

**A Proposal for a Program of Graduate Studies in the
Interdisciplinary Humanities for the M.A. and Ph.D. Degrees at
the University of California, Merced**

*For approval by the University of California Faculty Senate Coordinating
Committee on Graduate Affairs*

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TABLE OF CONTENTS

Section 1: Introduction

1.1: Aims and Objectives of the Program.....	3
1.2: Historical Development of the Field and Departmental Strength in the Field.....	6
1.3: Timetable for Development of the Program.....	7
1.4: Relation of the Proposed Program to Existing Programs on Campus and to the Campus Academic Plan.....	8
1.5: Interrelationship of the Program with other UC Institutions.....	9
1.6: Department or Group Which Will Administer the Program.....	9
1.7: Plan for Evaluation of the Program Within the Offering Department and Campus Wide	9

Section 2: Program

2.1: Undergraduate Preparation for Admission.....	10
2.2: Foreign Language.....	11
2.3: Program of Study.....	12
2.3a: Specific Fields of Emphasis.....	13
2.3b: M.A. and Ph.D. Plans.....	16
2.3c: Unit Requirements.....	17
2.3d: Required and Recommended Courses including Teaching Requirement...18	
2.4: Examinations (Written and Oral).....	22
2.5: Qualifying Examinations.....	22
2.6: Dissertation Prospectus.....	22
2.7: Thesis and/or Dissertation.....	23
2.8: Final Examination.....	23
2.9: Explanation of Special Requirements Over and Above Graduate Division Minimum Requirements.....	23
2.10: Relationship of Master's and Doctors' Program.....	23
2.11: Special Preparation for Careers in Teaching.....	24
2.12: Ph.D. Sample Coursework Program.....	25
2.13: Normative Time from Matriculation to Degree.....	25

Section 3: Projected Need

3.1: Student Demand for the Program.....	28
3.2: Opportunities for Placement of Graduates.....	30
3.3: Importance to the Discipline.....	31
3.4: Ways in Which the Program Will Meet the Needs of Society.....	32
3.5: Relationship of the Program to Research and/or Professional Interests of the Faculty.....	32

3.6: Program Differentiation.....	32
Section 4: Faculty.....	32
Section 5: Courses.....	37
Section 6: Resource Requirements.....	37
Section 7: Graduate Student Support.....	39
Section 8: Governance.....	40
Section 9: Changes in Senate Regulation.....	41
Appendix A: Specializations.....	42
Appendix B: Interdisciplinary Graduate Education in the Humanities.....	43
Appendix C: List of IHGG Courses.....	47
Appendix D: IHGG Faculty Letter of Support.....	60
Appendix E: Bylaws.....	62
Appendix F: Monitoring of Student Progress.....	67
Appendix G: Assessment Plan.....	68
Appendix H: IHGG 201 Sample Syllabi	73
Appendix I: Arts, Humanities and Anthropology (AHA) 2020 Strategic Plan and Hiring Vision.....	110

1.1 Aims and Objectives of the Program

This document outlines a vision and an organizational structure for a standalone Interdisciplinary Humanities Graduate Group (IHGG) at UC Merced. It proposes an intellectually coherent and structured program which can be delivered by a diverse faculty and which will be attractive to students planning careers both inside and outside of academia. It also responds to the strategic initiative to expand opportunities for graduate education at UC Merced.

The IHGG Program orients itself to the UC Merced 2009 Strategic Academic Vision, and in particular adopts the UC Merced guiding principle of “**The World at Home/At Home in the World**” as its signature focus. Our location in Merced inspires this programmatic concentration, which guides and structures the IHGG curriculum and mission in two ways.

1. Merced is a global crossroads. Although it is a small city, its population has always been constituted by immigrants from around the world. Home to an Air Force Strategic Air Command base during the Cold War, Merced was situated squarely within global geopolitics. Today, Merced’s agricultural products circulate on a global market, while, as a semi-arid farming region and a part of the California water system, Merced is immediately affected by the impacts of global climate change. IHGG students may or may not take Merced as the object of their research. Instead, they will use Merced (a place like numerous entrepôts, battlefields, trade routes and other kinds of locales past and present) to exemplify the idea of the crossroads destination. The crossroads concept educates students about how to approach questions at scales ranging from the global to the local, and how to move with facility among these spatial frames. We are also using this notion to guide our faculty growth. In particular, it reflects our commitment to enrich our area of excellence in World Literatures and Languages by hiring faculty with expertise in languages other than English and Spanish, along with our other existing and emerging strengths. Furthermore, students may optionally specialize in the Multicultural Luso-Hispanic World or Transnational Americas Studies if they wish to explore the interaction of the global and the regional or specific through either of those lenses.
2. We are committed to socially engaged education and research. We also use **The World At Home/At Home in the World** to communicate the perspective that scholarship exists in and for the larger world, and thus, graduate education can lead to many career paths. Our students and faculty look to various forms of social engagement in their research,

their teaching, and their articulation of the university's mission. They study the various ways in which humanities scholarship engages with the public, including writing for non-academic audiences, museum studies, and community based scholarship. They have curated documentary photographic exhibits, explored digital versions and material versions of museum artifacts, examined the historical impacts of past climate changes, conducted ethnography to understand barriers to healthcare access, and studied and produced music and theatre in a performance context. Our curriculum includes a required Humanities in the World course in which students learn about socially engaged scholarship, and a Study Plan course that requires them to explore possible non-academic career paths.

The IHGG also draws on the UC Merced 2009 Strategic Academic Vision in its orientation toward interdisciplinarity. **The UC Merced humanities faculty has unanimously agreed to retain an interdisciplinary structure for the foreseeable future.** UC Merced is presently engaged in a Strategic Academic Focusing exercise that calls on all faculty groups to map their growth and programmatic vision for the year 2020. The IHGG faculty met throughout the fall 2013. The plan that we developed is attached to this application as Appendix I. It affirms our commitment to:

1. Remain a single academic department for the purposes of hiring, tenure and promotion actions, and curriculum review.
2. Conduct all Ph.D. training through the IHGG.
3. Expand interdisciplinary and cross-disciplinary faculty hiring.

We are including letters of support from Tom Peterson, UC Merced Provost, and Mark Aldenderfer, Dean of the UC Merced School of Social Sciences, Humanities and Arts, both of whom support this vision.

We are confident that we can conduct excellent and original graduate education with IHGG as the marquee graduate program of a single interdisciplinary department, and we are prepared to offer the proposed program immediately upon approval. All of our faculty and graduate students read work from every one of our disciplines, and all of us utilize each other's frames of understanding. The interdisciplinary stance of the IHGG is well expressed in the current issue of *Occasion*, the journal of the interdisciplinary humanities (arcade.stanford.edu/occasion_issue/volume-6). An interdisciplinary orientation allows IHGG faculty and students to illuminate grand challenges, within the World at Home/At Home in the World framework, since the task of humanists, artists and anthropologists is to explain and express cultural complexity and contingency. Our brief is the human condition as it has existed at all times and at all places, and our insights apply to problems also addressed by scientists and engineers. The IHGG challenges our students to ask:

- How do social power, exploitation and hegemony function, from intimate to social scales, and how do individuals and groups resist and restructure power?
- What are individual and collective identity? What kinds of communication across identities create new and hybrid identities, while other kinds of interactions reify difference?
- How do states and other entities control territory, what are the limits of state power, and how do people, goods and ideas cross borders?
- What are creativity and transcendence? What do people find valuable, meaningful, sacred or beautiful, and what do they find ugly, worthless, profane, or distasteful?
- How does the human experience vary over time and across space, shaped by various structures of power and hierarchy, and how are slow processes of change disrupted by contingent events?
- How do humans interact with other life forms and the inanimate world in ways that are exploitative, sustainable, or resilient?

Our students address these questions using methods that include fieldwork, description, narrative, hermeneutics, qualitative and quantitative analysis, curation, and an orientation toward ethics and politics. As Section 2.3 explains below, the IHGG curriculum combines fully interdisciplinary coursework (IH201, Theories and Approaches, and IH205, Humanities in the World) with a cross-disciplinary breadth requirement (IH210, Past Worlds; IH220, Social and Spatial Dynamics, and IH230, Expressive and Imaginative Works).

Thus, the IHGG Program is premised upon the conviction that the humanities and allied fields are an intellectually, historically, and institutionally coherent tradition. Humanities scholars utilize a range of methods, but have enough in common to allow for shared insights and discourses. For that reason, numerous and venerable institutions – the National Humanities Center, the UC Humanities Research Institute, campus humanities centers, as well as funding bodies like the American Council of Learned Societies and the National Endowment for the Humanities – concern themselves with the humanities as a whole. These institutions routinely grant funds, offer programs, and organize activities without reference to disciplinary distinctions between humanities fields. Undergraduate majors at numerous universities and colleges (including University of San Diego, Penn State University, Michigan State University, Scripps College) and humanities research centers (including UC Santa Barbara and Brigham Young University), as well as the peer-reviewed journal of the Humanities Research and Education Association, use the term Interdisciplinary Humanities as their name and focus.

The IHGG is not a compromise, nor is it an intermediary way station in which we await critical mass for disciplinary graduate education. For the foreseeable future, UC Merced will offer an interdisciplinary humanities graduate program that fosters the same quality of interchange and research as our finest research institutions and funding bodies, while preparing students for

careers either within or beyond the academy in a variety of fields and disciplines. Writing last year in the *Chronicle of Higher Education*, Professor Jacques Berlinblau criticized small and isolated fields of the humanities for producing specialists who have difficulty communicating even with one another. “The public redemption of the humanities,” he asserts, “begins in graduate school. . . . The change will occur when we persuade apprentice humanists to engage the audience and then equip them with the tools to do so.” That is the goal of the IHGG.

This approach is well-suited to a time of contracting funding and faculty hiring in many humanities fields. Training in interdisciplinary humanities focused on the World at Home/Home in the World notion will prepare students to work in universities, but also in a wide range of settings outside the academy that value scholarly training in the critical analysis of cultural forms and practices, such as governments, libraries, museums and other cultural institutions, foundations, non-profits and businesses, or publishers.

1.2 Historical Development of the Field and Historical Development of Departmental Strength in the Field

Although humanities graduate education most often occurs in disciplinary departments, there are notable exceptions. Interdisciplinary Humanities Ph.D.s are offered at universities including Concordia (Canada), University of Louisville, Florida State University, SUNY Binghamton, and Brock University (Canada). Interdisciplinary humanities graduate programs with a critical theory or cultural studies focus include the New York University Department of Social and Cultural Analysis, the UC Irvine Program in Culture and Theory, and the UC Santa Cruz History of Consciousness program. Appendix B discusses these programs in more detail. Perhaps the best known form of interdisciplinary training in the humanities is the Area Studies tradition. Degrees in fields such as Latin American Studies and African Studies date to the 1940s. Degrees in programs like East Asian Languages and Cultures and Near Eastern Studies (formerly Oriental Languages) have been mainstays of the humanities for a century. Since the 1960s, ethnic studies and American studies graduate programs have been widespread. Other interdisciplinary Ph.D. granting departments in the humanities, such as Film and Media Studies programs, have flourished for decades as well. More recently, the field of Digital Humanities has generated new directions in interdisciplinary understanding and novel job opportunities. In short, there are many strong interdisciplinary traditions in humanities graduate education, with successful track records in student job placement, which the IHGG intends to draw upon and adapt to local circumstances.

Humanities and allied faculty at UC Merced are organized into one Academic Unit for shared strategic planning and personnel action. Approximately the same faculty also comprises the

current World Cultures Graduate Group (WCGG), which has offered M.A. and Ph.D. degrees since 2005. This group of faculty offers three undergraduate majors: Anthropology, History and Literature; nine minors, including all of the major fields as well as American Studies, Chicano/Latino Studies, Arts, Spanish, and Writing; and two programs, Global Arts and World Heritage. The Arts, Humanities and Anthropology 2020 project proposal affirms the faculty's commitment to maintaining and deepening our unified organizational structure and our interdisciplinary intellectual vision.

1.3 Timetable for Development of the Program

As of Spring 2013, there are 28 core faculty in the program, and the faculty is expanding at a rate of two to three per year. The approximately 30 students presently enrolled in the current WCGG program can transfer to the IHGG program or complete their degrees in accordance with WCGG guidelines during a transition period. If each member of the faculty admits an approximate average of one new student every two years, it is reasonable to project gradually growing enrollments as the size of the faculty increases. Documenting the transition from WCGG into IHGG, Section 3.1 details a proposal to enroll ten new students per year beginning in Fall 2014, and to reach a steady-state size of 60 students, which is the number that we project being able to support with fellowships, USEP grants, research assistantships, and teaching assistantships.

