. Several of the indices used by the AAU correlate to the size and quality of the library. A significant investment in the library must come soon if we hope to hire faculty of the quality and stature necessary to ensure UCSC's future as a world-class research institution. The expansion of the library and of its collection must be a foremost goal of the campus.

Accountability Milestones

The division has established two primary accountability milestones and several derivative or secondary milestones. The two primary milestones are 1) the student/faculty ratio and 2) graduate enrollment. These two milestones were selected because they drive, either directly or indirectly,

several key resource allocation formulae used by the state and the university. By meeting these milestones the division will earn resources for the campus and resources for its own programs.

A secondary set of accountability milestones, while important measures of quality in their own right, are to a large degree derivative of the resources generated by the primary milestones. A total of 21

derivative milestones have been identified of which 16 are indices used by the AAU to assess institutions for membership. The derivative milestones include the following:

1. Number of published books per faculty FTE
2. Number of refereed publications per faculty FTE
3. Private funds and gifts received/pledged per faculty FTE
4. External grants, contracts, and fellowships per faculty FTE
5. Undergraduate credit hours per faculty FTE (workload)
6. Graduate credit hours per faculty FTE
7. Undergraduate majors per faculty FTE
8. Graduate majors per faculty FTE
9. Number of Ph.D. students per faculty FTE
10. BA/BS degrees awarded per faculty FTE
11. MA/MS degrees awarded per faculty FTE
12. Ph.D. degrees awarded per faculty FTE
13. Number of applicants to graduate program per faculty FTE
14. Number of graduate students offered admission per faculty FTE
15. Number of graduate students accepting admission per faculty FTE
16. Mean GRE Verbal/Quantitative scores of enrolled graduate students
17. Diversity of faculty and graduate students
18. Graduate time to degree and placement
19. Faculty membership and participation in professional organizations
20. Professional conferences taking place at UCSC
21. Faculty serving as editors of professional journals

Diversity

The Division of the Humanities is committed to promote and further increase the diversity of its faculty, staff, and students. With respect to the first, we believe that the practice of cluster hires that will prevail in the Division within the ten-year plan period, will shift the accountability of diversity from measurement of pool availability to diversity within clusters. This should result in significant increases of hires of underrepresented populations. In addition, the Division has appointed a faculty member as special assistant to the dean with respect to diversity matters.

Staff diversity is more difficult to achieve because of housing patterns and costs in Santa Cruz county. The Division intends to explore relationships with various groups in the southern part of the county and in Monterey to increase the diversity of staff.

The Division's contribution to increasing student diversity at the undergraduate level is made primarily through curriculum. The division is a national leader in this area. It intends to maintain its preeminence and to reinforce it. In 2002-03 the Division plans to devote much of its attention to curriculum revision. Diversity considerations will continue to be fore-grounded.

At the Graduate level, departments in the Division will learn to work more actively with student associations and other groups promoting graduate advancement for underrepresented groups. The Division is ready to work closely with the Graduate division in this area.

Conclusion

The overarching objective of the ten-year plan—to arrest the decline of the Humanities and to refocus the work of the division on the task of the Humanities in this century—should not be understood as criticism of the division, its faculty, staff, and students. There is a very strong foundation of quality upon which this plan seeks to build. As noted earlier, several of the programs are internationally recognized for their intellectual quality. The faculty is universally recognized as accomplished scholars and teachers deeply devoted to their professions. Were it not for the strong foundation that exists in the Humanities the ambitious goals set out in this plan might not be attainable.

The division and its faculty have accomplished much in the last several years. The faculty have been successful in applying for fellowships, grants, and have earned several important professional honors.

- Fellowships. Members of the faculty have been awarded several important fellowships. From 1991 to the present faculty in the division has received 65 fellowships including 1 Guggenheim Fellowship; 6 NEH Fellowships; 10 American Council of Learned Society Fellowships; 11 UC President's Fellowships in the Humanities; 2 Stanford Humanities Center Fellowships; 1 Stanford Center for Behavioral Studies Fellowship; 1 Lyndhurst Prize; 5 American Association of University Women Fellowships; 6 Fulbright Fellowships; and 3 NSF Fellowships. Sixteen of the faculty received HRI Presidential Fellowships in the Humanities.
- Grants. Members of the faculty have been quite successful in being awarded the diminishing number of grants in the Humanities. From 1991 to 2001 faculty in the division have received a total of 169 grants totaling \$4.5 million and received an average of \$2.75 in grants for every \$1 of seed funds expended.
- Professional Honors. Major honors bestowed upon faculty in the division include the UC Presidential Chair, Howard R. Marraro Prize and the Aldo and Jeanne Scaglione Prize, the Pavis Scholar, Bode-Pearson Prize, American Book Award, National Book Critics Circle Award, Wayne Morse Chair of Law and Politics, Howard Foundation Fellowship, Lavan Younger Poet Award, Elliot Rudwick Prize, Joan Kelly Memorial Prize in Women's History, Whiting Writer's Award, Jeanne Farr McDonnell Book Award, Robert G. Athearn Award, National Book Award in History, Association of Asian American Studies, the Chevalier dans l'Ordre des Palmes Academiques and an appointed member of National Council, National Endowment for the Humanities.