The current faculty will be able to offer the proposed IHGG curriculum immediately. All of the faculty are prepared to offer required courses and elective courses on a periodic basis. Among our 28 current faculty, 11 will be able to offer courses that meet requirements in the Multicultural Americas Studies specialization, and 10 will be able to offer courses that meet requirements in the Multicultural Luso-Hispanic World specialization. Four members of the faculty are qualified to contribute to both areas. As for our three multidisciplinary distribution areas, 13 members of the faculty can contribute to the Expressive and Imaginative Works field, 10 can contribute to the Social and Spatial Dynamics field, and 14 can contribute courses to the Past Worlds field. Many faculty can contribute to more than one area. If the faculty grows in line with optimistic projections, we will be able to offer more specializations, as described below, and we be able to offer a wider range of courses and to advise students with a wider variety of topical and methodological interests. If the size of the faculty grows more slowly, we will still easily be capable of offering the curriculum that is described in this proposal, and of directing dissertations on many Interdisciplinary Humanities topics.

The proposed IHGG program seamlessly succeeds the current individualized study WCGG and it can be offered with the current faculty. Therefore, there are no barriers to instituting it as soon

as it is approved. We presume that students who are admitted to the WCGG for a Fall 2014 start date will be able to enroll under IHGG guidelines instead. We will actively recruit for IHGG enrollment beginning in Fall 2015. We will establish an application process for IHGG following final approval by WASC. Prior to that stage, the program will be advertised as “pending WASC approval.” The UC Merced campus enrollment plan currently calls for increasing graduate enrollment to ten percent of the total student body, so this proposal is consistent with campus priorities.

Currently enrolled WCGG students will be able to transition into the IHGG as follows:

- Current first year WCGG students may transition into the IHGG by completing the Interdisciplinary Humanities Study Plan class by Spring 2015.
- Current WCGG students beyond the first year who wish to transition into the IHGG may submit a petition and a letter of support from their advisors during the Fall 2014 semester, for consideration by the IHGG Executive Committee, explaining how their WCGG education is consistent with the goals and Program Learning Outcomes of the IHGG.
- Current WCGG students who do not wish to transition into the IHGG may complete their degrees according to the Policies and Procedures of the WCGG.

1.4 Relation of the Proposed Program to Existing Programs on Campus and to the Campus Academic Plan

Since its inception, UC Merced has supported interdisciplinary research and teaching, and our small size requires that all faculty and students build thematic and broad intellectual connections. Many of our faculty have expertise in more than one field of study and pursue research that brings together more than one discipline. Our strength lies in our ability to combine fields in new and exciting ways. The Center for the Humanities has recently received a substantial private gift that includes two graduate fellowships per year and has hired permanent staff. It serves as a meeting point providing funded opportunities for students and faculty to share their research, host conferences, and promote interdisciplinary research. In addition, the Humanities and World Cultures bylaw group is the departmental home for all the humanities faculty, who therefore already collaborate in all strategic planning, hiring, promotion and tenure, and curriculum decisions. The Arts, Humanities and Anthropology Strategic Focusing Plan, attached here as Appendix I, guides our program growth through the year 2020. That document affirms our intention to maintain a unified and interdisciplinary identify for the foreseeable future.

The campus academic plan has always included an interdisciplinary humanities graduate program. UC Merced has maintained an interdisciplinary humanities M.A. and Ph.D. program since 2005: the World Cultures Graduate Group, which has operated under the individualized study scheme of the UC Merced Graduate Division since the opening of the university. The proposed IHGG succeeds and builds upon the WCGG.

This program is a high campus priority in several respects. First, the individualized study graduate programs that existed when UC Merced opened are supposed to be succeeded by formally approved programs. This application meets that objective. Second, UC Merced is attempting to increase graduate enrollment to ten percent of the student body by 2020, and this program will improve recruitment efforts and will help to accomplish that goal as well. The effect of the program on undergraduate programs offered by the sponsoring department is positive. Third, the UC Merced administration places a high priority on interdisciplinarity. As Section 5 explains below, it will be possible to staff the graduate program without jeopardizing undergraduate teaching requirements. Because our undergraduate majors rely on competent and trained graduate teaching assistants, the proposed graduate program has an important and synergistic relationship with the undergraduate majors.

1.5 Interrelationship of the Program with other University of California Institutions

The University of California system offers several interdisciplinary humanities Ph.D.s, including the UC Irvine Program in Culture and Theory and the UC Santa Cruz History of Consciousness program. However, these programs focus specifically upon training in cultural studies, critical theory, and theories of identity. The UC Merced IHGG program will benefit from the success of these programs, but is distinct from them because of the **World at Home/At Home in the World** thematic focus. Moreover, the UC Merced IHGG will not coexist with disciplinary humanities Ph.D. programs, so it will occupy a unique role in articulating connections among all of the themes and methods of the humanities. It complements existing programs at other UC campuses rather than competing with them, and it is not similar to any existing UC degree program.

1.6 Department or Group Which Will Administer the Program

The IHGG will be administratively located in the School of Social Sciences, Humanities and Arts.

1.7 Plan for Evaluation of the Program Within the Offering Department and Campus Wide

The IHGG will be evaluated in accordance with established procedures developed in collaboration between the UC Merced administration and the Faculty Senate, primarily through the Graduate Program Review Process. That includes annual assessment, as well as periodic program reviews. The program will rely on SSHA staff support to conduct program evaluation and assessment in an efficient and compliant fashion. The program will collaborate with SSHA's assessment coordinator on completing annual and program assessment reports that reflect faculty engagement with indirect and direct evidence of graduate student outcomes. These assessment activities relate to accreditation processes. In addition, we anticipate guidance and feedback from UC Merced's Senate-Administrative Council on Assessment and Planning (SACAP) on ways to strengthen short and long-term assessment plans.

Appendix G includes a curriculum map, proposed program assessment timeline, and rubrics for evaluating comprehensive examinations, theses and dissertations, and thesis and dissertation defenses. This proposal includes Program Learning Outcomes for the Ph.D. and the M.A. and Course Learning Outcomes for each proposed course. The Bylaws (Appendix E) explain how the IHGG will organize assessment activities.

Section 2: Program

2.1 Undergraduate Preparation for Admission

Applicants must demonstrate a B.A. with minimum 3.0 average in a humanities discipline or allied field, or other preparation commensurate with that accomplishment. They must demonstrate a level of English language proficiency adequate for success in graduate level coursework in English. While we evaluate applications holistically, we will generally prefer a GRE verbal score above 180 (86th percentile). The IHGG GRE requirement follows the Graduate Division guidelines as detailed in the *Graduate Advisor's Handbook* Section 3.3. Applicants for the Ph.D. who enter with M.A.s will not receive formal course credit for their accomplishment. However, we expect that Ph.D. students who enter with M.A.s will generally proceed through the program more quickly than students who enter with B.A.s.

Among qualified applicants, we will identify those who demonstrate a commitment to the interdisciplinary humanities approach and the World at Home/At Home in the World theme. We will seek to admit each class of students as a coherent cohort of individuals with complementary interests, who can peer-educate and reinforce the interdisciplinary character of the program. We will then evaluate whether we have appropriate faculty to support the proposed programs of study of the qualified students.

The Admissions and Fellowships Committee will assign each admitted student a faculty advisor based upon student and faculty interest and faculty availability. The program will provide a first-year advisor of record to assure that each student is effectively acculturated into the program. This is not intended to interfere with the interdisciplinary cohort character of the program, and students may subsequently switch advisors. By the end of the semester in which they are enrolled in the required Field Statement class (generally the second semester), students will be required to constitute a full committee, and to gather signatures confirming that an advisor and all committee members support the student's degree program. This requirement is explained full in section 2.3d below.

2.2 Foreign Language

Foreign language study is essential to humanities graduate education. All Ph.D. students must demonstrate reading proficiency in at least one language other than English. M.A. students whose research requires one or more foreign languages, and Ph.D. students who propose projects that require multiple languages other than English, must list them in the Study Plan presented at the end of the first or second year of study and prepare a plan for achieving and demonstrating reading proficiency in each of them.

At this time, UC Merced offers only two years of foreign language coursework in foreign languages other than Spanish. Our highest priority for faculty hiring between now and year 2020 is to expand our expertise in World Languages and Cultures beyond Spanish (with potential related future hires in Portuguese and in indigenous Latin American languages) and English. The hiring plan appears as Appendix I of this document, and letters from the SSHA Dean and the Provost and EVC support this goal. Although it is not possible to project precise numbers of hires, we are committed to the following principles in the growth of World Languages and Cultures:

- 20% of IHGG faculty hires between 2014 and 2020 will be in World Languages and Cultures.
- World Languages and Cultures hires will balance individuals with expertise in the commonly studied foreign languages that are well represented in the UC system (e.g. Chinese, French) and those that are widely spoken in Central Valley communities but are less commonly taught in the UC system (e.g. Hmong, Hindi).
- To leverage our small size, we will seek to hire faculty who are proficient in multiple world languages, have a global orientation, and/or can contribute thematic and methodological expertise to graduate teaching and mentorship in addition to language training .

While we build capacity in World Languages and Cultures, students whose research requires foreign languages other than Spanish will have to enter the program with the level of fluency required for their research, or they will have to develop a plan to study languages elsewhere. The IHGG faculty will encourage students to study a wide range of languages by:

- 1) Taking advantage of coursework at UC Merced as available.
- 2) Using UCEP and other funding to study foreign languages elsewhere.
- 3) Seeking FLAS, Fulbright and other funding for foreign language study.

The program may, under some circumstances and with regret, deny admission to otherwise promising students who are not proficient in their target research languages if UC Merced cannot adequately support their language study.

Students will demonstrate proficiency by taking a language exam. The language exam, designed and graded by a member of the IHGG faculty who is fluent in the target language, is a two-hour open-dictionary written test in which students translate a page of scholarly writing in the humanities from the target language into English. IHGG faculty are fluent in a wide range of languages spoken on all continents. However, if a student wishes to be examined in a language in which no IHGG faculty are fluent, we will identify a faculty member at another campus who can grade the exam.

2.3 Program of Study

The IHGG program will train both M.A. and Ph.D. students, but will distinguish between standards of mastery for the two groups. M.A. students will learn the methods and practices by which knowledge is created in the humanities and will be able to communicate about the content and methods of the humanities in many organizational and institutional settings. Ph.D. students will combine and extend multiple research practices, apply them to novel topics, and produce new insights about the humanities. They will be prepared to anticipate possible directions of change in an evolving knowledge economy, to play many roles in it, and to adapt methods and activities to meet both current and future needs. Laura Martin, UC Merced Coordinator of Institutional Assessment, has assisted us in developing this approach, and her letter of support is attached.

M.A. and Ph.D. students share a general set of Program Learning Outcomes:

1. Become proficient in selected theories and research methods appropriate to the study of the humanities.
2. Understand and apply both disciplinary and interdisciplinary approaches to humanities research.

3. Achieve domain expertise in a particular disciplinary or interdisciplinary field of the humanities.
4. Demonstrate proficiency in research, analysis, and critique in the humanities through exams, papers, and theses.
5. Display commitment to the research ethics and professional standards of the humanities and to the particular field of expertise.

The IHGG Program Learning Outcomes are aligned with the Learning Outcomes approved by the UC Merced Graduate Division, which appear in the UC Merced General Catalog. The program has clearly distinguished Standards of Mastery to differentiate M.A. and Ph.D. evaluation.

The Standards of Mastery for the M.A. are:

1. Develop communication skills and strategies appropriate for explaining the content and methods of the humanities to a wide range of audiences.
2. Demonstrate proficiency in using one or more established research methods to address existing topics in a humanities field.

The Standards of Mastery for the Ph.D. are:

1. Create scholarly and creative works that use multiple and diverse methods for communicating about the content and methods of the humanities with any audience.
2. Identify original topics in a humanities field and demonstrate proficiency in combining, modifying, expanding and critiquing existing research methods and theories in order to address them in an imaginative way.

Students will demonstrate proficiency in each PLO through successful accomplishment of the required capstone activities of the program, including comprehensive oral and written exams, a thesis or dissertation, and a thesis or dissertation defense. Appendix G includes rubrics for evaluating the M.A. thesis, the Ph.D. dissertation, the M.A. and Ph.D. written and oral comprehensive exams, and the dissertation defense in light of these PLOs. A letter of support from Laura Martin, UC Merced Coordinator of Institutional Assessment, attests to the appropriateness of this approach to differentiating the M.A. and Ph.D. degrees.

2.3a Specific Fields of Emphasis

The philosophy of the IHGG program is that the study of the humanities is an intellectually coherent enterprise, which is structured through the World at Home/At Home in the World theme. The IHGG structure reflects this orientation. The curriculum combines required courses

that are fully interdisciplinary with breadth courses that are cross-disciplinary. The breadth courses will carry IHGG prefixes. However, for the benefit of students who would like to record disciplinary expertise on their transcripts (this is an issue for applicants to community college jobs), they will also carry concurrent disciplinary prefixes as appropriate. Moreover, courses may be cross-listed between two focus areas depending on the content and the instructor's expertise. Students demonstrate breadth and emphasis by taking four or more Readings in the Interdisciplinary Humanities courses. At least two must be in one cross-disciplinary focus area, and at least one must be in another cross-disciplinary focus area. The three focus areas are:

- Past Worlds (IH210). This focus area emphasizes content and approach typical of history and archaeology courses.
- Social and Spatial Dynamics (IH220). This focus area emphasizes content and approach typical of cultural anthropology, linguistics, and geography courses.
- Expressive and Imaginative Works (IH230). This focus area emphasizes content and approach typical of literature, art, music, and religion courses.

In addition to the breadth and emphasis offered by the Readings in Interdisciplinary Humanities requirement, students may optionally declare a specialization. The specializations are areas of significant student interest and a depth of faculty expertise. They showcase areas of interdisciplinary strength in the IHGG and are consistent with the vision of the program. Students who wish to declare a specialization must take 16 credits in classes designated for the specialization, have a committee chair who is affiliated with the specialization, and have at least one other committee member affiliated with the specialization. We will have two opening day specializations.

- The Multicultural Luso-Hispanic World (MLHW). Latina/o, Latin American and Iberian Studies is an interdisciplinary concentration that examines the linguistic, literary, social, and cultural continuum of peoples and communities in the United States and in Spanish- and Portuguese-speaking countries, including Spain, Portugal, Brazil, and all the hispanophone countries of Latin America and the Caribbean. In addition, it encompasses the cultural production in the Spanish and Portuguese languages from areas and countries such as Morocco, the Philippines, Equatorial Guinea, Angola, Mozambique, and Macao. Students explore topics and themes related to these populations from an interdisciplinary perspective which links the approaches of the humanities, fine arts, and social sciences with special attention to such themes as colonialism and post-colonialism, race, ethnicity and nation, identities, border crossing, transculturation, diasporas and migrations.
- Transnational Americas Studies (TAS). The Transnational Americas Studies concentration offers multidisciplinary approaches to studying the connections between migration, identity, culture, and economy with a geographic focus on the radiating links

between California, the North American West, the Americas, and their Pacific and Atlantic connections. We welcome students with research foci based in the Americas, Pacific Rim, or Atlantic World in archaeological, historical, and contemporary contexts. We offer students the opportunity to investigate the intersectionality of race, gender, class, space, and cultural production as they dovetail with contests regarding belonging, boundaries, nations, polities, and citizenship. The M.A. and Ph.D. concentrations in Transnational Americas Studies create a framework within which to connect material, representational, and discursive analytical methods to bear on both academic production and civic engagement. Merced and the Central Valley are located at a geographic, cultural, and economic crossroads. Rather than a fringe area, Merced and the Central Valley have been critical nodes in layered and overlapping human migrations and interrelated economic, spatial, and cultural transformations during pre-colonial times and since the nineteenth century. Consequently, U.C. Merced offers an ideal vantage from which to explore in multidisciplinary ways notions of intersection, power, history, language, migration and movement within California and the Americas, and throughout the Pacific and Atlantic worlds.

Courses that can be used to fulfil the MLHW specialization will carry a “Z” suffix. Courses that can be used to fulfil the TAS specialization will carry a “Y” suffix.

In addition to our two opening day specializations, any group of four or more faculty constituting an established disciplinary or interdisciplinary area may propose a new specialization for consideration by the IHGG as a whole. A group of faculty wishing to propose a new specialization must submit a document for consideration by the IHGG Executive Committee that includes:

- A list of participating faculty
- A three-year course rotation including a demonstration of adequate resources
- Distinctiveness relative to existing specializations and impact on existing specializations
- A description of the proposed specialization including information about graduate programs, professional organizations and journals elsewhere
- Evidence of IHGG student interest

As we reach critical mass in additional areas, we may introduce specializations in Digital Heritage, Performance Studies, or Global Asian Studies. By supporting new specializations as resources permit, the IHGG will be able to respond to the changing composition of our growing faculty and to offer instruction in emerging fields. The IHGG Executive Committee will review all IHGG specializations every five years. Specializations that have not met a minimum standard of student enrollment, faculty participation, and regular coursework during the review period

will be suspended and will have to petition for reinstatement. Suspended specializations that remain dormant will be expunged after two review cycles.

2.3b M.A. and Ph.D. Plans

All M.A. and Ph.D. students will be expected to take shared Interdisciplinary Humanities requirements and fulfil a depth and breadth requirement. They may optionally add a specialization in Multicultural Luso-Hispanic World or Transnational American Studies. Ph.D. students will not automatically receive MAs. Ph.D. students who wish to be awarded M.A.s while enrolled in the program, or upon departure from it without completion of the Ph.D., must complete an M.A. thesis or M.A. exams and submit a request for evaluation by the IHGG Executive Committee.

The minimum requirements for the Ph.D. are:

- 2 required The World At Home/At Home in the World: Theories and Approaches (@ 4 credits each)
- 1 required Pedagogy in the Interdisciplinary Humanities (@4 credits)
- 1 required Interdisciplinary Humanities Study Plan class (@ 4 credits)
- 1 required Humanities in the World class (@ 4 credits)
- 1 required Methods and Research class (@ 4 credits)
- 4 required Readings in the Interdisciplinary Humanities class (@ 4 credits each): at least two in one cross-disciplinary area, and at least one in one other area
- 14 additional credits from coursework, research, exam preparation, or other credit bearing activities
- Completion of one article-length research paper during coursework
- Comprehensive exams
- Dissertation prospectus
- Prospectus defense
- Dissertation
- Dissertation defense

The minimum requirements for the M.A. are:

- 2 Interdisciplinary Humanities Theories and Approaches: The World At Home/At Home in the World (@ 4 credits)
- 1 Pedagogy in the Interdisciplinary Humanities (@4 credits) – required for M.A. students who are teaching assistants, recommended for all other M.A. students.
- 1 Humanities in the World (@4 credits)

- 1 Methods and Research (@ 4 credits)
- 4 Readings in the Interdisciplinary Humanities: at least two in one cross-disciplinary area, and at least one in another (@ 4 credits each)
- 6 additional credits from coursework, research, exam preparation, or other credit bearing activities.
- Completion of one article-length research paper during coursework
- EITHER an M.A. thesis followed by an oral defense, OR two additional classes followed by a comprehensive oral and written exam.

Students will have several courses to use at their discretion for research, additional exam preparation, courses outside of IHGG, or deeper exploration of a particular area of interest. There are several differences between the M.A. and the Ph.D. program.

- Different expected Levels of Mastery, as described above
- No Study Plan requirement for the M.A.
- Recommended rather than required pedagogy training for the M.A.

The curriculum is designed so that a Ph.D. student who takes three graduate courses per semester can advance to candidacy after two years, and an M.A. student can complete the degree in two years. This is a compressed time frame, and students will typically take three years to advance to Ph.D. candidacy or to complete the M.A. with a thesis option. Students who need to learn languages, acquire new skills, engage in time-consuming research, or conduct pre-dissertation fieldwork will take longer to advance to candidacy or complete the degree.

In order to ensure normative time to degree, students at the beginning of the fourth semester will submit to their committees a proposed timetable for completion of the M.A. or advancement to Ph.D. candidacy. Any student who does not expect to reach the relevant milestone by the end of the fifth semester will need to submit a statement from his or her major advisor attesting that he or she is making adequate progress toward the degree. This is additional to the progress reporting structure described in Appendix F.

Time to degree is discussed more fully in section 2.12.

2.3c Unit Requirements

See 2.3b above. All courses in the program follow a standard 4 credit hours. IHGG courses are extremely time-consuming classes that are intended to move students toward proficiency and independence in reading and writing, which are the core practices of the humanities. IHGG

classes will generally meet for three hours per week, and will require at least 12 hours per week of outside preparation. IHGG Readings courses will typically require students to read one or two books per week or the equivalent in articles (a total of 250 to 500 pages of reading per week), to write weekly response papers analyzing what they have read, to prepare class presentations throughout the semester, and to write extensively. Instructors may require a 25- to 30-page seminar paper or a larger number of shorter writing exercises that allow students to practice various modes of scholarly communication. IHGG Methods and Research courses will require students to identify, acquire, read, critique and synthesize scholarship together with creative or archival works, to present their work in progress, and to offer an end-of-term presentation of their semester of work.

2.3d Required and Recommended Courses including Teaching Requirement

The World at Home/At Home in the World: Theories and Methods

The World at Home/At Home in the World: Theories and Methods in the Interdisciplinary Humanities (IH201A and IH201B) are connected required first-semester courses for incoming M.A. and Ph.D. students. These reading- and writing-intensive courses will be taught during the same semester by faculty from two different IHGG perspectives, and they are intended to be taken together. The courses' broad purpose is to introduce students to thinking, discussion, and research on two aspects of a topic that occurs within the scope of more than one scholarly discipline and between the people active in those disciplines. Moreover, the course content will focus on the World at Home/At Home in the World notion that distinctive crossroads places are imbricated in global processes. Thus, although the course content will vary depending upon faculty expertise, the two coordinated courses will always introduce a single theoretical topic of persistent interest to humanities scholars from many disciplines and of broad applicability to the widest range of student interests; necessarily engaging questions of identity, power, culture, representation and value, which vary over time and by place. Students will be expected to read at least two books per week or the equivalent – a standard amount of work in the humanities – to write short response papers during the course of the semester, and to complete an article-length research paper that incorporates the work they have read. By the end of the semester, students will be proficient at reading, interpreting and comparing contemporary works of humanities theory from at least two different disciplinary perspectives, and will be able to apply theory to questions of personal interest. The key point of the coordinated courses offered in one semester is to expose students to two different intellectual perspectives on the same thematic topic. To this end, students from different specializations will also be encouraged to peer-instruct on another. Although the courses are intended to be taken together, they will be offered as free-standing four-credit courses. Larger unit courses are logistically challenging for

many reasons, including the fact that students cannot drop or fail the course without dropping below the eight unit minimum for continuing as a student.

Interdisciplinary Humanities Study Plan Preparation Course

The Study Plan requirement aims to allow Ph.D. students to develop a tailored focus within the specialization and the broader IHGG program, to facilitate students' progress toward timely degree completion, and to facilitate communication between students, their advisors, and their committees. In support of these objectives, Ph.D. students will complete a Study Plan, generally during the second semester. This signature exercise is central to the vision of the IHGG Ph.D. Students will be expected to draft Study Plans in a cohort class with an instructor of record, while also working closely with their own advisors. The Study Plan must identify the student's specialization and specify the particular topical, theoretical, and methodological areas central to the project. It will also list three Examination Topics, include a provisional research prospectus, and name a committee chair and committee members. In addition the Study Plan must list the languages necessary for completion of the proposed project and include a plan for achieving proficiency in them, as well as plans for achieving competence in any other specialized skills or methods that the research requires. The Study Plan will be approved by all members of the student's committee and presented in the IH202 class. The class will also introduce grant writing skills and encourage Ph.D. students to identify grants for which they may be eligible and to explore relevant career options inside and outside of academia. The Study Plan is critical to the IHGG plan for ensuring that students complete their degrees within normative time. See Section 2.12 for more information about this component of the Study Plan. Ph.D. students who are not able to constitute a committee by the time they submit their Study Plan may not continue in the program except by special petition. A syllabus is attached as Appendix K.

Pedagogy in the Interdisciplinary Humanities

This course incorporates training in pedagogical theories and methods and in pedagogical practice and assessment. Students will generally take this course during the first year of the graduate program, which is generally also the first teaching year. This course is intended to support and improve graduate students' effectiveness in the classroom through a general overview of pedagogical methods in the humanities. It will also serve as a venue for practical troubleshooting. Finally it will introduce students to course and program assessment, practices that are becoming increasingly important for university educators. In addition to practical preparation for careers in university teaching, the classes also introduce IHGG students to members of the writing program faculty and provide an overview of theoretical issues in

pedagogy and assessment. Students who wish to develop a field of expertise in these areas will be well positioned to do so.

Humanities in the World

The Humanities in the World course is intended to teach IHGG students about socially engaged scholarship. While the theme of the course will vary depending on instructor interest and expertise (and students may take the course at any time during coursework in order to select a topic of personal interest), the course, in every iteration, is intended to provide students with an understanding of the fact that humanities scholarship draws inspiration from the world outside the university, and that the products of our scholarly inquiry can circulate back to the world. The course teaches IHGG students how to incorporate social engagement into their research, their teaching, and their articulation of the university's mission. In all iterations, students in this course study the various ways in which humanities scholarship engages with the public. Depending upon instructor interest, topics may include topics such as writing for non-academic audiences, digital archive design, introduction to museum studies, cultural resource management, or community based ethnography. Students may, for instance, learn to curate photography exhibits, create web-based digital museum installations, write popular media articles and white papers about historical instances of climate change, use literary analysis to critique human rights law codes, conduct ethnography to understand barriers to healthcare access, or produce music and theatre in a performance context.