The faculty in the division have developed a number of important highly visible research programs in the Humanities. Among them are the Center for Cultural Studies; the Dickens Project; the Linguistics Research Center; and the Satyajit Ray Film and Study Collection. The Humanities faculty has also played a central role in supporting K-12 outreach efforts. Programs that have been extensively involved in outreach efforts include the Dickens Project and the Central California Writing Project. Faculty and students in Literature and Writing have also been very active in outreach efforts.

The division has been successful in its fundraising efforts. Although a much greater effort needs to be undertaken in development, the division has a strong base of endowments upon which it can build. Major endowments within the division include:

1. Neufeld-Levin Endowed Chair in Holocaust Studies
2. Diller Endowment for Jewish Studies
3. Bhandari Endowed Chair in South Asia Studies
4. J.H. Silverman Memorial Scholarship Endowment
5. Neufeld-Levin family Scholarship Endowment
6. Ray (Satyajit) Honorary Fund Endowment
7. Puknat Literary Studies Endowment
8. Drazin Classics Endowment
9. Sain Creative Writing Endowment
10. Tom Gentle Endowment
11. Humanities Undergraduate Research Endowment
12. Friends of Dickens
13. Nee Fund in Asian Studies

The division has been active in responding to the challenges of the past several years. Among the major accomplishments are the founding of the IHR and the establishment of the graduate program in Philosophy. The departments have been rebuilt by filling the open provisions created by VERIP. The decline in undergraduate enrollment that plagued the division in the early 1990s has been stemmed. Over the past three years undergraduate enrollments in the division have been increasing albeit at only one-third the rate of the campus growth rate. A significant portion of the reserve created by the VERIP induced open provisions was judiciously used to shelter the academic departments and programs from more severe budget cuts while the division's expenditures were brought into line with its allocations. The remainder of the reserve was invested in critical initiatives. The division has annually invested \$135,000 of its reserve in the direct support of graduate students. Significant investments have been made in the division's physical infrastructure and in equipment, especially computing equipment and ergonomic improvements to faculty and staff work stations. The division invests in supporting faculty fellowships by covering the portion of faculty salaries not provided by fellowships. The division successfully transferred soft funds from its reserve to the departments, providing them with greater autonomy and flexibility. For the past three years the division has augmented each faculty start-up by \$5,000. Several staff remuneration and classification issues have been successfully addressed. The division has established several policies to support faculty research. For example, faculty may elect to teach a "light" quarter upon return from certain patterns of sabbatical leave.

Many challenges remain. The division's budget is out of balance by approximately \$250,000. Only by temporarily holding open faculty provisions and annually setting aside funds generated by faculty leaves has the division been able to stave-off insolvency. With the exhaustion of the Division's reserve at the end of 2000-01, the imbalance will need to be more directly addressed. Planned campus growth will challenge the Division. Over the next four years there will be more pressure on the Division's space. Additional undergraduate students will need to be served. The Division's curriculum will need to be reviewed and possibly reformed. Large classes must offset the specificity of instruction within the Division. Additional staff will need to be hired and outstanding remuneration and classification issues will need to be addressed. With more undergraduate students will come more graduate students. Graduate support, especially during the summer, will need to be provided. TA'ships will help but more effort must go into creating additional GSR'ships. The Division will need to allocate funds to support graduate travel and research. Faculty will need to be hired and mentored. Additional start-up funds for new faculty must be provided. Additional support

must be provided to assist faculty with their instruction and research. The faculty need additional computing equipment especially portable computers. Computing support is one area where additional investment is much needed.

Arresting the decline of Humanities on campus and to refocusing the work of the division on the task of the Humanities in this new century will require a significant investment. The doubling of graduate enrollment, the expansion and renewal of the of faculty, and the launch of several new initiatives will require the eventual commitment of approximately \$9.5million of on-going funds by the end of the planning period. In addition, another \$3.0 million of one-time funds will need to be expended over the period to support the development of the plan.

The division plan calls for the recruitment of 40 to 45 new faculty by the end of the planning period. In addition, another 40 to 45 faculty recruitments will be needed to replace faculty who retire or separate. Approximately one-quarter of the faculty recruitments must be at the senior level in order to ensure program quality and create the leadership necessary to leverage external resources. It is estimated that \$2.75 million above the amount now retained by the division from open provisions will be needed to support the hiring of new faculty and the replacement of faculty. It is estimated that the division will need \$3.0 million in one-time funds over the period to support faculty start-up and recruitment.

The division will also need approximately \$3.0 million in on-going funds for staff salaries and benefits and to cover costs associated with the support of instruction and research. The plan is predicated on the assumption that the division will be responsible for delivering 24 percent of the campus' instructional workload and will increase its graduate enrollment to approximately 300 student FTE. In order to achieve this level of graduate growth, the division will need \$3.6 million annually in on-going funds to support graduate students. This includes \$1.725 million for TAships (including salaries, GSHP, and fees), \$1.675 million for GSRships (including salaries, GSHP, and fees), and \$150,000 to support graduate travel and research.

We can not expect the state to fully provide the funding necessary to support this plan. The funds will come from three sources. Between \$2.0 and \$2.5 million of the on-going funds necessary to support the plan will be derived from the reallocation of resources within the division. This is based on the assumption the division will retain the faculty FTE opened by retirements and separations and that other state funds now committed to the division are retained. An equal amount, between \$2.0 and \$2.5 million, must be generated through the division's development efforts. The remainder—\$5.0 to \$5.5 million—must come from the campus.

How the division—its faculty and staff—responds to these challenges will determine the course of the Humanities at UCSC for a generation or more.