Interdisciplinary Humanities Methods and Research

The Methods and Research course will vary in topic based upon instructor interest and expertise. The course will be offered at least once per academic year, students may take it any semester based on personal interest, and they may repeat it. In all versions, the course is intended to instruct students in a specialized set of methods and research skills that will directly inform and benefit their own research. Based upon student need and instructor expertise, the course may, for instance, introduce the use of geographic information science for analyzing and depicting past landscapes, it may teach students how to read a particular corpus of musical notation, it may explain how to use photography and video in ethnographic research, or it may teach students how to apply a certain approach to literary theory to a body of texts. After taking this course, students will be prepared to independently apply the methods they have learned to their own research. If the outcome of the course is the production of a completed work of publishable scholarship (or a website, database, performance, or exhibit) in a particular genre, the course will guide students through the process of completing and circulating such a work.

Readings in the Interdisciplinary Humanities

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, e.g. the study of culture, human social organization, cultural production, and sources of conflict. Each week, students will read between 300 and 600 pages of published humanities writing in the form of books and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The semester will often culminate with students completing a 25 to 30 page paper related to some aspect of the course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. The course is intended to assist students in developing exam field reading lists and dissertation or thesis prospectuses. As such, the development of a bibliography surveying the topic is also an important outcome. Specific themes, readings, and assignments will vary based on instructor interests. This course will be offered in three versions: Readings in the Interdisciplinary Humanities: Past Worlds, Readings in the Interdisciplinary Humanities: Social and Spatial Dynamics, and Readings in the Interdisciplinary Humanities: Expressive and Imaginative Works. The course is intended to be repeated with different themes, and with a field distribution as described in the curriculum plan.

The specific mix of courses offered in a given year can be tailored toward the interests and specialization distribution of students in coursework.

Independent Study Courses and Other Credit-bearing Work

Independent study courses should be kept to a minimum, and should not be available to first year students who should be spending their first year actively engaging with fellow graduate students in small seminars, settings in which they can best develop the intellectual skills needed to continue in the program. Only students beyond the first year, who are in good academic standing, who are making timely progress toward their degrees, and who have fulfilled progress reporting requirements may take independent study classes. Independent study courses also may not substitute for the classes required by the curriculum. The same rules apply to enrollment in courses outside of the IHGG program, either in other UC Merced programs or on other campuses. The IHGG program will also offer units for exam preparation and thesis and dissertation research.

Appendix C is a complete list of IHGG courses, including more detailed guidelines and Course Learning Outcomes.

2.4 Examinations (Written and Oral)

The student's committee will consist of a minimum of four members. At least three must be core or affiliate members of the IHGG faculty. The committee must be chaired by an IHGG core faculty member. While enrolled in the Study Plan class, the student will constitute a committee and identify committee members to develop Examination Topics supported by reading lists that represent the breadth and depth of knowledge in a particular area. The student's committee will consist of one examiner from each of the three Examination Topics, and one who can examine the student's proficiency in the breadth of the World at Home/At Home in the World focus.

2.5 Qualifying Examinations

- A Written Examination. The written examination is a take home exam held following the completion of coursework, and is based upon the reading lists compiled in consultation with each member of the committee. Each member of the committee will design a written question to prompt two hours of open-note writing resulting in an essay of approximately two to four pages. The exam may be spread over multiple days.
- An Oral Examination. The two-hour oral examination is held following committee approval of the written examination. Each committee member will ask questions based upon the reading lists, the Study Plan, and the written examination responses.
- Written Language Examination(s). Prior to advancing to candidacy, students must demonstrate reading proficiency in at least one language other than English. If a student proposes a project that requires multiple languages, he or she must demonstrate proficiency in each of these languages, as listed in the Study Plan.

In order to pass the examinations, students will have to demonstrate that they are familiar with the history and development of scholarship on each examination topic, the major theories and methods that its practitioners utilize, and the current questions and literature about it.

Students whose committees unanimously deem that their exams demonstrate exemplary recall of information and knowledge, exceptional written and oral communication, and highly creative analysis and synthesis will receive a Pass With Distinction.

MA students who select the non-thesis option will take the same exams as Ph.D. students.

2.6 Dissertation Prospectus

Within six months of advancing to candidacy, Ph.D. students must constitute a four-person dissertation committee including at least three core or affiliate IHGG faculty members and chaired by a core IHGG member, and must complete and defend a 5- to 10-page dissertation prospectus.

2.7 Thesis or Dissertation

Ph.D. students will write and defend a dissertation that reflects original research in the interdisciplinary humanities and is a length and format deemed appropriate by the committee. M.A. students who select the thesis option will write and defend a thesis that integrates existing scholarship with some original research and is of a length and format appropriate to its field of specialization. In order to remain in good academic standing, Ph.D. students who are advanced to candidacy and M.A. students writing theses are required to submit an annual progress report for approval by their committee.

2.8 Final Examination

Following completion of the Ph.D. dissertation or M.A. thesis, the committee will conduct a defense that includes a public component open to all IHGG faculty and students, and a closed component limited to committee members.

2.9 Explanation of Special Requirements Over and Above Graduate Division Minimum Requirements

The coursework requirement for the IHGG program somewhat exceeds UC Merced Graduate Division minimum requirements for the M.A. (20 units plus a thesis, or 24 units plus a comprehensive exam). UC Merced Graduate Division requirements do not have a minimum unit requirement for the Ph.D., instead leaving considerable leeway to individual programs on account of the substantial differences between disciplines. The coursework requirements for the IHGG program reflect current WCGG requirements and discipline standards in the humanities. Humanities graduate education involves the mastery of vast reading lists and the acquisition of critical reading and writing skills; outcomes that are typically accomplished in seminar-style courses.

2.10 Relationship of Master's and Doctors' Program

The M.A. and Ph.D. program are closely related. The primary difference between the two courses of study is that M.A. students do not write a dissertation. They either complete the same amount of coursework as Ph.D. students, followed by exams that are identical to Ph.D. exams; or they take two fewer courses and write an M.A. thesis. Their coursework is slightly different, as described above, and their work is judged according to different standards of mastery.

As Section 2.3 details, the Program Learning Outcomes are shared between the M.A. and Ph.D., but the standards of mastery focus on the particular accomplishments expected of students in each degree program. Applicants to the IHGG must specify which degree they hope to attain, and applications are reviewed separately for M.A. and Ph.D. students.

Because the Ph.D. and M.A. programs are separate degree programs with distinct goals and specific curricula, Ph.D. students will not automatically receive an M.A. upon advancement to candidacy and achievement of C.Phil. status. M.A. students who wish to continue for the Ph.D. will need to go through the application procedure and be admitted to the Ph.D. program. However, M.A. coursework completed in the IHGG program may be used to satisfy Ph.D. requirements. Ph.D. students who wish to be awarded MAs while enrolled in the program, or upon departure from it without completion of the Ph.D., must complete an M.A. thesis or M.A. exams and submit a request for evaluation by the IHGG Executive Committee.

In alignment with the University of California's role as research university and a Ph.D. granting institution, we intend the IHGG student body to be significantly weighted toward Ph.D. students. The IHGG hopes to offer teaching assistantships and fellowship support to both M.A. and Ph.D. students as resources permit. However, if resources are limited, preference will be given to Ph.D. students. The criteria for support are explained more fully in Section 7 below.

2.11 Special Preparation for Careers in Teaching

It is expected that most IHGG students will hold teaching assistantships during some or all semesters of their enrollment in the program. Advanced students may periodically have the opportunity to be appointed as teaching fellows with complete responsibility for a given course. Each student's supervising faculty and committee members will offer guidance and mentorship. First-year students will be required to participate in a pedagogy courses offered by Senate faculty from the Merritt Writing Program or other Senate faculty with equivalent pedagogical training and expertise. Students who have completed this course will be familiar with humanities-based pedagogy theory and will be prepared to manage an undergraduate humanities classroom and to evaluate student learning in the humanities. Students may also

enroll in IHGG 294, Individualized Research in Pedagogy, generally in conjunction with a teaching assistantship. This variable unit independent study course guides students in developing a teaching portfolio and pedagogical materials.

In addition, IHGG students will be eligible to participate in the CRTE Instructional Internship program. These internships enable graduate teaching assistants to learn about best practices of effective teaching by participating in Center-sponsored workshops, panel discussions, new TA orientations, and various informal activities that promote student-centered learning. IHGG students will be eligible to complete certificates documenting three levels of proficiency in the scholarship of teaching and learning.

2.12 Ph.D. Sample Coursework Program

Fall Year 1	<ul style="list-style-type: none"> • IH Methods and Approaches (IH201A&B) (8 credits) • Pedagogy in IH (IH203) (4 credits)
Spring Year 1	<ul style="list-style-type: none"> • Readings in IH: Past Worlds (IH210) (4 credits) • IH Study Plan (IH202)(4 credits) • Humanities in the World (IH205) (4 credits)
Fall Year 2	<ul style="list-style-type: none"> • Methods and Research (IH206) (4 credits) • Readings in IH: Social and Spatial (IH220) (4 credits) • Readings in IH: Expressive & Imaginative Works (IH230) (4 credits)
Spring Year 2	<ul style="list-style-type: none"> • Methods in IH (IH206) (4 credits) • Readings in IH: Past Worlds (IH210) (4 credits) • Exam preparation (4 credits)

2.13 Normative Time from Matriculation to Degree

According to the Mellon Foundation’s 2009 *Educating Scholars: Doctoral Education in the Humanities* report, the average time to degree in the humanities is over 8 years. This has rightfully been identified as a crisis in humanities education. However, this study highlights several potential interventions to address this trend. The Mellon Foundation’s funding of the Graduate Education Initiative, summarized in *Educating Scholars*, concluded that summer support for teaching or research made a significant impact on time to degree. IHGG can prioritize funding accordingly. A separate study published in *Science* (2011) demonstrated that integrating teaching experience and support with traditional research opportunities supports

independent scholarship and dissertation completion in STEM fields. We anticipate that our commitment to pedagogy coursework may have a similar effect on humanities students.¹

Certain established and generously funded universities have recently proposed programs to lower time to degree while simultaneously preparing students for a wider range of careers. Stanford, for instance, has received recent attention for its initiatives. The IHGG faculty is watching these developments with interest, while noting that:

- No existing program has a record of success that a new group such as ours can emulate.
- Time to degree initiatives typically depend upon a large commitment of institutional or grant-funded resources that are not realistic at this time for our program. Further, these initiatives are typically a decade long, so it would be difficult to project significant changes without accounting for long-term outcomes. The Mellon Foundation's Graduate Education Initiative, for instance, was a ten-year program that cost \$85 million and involved ten institutions.
- Students who graduate from the IHGG program much more rapidly than the norm in their fields will be disadvantaged on the job market. This is a greater risk for graduates of a new and innovative program than it would be for graduates from disciplinary departments.
- The demands of research in the humanities vary enormously between fields. Some students will write dissertations that require extended travel to archive or field sites, the accumulation and analysis of diverse materials or data sources, or advanced training in multiple foreign languages and interdisciplinary research methods. These students will inevitably take longer to complete their degrees.

For these reasons, the normative time for the IHGG Ph.D. is six to eight years. The long end of this range is slightly below the nationwide average for the humanities, while the short end is significantly below the nationwide average. This represents the commitment of the IHGG to join the emerging national effort to gradually "bend the curve" of humanities Ph.D. education toward shorter times to degree, while recognizing the need to adhere to existing nationwide norms.

The normative time for the M.A. with an exam option is two years, and the normative time for the M.A. with a thesis option is three years.

We note that UC rules mandate a maximum of 12 semesters of TA employment for graduate students. We do not anticipate this to be a problem with respect to normative time. Even our

¹ D. Feldon, et. al (2011). Graduate Students' Teaching Experiences Improve Their Methodological Research Skills. *Science*. 333, 1037.

slowest students will spend semesters as research assistants, fellowship recipients, and teaching fellows. We also note that UC rules prohibit the campus from receiving a state subsidy for Ph.D. students who have advanced to candidacy more than three years previously. While this stipulation reinforces the desirability of efficient degree completion, it does not impose a specific mandate upon UC graduate programs.

The IHGG program will ensure normative time to degree through:

- The required IH201A and HI201B Theories and Methods courses. At the end of the first semester of study, IHGG students will be aware of the range of methods suitable for research in the humanities and will understand the commitment that various methods require.
- The required IH202 Study Plan Design course. At the conclusion of this course, students will have created a Study Plan, a personalized roadmap for the degree approved by their advisors. The study plan will include a career goal, information about the skills and expertise needed for the thesis or dissertation and the career goal, and a pre-prospectus for a thesis or dissertation topic. The Study Plan will also include a timeline: a proposal that explains how the student intends to accomplish his or her goals within normative time. The student and his or her committee will revisit the timeline as needed throughout the student's time in the program in order to ensure timely and steady progress.
- Reporting requirements. Both pre- and post-candidacy, students will write, and advisors will approve, annual progress reports. The progress reports will indicate whether students are progressing toward their degrees within normative time. Students whose progress is behind normative time will be required to develop a plan, with advisor approval, to get back on track; and/or an explanation, also with advisor approval, of their slow progress. Students who do not meet these requirements will have the lowest priority for campus resources. See Appendix F for more information about Communicating Student Progress.

The advisors of students in this program, completing highly original dissertations and theses that may offer few models to follow, will need to exercise special care to ensure that the students maintain rigor and focus. These requirements are intended to offer structure and guidelines to such students.

Section 3: Projected Need

(Section 3.1 commences on the next page)

3.1 Student Demand for the Program

This table charts the application, admission, and enrollment profile of the current WCGG program during the past six years. It demonstrates that interest in the program is high, that admissions have been quite selective, and that students are progressing effectively through the program. Some qualified applicants have been turned away because their interests do not match faculty expertise. As the size of the faculty and recruitment efforts expand, this is becoming less of a concern. Moreover, the IHGG, a more integrated and cohort-oriented program than the highly individualized WCGG, will be able to educate a wider range of students.

Year	Applied			Admitted			Enrolled			Withdrawals			Graduations		
	Ph.D.	M.A.	Total	Ph.D.	M.A.	Total	Ph.D.	M.A.	Total	Ph.D.	M.A.	Total	Ph.D.	M.A.	Total
AY12-13	22	8	30	6	5	11	4	4	8	n/a	n/a	n/a	n/a	n/a	n/a
AY11-12	16	6	22	8	2	10	6	2	8	1	1	2	0	2	2
AY10-11	16	5	21	2	1	3	1	1	2	0	0	0	1	1	2
AY09-10	27	7	34	4	4	8	2	3	5	2	0	2	2	3	5
AY08-09	15	4	19	8	0	8	5	0	5	0	0	0	0	0	0
AY07-08	20	11	31	4	2	6	3	2	5	n/a	n/a	n/a	n/a	n/a	n/a

There are currently 30 students enrolled in the WCGG. When the program launches, we expect the IHGG to receive applications from approximately the same number of students, with approximately the same profiles, as the WCGG currently does. As the size of the faculty expands and as the IHGG becomes known as an excellent and unique program, we predict that the number of applicants will increase. On the basis of the above data and projections, this table estimates our program size going forward. The “Leaving” column refers to departure from the program both through graduation and withdrawal.

Year	Entering	Leaving	Total Students
AY14-15	10	5	35
AY15-16	10	6	39

AY16-17	12	7	44
AY17-18	12	8	48
AY18-19	12	9	51

3.2 Opportunities for Placement of Graduates

Information about graduate student placement is notoriously lacking throughout American academia, and while there have been some efforts to rectify the situation, the available data are primarily anecdotal. A 2009 Mellon Foundation report entitled *Educating Scholars: Doctoral Education in the Humanities* follows the career paths of recent humanities Ph.D. graduates and confirms a breadth of opportunity and rate of employment commensurate with students in the social sciences.

The University of Louisville Humanities Doctoral Program is the program most directly comparable to the IHGG in scope. The program currently enrolls 58 students, 35 full-time and 23 part-time. In the nine years of its existence, it has graduated 18 Ph.Ds. Of these graduates, nine hold full-time positions (some tenure-track and some term) and nine hold other positions, sometimes related to employment held before beginning the program. These other positions include two serving as full-time ministers in their denominations and teaching part-time, one psychiatrist, one high school teacher, one journalist, and several in administrative academic positions.² We predict a similar range of outcomes for IHGG students.

Students in the current WCGG represent a range of traditional and non-traditional profiles for humanities graduate students. Only a fraction of our current students aspire to the sort of tenure-track faculty jobs at American research universities that are becoming more difficult to achieve in many humanities discipline.

A 2010 UC Merced Graduate Division survey solicited information about students' expectations for professional plans immediately after completing their education at UC Merced. While the survey included all students at the university, and not only the humanities, the results are nevertheless reinforce the notion that our students have a range of career ambitions:

Engineer, Manufacturing	9.7% (11)
Management Information Systems	1.8% (1)
Non Tenure-track Faculty	4.4% (5)
Tenure-track Faculty	13.3% (15)
Researcher (Non Faculty)	24.8% (28)
Teacher	6.2% (7)
Analyst	2.7% (3)
Postdoctoral Fellow	27.4% (31)

² Personal communication with program director emerita Mary Ann Stenger, September 20, 2012.

Pursue Another Graduate Degree at UC Merced	1.8% (2)
Pursue Another Graduate Degree not at UC Merced	6.2% (7)

We expect that many IHGG students will have profiles and career goals similar to the most ambitious of those enrolled in the current WCGG, who include:

- Students who aspire to tenure-track faculty careers.
- Foreign nationals with the option to return to their home countries for employment once they have received a graduate degree.
- Students who aspire to careers in academic librarianship, digital humanities research, heritage management, museum curation, and other non-faculty positions that require advanced training in the humanities.
- Students with current and guaranteed post-graduate employment who need to acquire a degree in order to advance in their professions.
- MA students en route to other Ph.D. programs or other future careers.
- Central Valley-based students who do not intend to conduct nationwide job searches and who plan to work as lecturers or as faculty at regional community colleges or other institutions.

WCGG students in each of these categories who have graduated or are nearing graduation have been successful according to the goals they have set for themselves. Our nine M.A. and Ph.D. graduates are all employed, and they are, for example, working in state government, teaching college in both tenure-track and term positions, teaching high school, managing digital libraries, and conducting digital humanities research. We expect a similar breadth of opportunity for the graduates of the IHGG.

Students will be encouraged to consult services such as the Versatile Ph.D. advising and placement service so that they are aware of rewarding careers outside as well as inside the professorate.

3.3 Importance to the Discipline

The IHGG is being launched at a time of reduced university budgets and, in particular, a time of contraction and consolidation in the humanities. This is not a disadvantage. In fact, a humanities graduate program at a newly opened research university with no legacy programs can be an exemplar for a new approach. In particular, the humanities are at institutional risk in part because of their traditional orientation into many small departments, each with its own administrative overhead. The IHGG interdisciplinary orientation affirms the intellectual commonalities among our disciplines and the value of a common approach. The diversity of our students' career goals and the career success of our graduates demonstrates the breadth of

accomplishment to which a humanities degree can contribute, an outcome that is not as visible in programs whose students generally aspire to tenure-track faculty jobs. Our location in the Central Valley, with its educationally underserved population, reinforces that.

3.4 Ways in which the Program will Meet the Needs of Society

Much has been written about the social value of humanities education. Through its characteristic approach to the careful description of cultural difference, and through its rigorous focus on critical analysis, a robust humanistic university presence is crucial for an effective and engaged democracy. This program in particular meets the needs of society by drawing attention to the economically depressed and culturally marginal Central Valley and by serving its residents. It also meets the needs of society by encouraging students to consider non-academic careers, thus ensuring that individuals with the hallmark skills and habits of mind produced by the humanities are visible in a range of professions. The current WCGG student body is quite ethnically diverse. We expect that to be true of the IHGG students as well.

3.5 Relationship of the Program to Research and/or Professional Interests of the Faculty

There were 25 UC Merced faculty in the humanities and allied fields as of the 2012 snapshot shown here. Their work with current WCGG students is supporting their research and professional interests. The IHGG program follows seamlessly from this.

3.6 Program Differentiation

There is no program analogous to the IHGG in the UC system or elsewhere in California.

Section 4: Faculty

Core Membership (Fall 2012)

Name	Rank	Discipline	Selected Publications
Virginia Adán-Lifante	Lecturer with Security of Employment	Spanish	<ul style="list-style-type: none"> • <i>Cuando las mujeres cuentan: El personaje femenino en la cuentística puertorriqueña.</i> • <i>A Otro Nivel: Intermediate Spanish</i>, Virginia Adán-Lifante and Ana Pérez-Gironés
Mark Aldenderfer	Professor	Anthropology	<ul style="list-style-type: none"> • <i>Montane Foragers: Asana and the South-Central Andean Archaic</i>, Mark Aldenderfer, ed. (1998)

			<ul style="list-style-type: none"> • <i>Anthropology, Space, and Geographic Information Systems</i>, Mark Aldenderfer and Herbert Maschner
Susan Amussen	Professor	History	<ul style="list-style-type: none"> • <i>An Ordered Society</i> (1998) • <i>Caribbean Exchanges: Slavery and the Transformation of English Society (1640-1700)</i> (2007)
Katherine Steele Brokaw	Assistant Professor	English	<ul style="list-style-type: none"> • “Tudor Musical Theater: Staging Religious Difference from Wisdom to The Winter’s Tale” Ph.D. Dissertation (2011)
Gregg Camfield	Professor	English	<ul style="list-style-type: none"> • <i>The Oxford Companion to Mark Twain</i> (2003) • <i>Necessary Madness: The Humor of Domesticity in Nineteenth Century American Literature</i> (1997)
Aditi Chandra	Assistant Professor	Arts	<ul style="list-style-type: none"> • “Potential of the ‘Un-exchangeable Monument’: Delhi’s Purana Qila in the time of Partition, c. 1947–63,” <i>International Journal of Islamic Architecture</i> (2013) • “Tourism – A Tale of Heritage, Exclusions, and Identity Formation” (Book review) (2007)
Kevin Dawson	Assistant Professor	History	<ul style="list-style-type: none"> • “Enslaved Ship Pilots in the Age of Revolutions: Challenging Notions of Race and Slavery Between the Boundaries of Land and Sea” (2013) • “Swimming, Surfing, and Underwater Diving in Early Modern Atlantic Africa and the African Diaspora” (2009)
Robin DeLugan	Assistant Professor	Anthropology	<ul style="list-style-type: none"> • <i>Re-Imagining National Belonging in Post-Civil War El Salvador</i> (2012) • “Indigeneity Across Borders: Hemispheric Migrations and Cosmopolitan Encounters” (2010)
Paul Gibbons	Lecturer with Potential Security of Employment	Writing	<ul style="list-style-type: none"> • “Paradise Lost,” poem (2011) • “Like Wings Abandoned from Some Future Score,” poem and video (2011)

Jan Goggans	Associate Professor	English	<ul style="list-style-type: none"> • <i>California on the Breadlines: Dorothea Lange, Paul Taylor, and the Making of a New Deal Narrative</i> (2010) • <i>The Pacific Region: The Greenwood Encyclopedia of American Regional Cultures</i>
Nigel Hatton	Assistant Professor	English	<ul style="list-style-type: none"> • "A Novel Idea: Global Human Rights and Literature After 1945" Ph.D. Dissertation (2010)
Kathleen Hull	Associate Professor	Anthropology	<ul style="list-style-type: none"> • <i>Pestilence and Persistence: Yosemite Indian Demography and Culture in Colonial California</i> (2009) • "Process, Perception, and Practice: Time Perspectivism in Yosemite Native Demography." (2005)
David Kaminsky	Assistant Professor	Arts	<ul style="list-style-type: none"> • <i>Swedish Folk Music in the Twenty-First Century: On the Nature of Tradition in a Folkless Nation</i> (2011) • "Gender and Sexuality in the Polska: Swedish Couple Dancing and the Challenge of Egalitarian Flirtation" (2011).
Ignacio López-Calvo	Professor	Spanish	<ul style="list-style-type: none"> • <i>Latino Los Angeles in Film and Fiction: The Cultural Production of Social Anxiety</i> (2011) • <i>God and Trujillo: Literary and Cultural Representations of the Dominican Dictator</i> (2005)
Dalia Magana	Assistant Professor	Spanish	<ul style="list-style-type: none"> • "Language, Latinos and Healthcare: Discourse Analysis of the Spanish Psychiatric Interview" Ph.D. Dissertation (2013) • "Alfabetización avanzada en español en los Estados Unidos en el siglo XXI." (2013) (With Cecilia Colombi)
Sean Malloy	Associate Professor	History	<ul style="list-style-type: none"> • <i>Atomic Tragedy: Henry L. Stimson and the Decision to use the Bomb Against Japan</i> (2010) • 'The Rules of Civilized Warfare': Scientists, Soldiers, Civilians, and the American Debate Over Nuclear Targeting, 1940-1945 (2007)
Manuel	Professor	Spanish	<ul style="list-style-type: none"> • <i>Life In Search of Readers: Reading (in) Chicano/a</i>

Martín-Rodríguez			<p><i>Literature</i> (2003)</p> <ul style="list-style-type: none"> • <i>La voz urgente: Antología de literatura chicana en español</i> (1995)
Ruth Mostern	Associate Professor	History	<ul style="list-style-type: none"> • <i>'Dividing the Realm in Order to Govern': The Spatial Organization of the Song State (960-1276 CE)</i> (2011) • "Putting the World in World History" (2010)
Holley Moyes	Assistant Professor	Anthropology	<ul style="list-style-type: none"> • "The Use of GIS in the Spatial Analysis of an Archaeological Cave Site" (2002) • "Cluster Concentrations, Boundary Markers, and Ritual Pathways: A GIS Analysis of Artefact Cluster Patterns at Actun Tunichil Muknal, Belize" (2006)
Sholeh Quinn	Associate Professor	History	<ul style="list-style-type: none"> • <i>Historical Writing During the Reign of Shah 'Abbas: Ideology, Imitation, and Legitimacy in Safavid Chronicles</i> (2000) • "The Dreams of Shaykh Safi al-Din and Safavid Historical Writing" (1996)
Linda-Anne Rebhun	Associate Professor	Anthropology	<ul style="list-style-type: none"> • <i>The Heart is Unknown Country: Love in the Changing Economy of Northeast Brazil</i> (2002) • "Swallowing Frogs: Anger and Illness in Northeast Brazil" (1994)
Cristián Ricci	Associate Professor	Spanish	<ul style="list-style-type: none"> • <i>El espacio urbano en la narrativa del Madrid de la Edad de Plata (1900-1938)</i> • <i>Dale Nomás! Dale Que Va! Ensayos Testimoniales Para La Argentina del Siglo XXI</i>, Cristián Ricci and Gustavo Geirola (2006)
Mario Sifuentez	Assistant Professor	History	<ul style="list-style-type: none"> • "By Forests or by Fields: Organizing Immigrant Labor in the Pacific Northwest, 1940-1990" (Ph.D. Dissertation) (2010)
Christina Torres-Rouff	Assistant Professor	Anthropology	<ul style="list-style-type: none"> • "Commemorating Bodies and Lives at Kish's 'A Cemetery': (Re)presenting Social Memory" (2012) (With WJ Pestle and BM Daverman). • "The Bodily Expression of Ethnic Identity: Head Shaping in the Chilean Atacama" (2009).
David Torres-Rouff	Assistant Professor	History	<ul style="list-style-type: none"> • <i>Before L.A. Race, Space, and Municipal Power in Los Angeles, 1781-1894</i> (in press).

			<ul style="list-style-type: none"> • “Water Use, Ethnic Conflict, and Infrastructure in Nineteenth Century Los Angeles” (2006).
Kenichi Yoshida	Assistant Professor	Arts	<ul style="list-style-type: none"> • “Modes of Totality in Postwar Japanese Avant-Garde” (Ph.D. Dissertation) (2011)
Anne Zanzucchi	Lecturer with Potential Security of Employment	Writing	<ul style="list-style-type: none"> • “Complicity or Multiplicity? Defining Boundaries for Graduate Student Teaching Assistant Success” (2012) (With Karen Dunn-Haley). • “Thinking Like a Program: How Electronic Portfolio Assessment Shapes Faculty Development Practices” (in press) (with Michael Truong).

This list includes the faculty of the current WCGG as of Spring 2014. Appendix D is a letter signed in Fall 2011 by all faculty who intended to be core members of the IHGG. It does not include the most recent hires, who have verbally affirmed their support for this proposal.

During the Fall 2013 semester, the members of the World Cultures and Humanities bylaw group (department) faculty, who are also the core members of the WCGG faculty and the proposed IHGG faculty, met repeatedly to plan a strategic vision for the UC Merced 2020 Strategic Academic Focusing (SAF) exercise and, in parallel, to discuss revisions for the IHGG proposal. A majority of faculty participated in one or more planning meetings, and all faculty had the opportunity to comment upon multiple working drafts of both the 2020 SAF document and the IHGG proposal revision that circulated electronically. **No members of the faculty have expressed any reservations or objections to the SAF vision or the IHGG proposal, and no members of the faculty have submitted any alternative plan for strategic growth or graduate education.** All respondents unanimously and enthusiastically affirm that for the foreseeable future we will remain organized as a single interdisciplinary humanities personnel unit for all hiring, promotion and tenure activities, and that we will conduct all doctoral education through the IHGG.

Affiliate Membership

We will invite UC Merced faculty outside the HWC group to become affiliate members of the IHGG following approval of the program. Members of the faculty outside of HWC wishing to be appointed to the core or affiliate graduate faculty in the IHGG must submit a CV and a written request to the Chair of the IHGG. The IHGG bylaws (Appendix F Article III) provide additional

information about the membership request format and the criteria and procedures for evaluating it.

Section 5: Courses

Appendix C lists the course numbers, catalogue descriptions and course learning outcomes of all IHGG courses. Because the precise content of the courses will vary by topic and instructor, we cannot submit full sample curricula.

The IHGG faculty is adequate in breadth and number to staff the proposed curriculum. At roughly current staffing levels, each member of the IHGG faculty will have the opportunity to teach a graduate course as often as once every four teaching semesters. As the size of the faculty and student body expands, we will increase the number of courses offered. The number of faculty associated with each cross-disciplinary distribution field and each specialization is sufficient to offer adequate coursework in all area dictated by the curriculum we have designed.

During the initial years of the IHGG, the group chair will teach IH202 each year in order to permit this signature course to develop a clear format and structure and to become fully integrated with the program.

Section 6: Resource Requirements

IHGG needs direct funding to support:

- Student recruitment funding for travel awards, receptions, and grants to new students.
- Summer and academic year funding for students including minigrants, fellowships, and NRT waivers.
- A small amount of funding for faculty meetings and retreats and for student-faculty receptions and presentations.

Currently graduate funding models at UC Merced are adequate for the needs of the WCGG, and we anticipate that funding will be adequate for the IHGG as well. In addition to direct funding, the IHGG has other potential resource implications:

- Administrative staff support for the graduate program and for program self-assessment mandates.
- Teaching assistantships as an aspect of support for IHGG students.
- Faculty participation in graduate teaching at up to 25% time.
- Annual instruction of the IH202 course by the IHGG faculty chair.

- Possible IHGG faculty chair course releases.
- Ongoing development of UC Merced library resources in the humanities.

Resources in all necessary areas are adequate for IHGG needs. Although some of these resources should be improved, change can occur incrementally without jeopardizing the excellence of the IHGG. SSHA Dean Mark Aldenderfer has affirmed the school's commitment to supporting IHGG needs that involve instructional and administrative support.

Prior to affirming their commitment to participating in the graduate program, our faculty have analyzed their undergraduate teaching needs, and their signature on this document signifies that they are confident that they will be able to support both an undergraduate major and a graduate teaching commitment.

At the current size of the undergraduate population, IHGG students have access to 25 teaching assistantships per semester. We project that number to scale up to approximately 40 positions by the year 2020. UC Merced campuswide fellowship opportunities are listed on the Graduate Division website. Two additional fellowships per semester are available through the UC Merced Center for the Humanities. Some IHGG students will work as GSRs or teaching fellows, and many will be competitive for extramural fellowships. The World at Home/At Home in the World orientation may make it desirable for some of our students to seek part time employment off campus, for instance in libraries or heritage institutions. The USEP block grant to IHGG is adequate to provide livable summer funding to all students. Between all of these opportunities, we project that we can ethically and reliably support a student body of 60. This will amount to a reasonable and sustainable 1:1 student to faculty ratio given our projected growth to 2020.

These numbers reflect a heuristic approach to workload, since in fact our admissions practice is cohort-based. We also recognize that individual members of the faculty may choose to advise a larger or smaller number of students. Presuming a six- to eight-year Ph.D. and a two to three year M.A., we can enroll ten new students per year at our current faculty size, with the class size increasing proportionately to the size of the faculty. This enrollment is consistent with access to internal and extramural funds and teaching opportunities, and it is only incrementally larger than the enrollment of the current WCGG, which enrolled six new students in F2012.

The IHGG will not require new resources beyond those that are already allocated and committed for humanities graduate education. The IHGG succeeds the current World Cultures Graduate Group, and the transition can be accomplished with no additional resources beyond those already available and anticipated.

The most significant unmet need is for faculty in World Languages and Cultures. This area will account for 20% of new hires between now and 2020. Our hiring plan is attached as Appendix J. Letters from the UC Merced SSHA Dean and Provost/EVC affirming their support for the plan are appended to this proposal.

Section 7: Graduate Student Support

UC Merced undergraduate enrollment is presently expanding at a rate of approximately 600 students per year. We predict that teaching assistantships will be readily available to IHGG students, as they have been for WCGG students. Advanced WCGG students have also had opportunities to serve as Teaching Fellows, or instructors of record. Additional support has been available for WCGG graduate students through internal sources such as the Center for Humanities Research and the Graduate and Research Council of the Faculty Senate. Research assistantships have been available to WCGG students through the Center for Research on Teaching Excellence, extramural faculty grants, and faculty start-up grants. A number of our students have received UC systemwide and extramural fellowships and grants, and we are committed to assisting students in identifying and completing applications for such funding. In addition, in 2012 the Graduate Dean committed \$80,000 annually to fund graduate student fellows at the Center for the Humanities.

We will prioritize summer funding and minigrant funding (e.g. from UCEP and Humanities Center funds) for students who cannot meet coursework and research needs at UC Merced. This includes, for instance, students who need to enroll in foreign language courses that are not available at UC Merced, and students who need to travel to libraries with extensive or specialized collections in their fields.

The WCGG has been able to offer teaching assistantships and fellowship opportunities to both M.A. and Ph.D. students without regard for degree program. If resources become limited, the program will give preference to Ph.D. students. M.A. and Ph.D. students will be placed in a single pool for consideration as teaching assistants. In general we will seek to offer positions in rank order to: a) Ph.D. students in the first and second year, b) up to two M.A. students within normative time who are recent UC Merced B.A. graduates, c) advanced Ph.D. students within normative time, d) M.A. students within normative time, e) Ph.D. students beyond normative time, f) M.A. students beyond normative time. At the same time, we note that some courses require teaching assistants with particular subject expertise, and this consideration will also play a role in prioritization for student assignments. Ph.D. students will receive also priority for internal fellowship nominations, while also taking into account funder criteria and applicant merit.

The following table describes how students have been funded since 2010 under the existing WCGG program. The majority of our students are funded as Teaching Assistants and as Teaching Fellows (advanced students fully responsible for their own courses). A smaller number of students work as Graduate Student Researchers on faculty grants or receive fellowships. The number of fellowships will increase owing to Center for the Humanities funding. Self funded students are often non-resident advanced students with full-time jobs who are in that category by choice.

# of Students	Term	TA/TF	GSR	Fellowship	Self Funded
19	F10	16	2	0	1
19	S11	14	3	1	1
25	F11	18	1	4	2
23	S12*	15	3	4	2
30	F12	24	1	1	4**

*One student in Spring 2012 received both a fellowship and GSR support.

**This includes one student on in absentia status and one withdrawn student.

Section 8: Governance

The IHGG will have Core and Affiliate faculty members. Core members will teach graduate seminars as often as every four semesters, contribute to required and elective courses, and participate actively in program governance. In return, core members will receive priority for teaching preferences, will be permitted to chair student committees, and will have voting rights on admissions and all other group matters.

Affiliate members may teach courses and sit on student committees, but they may not chair committees. They may opine on admissions and other IHGG matters, but they do not have voting rights. All new Humanities and World Cultures (HWC) faculty will be presumed to be core members of the IHGG unless they opt out. Faculty from outside HWC may become core or affiliate members upon submitting an application and receiving an affirmative two-thirds vote of the current core membership. The entire faculty membership and faculty participation in teaching, advising and governance will be evaluated every five years.

The graduate group chair is appointed by the Graduate Dean following recommendation by the graduate group. The responsibilities of the graduate group chair are those laid out by the graduate dean, and are enumerated in the Bylaws below. The IHGG also has an elected

Executive Committee and appointed standing and ad hoc committees as stipulated in the bylaws. These entities will govern the graduate group in consultation with the core faculty membership and student representatives. Governance functions include: Admission and Fellowships decisions, Strategic Planning, Membership (evaluating faculty participation), and Curriculum (evaluating course and Field proposals, assessing requirements, managing course rotation, and considering student petitions). The IHGG Chair is the Faculty Assessment Organizer (FAO) for the IHGG.

The current WCGG chair, executive committee, and standing committees will serve as the founding chair and committee members of the IHGG.

Appendix E is the IHGG Bylaws

Section 9: Changes in Senate Regulation

Implementation of this program will not require any changes to existing Senate regulations at the Divisional level or in the Academic Assembly.

Appendix A: Specializations

Multicultural Luso-Hispanic World

The Multicultural Luso-Hispanic World (MLHW). Latina/o, Latin American and Iberian Studies is an interdisciplinary concentration that examines the linguistic, literary, social, and cultural continuum of peoples and communities in the United States and in Spanish- and Portuguese-speaking countries, including Spain, Portugal, Brazil, and all the hispanophone countries of Latin America and the Caribbean. In addition, it encompasses the cultural production in the Spanish and Portuguese languages from areas and countries such as Morocco, the Philippines, Equatorial Guinea, Angola, Mozambique, and Macao. Students explore topics and themes related to these populations from an interdisciplinary perspective which links the approaches of the humanities, fine arts, and social sciences with special attention to such themes as colonialism and post-colonialism, race, ethnicity and nation, identities, border crossing, transculturation, diasporas and migrations.

Transnational Americas Studies

The Transnational Americas Studies (TAS) concentration offers multidisciplinary approaches to studying the connections between migration, identity, culture, and economy with a geographic focus on the radiating links between California, the North American West, the Americas, and their Pacific and Atlantic connections. We welcome students with research foci based in the Americas, Pacific Rim, or Atlantic World in archaeological, historical, and contemporary contexts. We offer students the opportunity to investigate the intersectionality of race, gender, class, space, and cultural production as they dovetail with contests regarding belonging, boundaries, nations, polities, and citizenship. The M.A. and Ph.D. concentrations in Transnational Americas Studies create a framework within which to connect material, representational, and discursive analytical methods to bear on both academic production and civic engagement. Merced and the Central Valley are located at a geographic, cultural, and economic crossroads. Rather than a fringe area, Merced and the Central Valley have been critical nodes in layered and overlapping human migrations and interrelated economic, spatial, and cultural transformations during pre-colonial times and since the nineteenth century. Consequently, U.C. Merced offers an ideal vantage from which to explore in multidisciplinary ways notions of intersection, power, history, language, migration and movement within California and the Americas, and throughout the Pacific and Atlantic worlds.

Appendix B: Interdisciplinary Graduate Education in the Humanities

I: A List of Interdisciplinary Humanities Programs

Binghamton University (State University of New York), Philosophy, Interpretation and Culture (<http://pic.binghamton.edu/>). “PIC is a unique interdisciplinary graduate program addressing the ways in which cultural forms of knowledge and expression shape and are shaped by human practices and experience. Of particular importance are recent developments in history, theory, and practice that promise to stretch the boundaries of philosophy and transform the discipline and the university: post-critical continental philosophy; coloniality critique, decolonial theory and practice, and philosophy of colonialism; feminist philosophy; gay, lesbian, and queer studies; multicultural studies and critical race theory; critical social theory; and cultural critique, including aesthetic, representational, and ecological practices. The program explores relations between philosophy and other disciplines and critically examines disciplinary boundaries, historical and institutional. It seeks to foster discussions not confined by disciplinary boundaries concerning intelligibility, legitimacy, and disciplinarity.”

Brock University (Canada), Interdisciplinary Humanities

(<http://www.brocku.ca/humanities/degree-programs/Ph.D.>). “Brock’s University’s Interdisciplinary Humanities Doctoral Program provides students with a focused context in which to engage with topics integral to the contested notions of knowledge, values and creativity as reflected in the specific fields of Critique and Social Transformation, Culture and Aesthetics, Digital Humanities and Ways of Knowing. The program is committed to providing a rigorous interdisciplinary environment that nurtures scholarly and creative activity. Such endeavors aim to investigate the past as well influence the ways in which reflection and creation contribute to the further unfolding of society in the future.”

Concordia (Canada), Ph.D. in the Humanities (<http://cissc.concordia.ca/Ph.D.inhumanities/>).

“Founded in 1973, the Humanities Ph.D. program continues to provide highly qualified students holding M.A. or M.F.A degrees with a stimulating and rigorous setting in which to pursue interdisciplinary work at the doctoral level. Applicants to the program are required to submit research proposals indicating the interdisciplinary scope of their projects. Students in the program declare one Major field, normally within the discipline of the student's Master's degree, and two Minor fields/disciplines. The Major field must be from a Humanities, Social Science or Fine Arts discipline. Minor fields are normally from the Humanities, Social Sciences or Fine Arts, but may also involve disciplines such as mathematics or the life sciences.”

Florida State University, Program in the Interdisciplinary Humanities (<http://iph.fsu.edu>). “The Program in Interdisciplinary Humanities (PIH) at Florida State University is an academic unit devoted to the production and construction of knowledge from an interdisciplinary perspective. It offers a flexible and broad education in the thought, literature, art, film and music of world cultures. Our object of study is the human agent in the arena of culture.”

Johns Hopkins Humanities Center Graduate Program (<http://humctr.jhu.edu/graduate>). “The center sponsors programs of study leading to the Ph.D. degree in two general fields: comparative literature and intellectual history. These programs are designed with the cooperation of the faculty in the adjacent literary and historical departments. . . .The intellectual history course of study involves comparatist and interdisciplinary approaches. Candidates should also note related special programs at Hopkins, such as the program in political theory and the research facilities of the Institute of the History of Medicine.”

New York University, Department of Social and Cultural Analysis (<http://sca.as.nyu.edu>)
“The Department of Social and Cultural Analysis (SCA) is trans disciplinary in nature. It combines topics and methods drawn from the humanities and social science to analyze the relationships among individuals, groups, institutions, governments, economies, and environments. Our courses draw on theoretical insights from social geography, feminism and queer studies, ethnic studies, critical race theory, labor studies and cultural studies. Our programs of study value both historical inquiry and engagement with the present, especially large-scale developments like urbanization, commodification, movement of peoples, transnational exchange, identity formations, ethnic and diasporic cultures.”

University of California, Irvine, Ph.D. Program in Culture and Theory
(<http://www.humanities.uci.edu/cultureandtheory>)
“The Ph.D. in Culture and Theory provides a strong theoretical and critical approach to race, gender and sexuality studies. Using the strengths of critical theory at UCI and the IDPs (Interdisciplinary programs and departments) in African American, Chicano/Latino Studies, Asian American, Critical Theory and Women’s Studies, this is an interdisciplinary degree that uses a problem-oriented rather than a disciplinary approach to issues of race, gender and sexuality in relation to diasporas, transnational and postcolonial contexts, all of which are broadly based in the humanities, social sciences and arts.”

University of California, Santa Cruz, History of Consciousness Program (<http://histcon.ucsc.edu>)
“The History of Consciousness Department offers a Ph.D. program that operates at the intersection of established and emergent disciplines and fields, acquainting students with leading intellectual trends in the Humanities, Arts and Social Sciences. Intellectual projects are

problem based and draw upon diverse theoretical approaches. The major categories listed below have characterized work in the department over its more than 40 year history; faculty and student research projects typically fall within more than one of these categories. Fields and disciplines listed within these categories represent areas of specific current interest in the department, though we support student projects that move beyond the listed areas.”

University of Louisville, Humanities Doctoral Program (<http://louisville.edu/humanities/ph.d-program-in-humanities>). “The University of Louisville offers a Doctorate of Philosophy in the Humanities designed to provide a broad program of study to qualified students. This doctoral program combines seminars in interdisciplinary humanities with offerings from participating departments and programs: Classical and Modern Languages, English Language and Literature, Fine Arts, History, Linguistics, Music History, Philosophy, Religious Studies, Theatre Arts, Pan African Studies, and Women's and Gender Studies. The Humanities Ph.D. provides learning, research, and service opportunities in two interdisciplinary areas of concentration: Aesthetics and Creativity, and Studies in Culture. The goal of the program is to preserve, explore, and enhance humankind's cultural legacy through study of formal expressions, creative artifacts, and philosophical and religious thought. Candidates have extensive opportunities to connect their study with broader communities through internships. Whether directed toward community art organizations or teaching and research, students are well grounded to serve as professionals in a variety of humanities-based programs.”

II: An In-Depth Analysis of the University of Louisville Program

Among the programs listed above, the one that is most comparable in breadth and orientation, and which is located at the institution most comparable to UC Merced, is the Humanities Doctoral Program at the University of Louisville. Like the IHGG, this doctoral program combines seminars in interdisciplinary humanities with offerings from participating departments and programs throughout the humanities. Also like the IHGG, coursework in the program combines interdisciplinary theories and methods seminars, coursework in an area of concentration, and a capstone seminar, akin to the Field Statement requirement of the IHGG. The program Policies and Procedures are available on line at <http://louisville.edu/humanities/ph.d-program-in-humanities/2-%20New%20student%20Guidelines%20-%20Procedures.pdf>. The program has 14 core faculty.

The program currently enrolls 58 students, 35 full-time and 23 part-time. The program receives 10 TA positions and one or two two-year fellowships each year. In the nine years of its existence, it has graduated 18 Ph.Ds. Of these graduates, nine hold full-time positions (some tenure-track and some term) and nine hold other positions, sometimes related to employment

held before beginning the program. These other positions include two serving as full-time ministers in their denominations and teaching part-time, one psychiatrist, one high school teacher, one journalist, and several in administrative academic positions.³ The University of Louisville program, with a smaller faculty and fewer resources per student than the UC Merced IHGG, nevertheless has an excellent record of graduation and placement.

³ Based on email communication with program director emerita Mary Ann Stenger, September 20, 2012, and with Administrative Associate Lisa Schonberg, September 26, 2012.

Appendix C: List of IHGG Courses

IH 201: Theories and Methods in the Study of the Interdisciplinary Humanities [4]

Catalogue Content:

Introduces graduate students to the different methods of research employed in the Interdisciplinary Humanities and its constituent disciplines.

Letter grade only. Students will generally enroll simultaneously in a section of IH201A and IH201B during their first semester of study.

Additional Description:

This course, designed for first semester graduate students, explores multidisciplinary perspectives on a thematic topic with reference to the theme of The World at Home/At Home in the World. Each week, students will read between 250 and 500 pages of scholarly humanities writing in the form of books, theses and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The course will offer the opportunity for student peer-instruction across program specializations. The semester may culminate with students completing a 25- to 30-page paper related to some aspect of the conjoined course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. Specific themes, readings, and assignments will vary based on instructor interests.

Course Learning Outcomes

At the completion of the semester, students will be able to:

1. Read humanities scholarship proficiently and critically.
2. Identify contours of scholarly debates over time
3. Understand similarities and differences between the theories, methods, writing styles, and questions posed across the disciplines and interdisciplinary fields of the humanities with respect to a given thematic question.
4. Complete a 25- to 30-page review essay that frames a question and integrates and evaluates multiple works of humanities scholarship in order to answer it.
5. Identify unanswered or controversial questions in an interdisciplinary humanities field.
6. Assess the strengths of various disciplinary and interdisciplinary humanities traditions and the possibilities for connections among them.

IH 202: Study Plan Design [4]

Guides graduate students through the identification of an area of humanities research specialization and the completion of a Study Plan.

Letter grade only. M.A. students will generally enroll in this course during their second semester of study, and Ph.D. students during their fourth semester of study.

Additional Description

The Study Plan course combines reading, writing, research, discussion, and lecture. It requires students to develop a tailored focus within the specialization and the broader IHGG program. It facilitates students' progress toward effective and timely degree completion and guides structured communication between students, their advisors, and their committees. Completion and oral presentation of a Study Plan is the primary goal of the class, and is a signature exercise that is central to the vision of the IHGG Program. IH202 students meet weekly with one another and with an instructor of record (generally the director of the IHGG program), but they are also expected to work closely with their own advisors to define a particular field of research.

Students enrolled in the Study Plan course will read books and articles about the state of the humanities as an intellectual practice and institutional formation in order to learn about the field and about their career prospects and the reality of the humanities job market. With the support of career websites such as The Versatile Ph.D., and through potential visits from diverse guest speakers, they will explore career paths both inside and outside academia. The class will also introduce grant writing skills and prepare students to apply for grants for which they may be eligible.

In addition they will complete a Study Plan, a document that will include the following components:

- A Statement of Research Interests (approximately 15 pages). The Statement of Research Interests must identify a research field, explain its significance in relation to the institutional and intellectual structures of the humanities in general and the student's IHGG specialization in particular, and specify the topical, theoretical, and methodological areas that are significant to the project. The Study Plan is a pre-prospectus that will prepare the student to write a Ph.D. dissertation, complete an M.A. thesis or define M.A. exam fields in his/her area of interest.
- A Description of Examination Topics (approximately 5 pages). Each Examination Topic is a research and reading focus area: for example, Middle Period China, Caribbean Literature, or Spatial Theory. For each of three Examination Topics, the student will explain its

relationship to the stated Research Interest, create a preliminary bibliography, and acquire the signature of one faculty member prepared to work with him or her on that area. M.A. students taking a thesis option will follow the same format to describe three interest areas.

- A Research Skills Plan (approximately 1 page) listing the languages necessary for completion of the proposed project and include a plan for achieving proficiency in them, as well as plans for achieving competence in any other specialized skills or methods that the research requires.
- A Normative Time Schedule (approximately 1 page) demonstrating the student's capacity to complete the degree within normative time.
- A Funding Plan (approximately 1 page) listing particular grants and fellowships that can help to support the student's graduate education.
- A Statement of Career Goals (approximately 3 pages). The Statement of Career Goals should include a statement about the set of marketable skills and areas of expertise the student expects to have attained upon completing the degree. It explains the student's career objective, demonstrates that the student will be well positioned to meet his or her goals, documents potential difficulties in reaching the stated goals, and addresses contingency plans and methods for dealing with those potential challenges.
- A Committee Membership Document (1 page) listing a committee chair and committee members along with signatures that demonstrate the committee members' willingness to serve and their approval of the research plan. Students who are not able to constitute a committee by the time they submit their Study Plan may not continue in the program except by special petition.

Course Learning Outcomes

By the end of the semester students will have:

1. Completed a Study Plan to guide their graduate education and career development.
2. Developed an understanding of the humanities as an intellectual enterprise and institutional structure.

IH 203: Pedagogy in the Interdisciplinary Humanities: Theories, Methods, Practice and Assessment [4]

Catalogue Content:

This course is designed to guide graduate students through a "teaching as research" paradigm, culminating in a teaching philosophy statement for humanities instruction. In addition, it is a

practice and assessment course that provides graduate students with an applied experience with “teaching as research,” resulting in a set of teaching plans for humanities instruction.

Satisfactory/Unsatisfactory only. M.A. and Ph.D. students will generally enroll in this course during their first semester of study.

Course Learning Outcomes:

By the end of this course students will be able to:

1. Distinguish learner-centered from teacher-centered learning experiences, within review of humanities-based pedagogy methods.
2. Define measures of success, including designing learning outcomes and identifying a context for learning within and beyond the classroom.
3. Develop tools for communicating with students about learning expectations, including classroom management techniques, rubrics, webinars, etc.
4. Apply student learning goals to develop a teaching philosophy statement about humanities instruction.
5. Develop a teaching plan with a thesis about learning that is supported by a humanities-based pedagogy method.
6. Design measurements of student learning, based on both direct and indirect evidence.
7. Evaluate results and evidence of student learning.
8. Engage in reflection practices and applied activities to develop a set of teaching plans (syllabi, lesson plans, and/or assessment tools) for humanities instruction.

Catalogue Content:

Satisfactory/Unsatisfactory only. M.A. and Ph.D. students will generally enroll in this course during their second semester of study.

IH 205: Humanities in the World [4]

Catalogue Content

Teaches students about socially engaged scholarship
May be repeated for credit.

Additional Description

The Humanities in the World course is intended to teach IHGG students about socially engaged scholarship. While the theme of the course will vary depending on instructor interest and expertise (and students may take the course at any time during coursework in order to select a topic of personal interest), the course, in every iteration, is intended to provide students with an understanding of the fact that humanities scholarship draws inspiration from the world outside the university, and that the products of our scholarly inquiry can circulate back to the world. The course teaches IHGG students how to incorporate social engagement into their research, their teaching, and their articulation of the university's mission. In all iterations, students in this course study the various ways in which humanities scholarship engages with the public. Depending upon instructor interest, topics may include topics such as writing for non-academic audiences, digital archive design, introduction to museum studies, cultural resource management, or community based ethnography. Students may, for instance, learn to curate photography exhibits, create web-based digital museum installations, write popular media articles and white papers about historical instances of climate change, use literary analysis to critique human rights law codes, conduct ethnography to understand barriers to healthcare access, or produce music and theatre in a performance context.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain how the world outside the university shapes research and writing in the humanities.
2. Identify and frame a research and writing project such that it can reach at least one kind of non-academic audience.
3. Understand and apply at least one technique that is appropriate to communicating with a non-academic audience.

IH 206: Methods and Research in the Interdisciplinary Humanities [4]

Catalogue Content

This course is intended to instruct students in a specialized set of methods and research skills that will directly inform and benefit their own research.

May be repeated for credit.

Additional Description

The Methods and Research course will vary in topic based upon instructor interest and expertise. The course will be offered at least once per academic year, students may take it any semester based on personal interest, and they may repeat it. In all versions, the course is intended to instruct students in a specialized set of methods and research skills that will directly inform and benefit their own research. Based upon student need and instructor expertise, the course may, for instance, introduce the use of geographic information science for analyzing and depicting past landscapes, it may teach students how to read a particular corpus of musical notation, it may explain how to use photography and video in ethnographic research, or it may teach students how to apply a certain approach to literary theory to a body of texts. After taking this course, students will be prepared to independently apply the methods they have learned to their own research. If the outcome of the course is the production of a completed work of publishable scholarship (or a website, database, performance, or exhibit) in a particular genre, the course will guide students through the process of completing and circulating such a work.

Course Learning Outcomes

At the end of this course, students will be able to:

1. Understand at least one research method pertinent to the interdisciplinary humanities.
2. Explain its genesis, applications and limitations.
3. Apply it to a work of original research.

IH 210: Readings in the Interdisciplinary Humanities: Past Worlds [4]

Catalogue Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict in the past.

May be repeated for credit.

Additional Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict in the past. Each week, students will

read between 300 and 600 pages of published humanities writing in the form of books and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The semester will often culminate with students completing a 25 to 30 page paper related to some aspect of the course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. The course is intended to assist students in developing exam field reading lists and dissertation or thesis prospectuses. As such, the development of a bibliography surveying the topic is also an important outcome. Specific themes, readings, and assignments will vary based on instructor interests.

Course Learning Outcomes

By the end of the semester, students will be able to:

1. Assess the strengths of various approaches to a topic of vital interest to the study of the past, as well as its connections to the interdisciplinary humanities as a whole.
2. Read relevant scholarship proficiently and critically and identify unanswered and/or controversial questions in a topic vital to inquiry about the past.
3. Identify how a body of theory, a methodological approach, or a field of content has generated scholarly debate and evolved over time.
4. Develop a comprehensive bibliography in a field of interest and using it as the basis for a 25-30 page review essay, or the equivalent, that frames an original question and uses it to explain and critique the current state of research on a particular topic.

IH 220: Readings in the Interdisciplinary Humanities: Social and Spatial Dynamics [4]

Catalogue Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict as manifested in social or spatial dynamics.

May be repeated for credit.

Additional Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict as manifested in a topic in social or spatial dynamics. Each week, students will read between 300 and 600 pages of published humanities writing in the form of books and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The semester will often culminate with students completing a 25 to 30 page paper related to some aspect of the course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. The course is intended to assist students in developing exam field reading lists and dissertation or thesis prospectuses. As such, the development of a bibliography surveying the topic is also an important outcome. Specific themes, readings, and assignments will vary based on instructor interests.

Course Learning Outcomes

By the end of the semester, students will be able to:

2. Assess the strengths of various approaches to a topic of vital interest to the study of social or spatial dynamics, as well as its connections to the interdisciplinary humanities as a whole.
5. Read relevant scholarship proficiently and critically and identify unanswered and/or controversial questions in a topic vital to inquiry about social or spatial dynamics.
6. Identify how a body of theory, a methodological approach, or a field of content has generated scholarly debate and evolved over time.
7. Develop a comprehensive bibliography in a field of interest and using it as the basis for a 25-30 page review essay, or the equivalent, that frames an original question and uses it to explain and critique the current state of research on a particular topic.

IH230: Readings in the Interdisciplinary Humanities: Expressive and Imaginative Works [4]

Catalogue Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict as reflected in the production, reception or content of expressive and imaginative works.

May be repeated for credit.

Additional Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict as reflected in the production, reception or content of expressive and imaginative works.. Each week, students will read between 300 and 600 pages of published humanities writing in the form of books and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The semester will often culminate with students completing a 25 to 30 page paper related to some aspect of the course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. The course is intended to assist students in developing exam field reading lists and dissertation or thesis prospectuses. As such, the development of a bibliography surveying the topic is also an important outcome. Specific themes, readings, and assignments will vary based on instructor interests.

Course Learning Outcomes

By the end of the semester, students will be able to:

3. Assess the strengths of various approaches to a topic of vital interest to the study of expressive and imaginative works, as well as its connections to the interdisciplinary humanities as a whole.
8. Read relevant scholarship proficiently and critically and identify unanswered and/or controversial questions in a topic vital to inquiry about expressive and imaginative works.
9. Identify how a body of theory, a methodological approach, or a field of content has generated scholarly debate and evolved over time.
10. Develop a comprehensive bibliography in a field of interest and using it as the basis for a 25-30 page review essay, or the equivalent, that frames an original question and uses it to explain and critique the current state of research on a particular topic.

IH 291: Seminar Series in the Humanities [1 – 4]

Catalogue Content:

Attendance and participation in a seminar series offered by the Humanities Center or another campus research institute.

Permission of instructor required. May be repeated for credit.

Additional Description:

This course offers students one credit for attending and participating in seminars by visiting scholars under the guidance of an instructor of record. At the discretion of the instructor, students may earn additional credits by serving as discussants, assisting in organizing seminar series or conferences, or completing works of writing in conjunction with the seminar series.

Course Learning Outcomes:

1. Identify ways that humanities scholars address scholarly questions.
2. Learn the standards and expectations for scholarly presentations in the humanities.
3. Compare the methods and questions that guide scholarly communication in a wide range of humanities fields and disciplines.
4. Participate in intellectual exchange with visiting scholars.

IH 294: Individualized Study in Pedagogy [1 – 4]

Catalogue Content:

Supervised pedagogy research.

Permission of instructor required. Satisfactory / Unsatisfactory grades only. May be repeated for credit.

Additional Description:

In this independent study course, graduate students will partner with an instructor of record, dissertation advisor, or teaching specialist to develop evidence for a teaching portfolio in humanities instruction. Portfolios should reflect evidence of scholarly engagement with teaching and learning from current teaching responsibilities; items could include signature assignments, classroom observation reports, brief articles (peer-reviewed or newsletters), or digital projects.

Course Learning Outcomes:

1. Maintain a teaching portfolio reflective of humanities-based pedagogy theory and practice

2. Develop evidence of teaching effectiveness, specific to curriculum design and student learning outcomes in humanities courses
3. Engage in the professional activities of a teaching community by reading the literature, observing classes, or participating in scholarly forums

IH 295: Graduate Research [1 - 12]

Catalogue Content:

Supervised research.

Permission of instructor required. May be repeated for credit.

Additional Description:

This course allows students to engage in an independent research project under the guidance of a faculty member. The specific scope, content and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of this course, students will have demonstrated their ability to:

1. Identify, frame and execute a program of humanities research.
2. Communicate research results in a manner appropriate to the topic in question.

IH 296: Research for M.A. Thesis [1 - 6]

Catalogue Content:

Research and writing of M.A. thesis.

Permission of instructor required. Satisfactory/Unsatisfactory grading only.

Additional Description:

This course allows students to receive graduate course credit while conducting research for an M.A. thesis under the guidance of a faculty member, normally the student's major professor. The specific scope, content, and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of the course, students will have demonstrated their ability to:

1. Identify, frame and execute a program of research and writing leading toward the completion of an M.A. thesis in the humanities.
2. Communicate research results in a manner which is appropriate to the topic in question and which contributes to the completion of the M.A. thesis.

IH 297: Research for Ph.D. Dissertation [2 - 12]

Catalogue Content:

Research and writing of Ph.D. dissertation. At least one 297 course is required during each year following completion of qualifying examinations.

Permission of instructor required. Satisfactory/Unsatisfactory grading only. May be repeated for credit.

Additional Description:

This course allows students to receive graduate course credit while conducting research and writing for an Ph.D. dissertation under the guidance of a faculty member, normally the student's major professor. The specific scope, content, and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of the course, students will have demonstrated their ability to:

1. Identify, frame and execute a program of research and writing leading toward the completion of Ph.D. dissertation in the humanities.
2. Communicate research results in a manner which is appropriate to the topic in question and which contributes to the completion of the Ph.D. dissertation.

IH 298: Directed Group Study [1 - 12]

Catalogue Content:

Group project under faculty supervision.

Permission of instructor required. Satisfactory/Unsatisfactory grading only. May be repeated for credit.

Additional Description:

This course allows a group of students under the guidance of a faculty member to engage in independent or group research, learn a technique of research or communication suitable to the humanities, or read a body of scholarly work. The specific scope, content and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of the course, students will have:

1. Completed a research project, learned a technique, or read a body of humanities scholarship.
2. Communicated the results of their efforts in a manner appropriate to the topic in question.

IH 299: Directed Independent Study [1 - 12]

Catalogue Content:

Independent project under faculty supervision.

Permission of instructor required. Satisfactory/Unsatisfactory grading only. May be repeated for credit.

Additional Description:

This course allows an individual student under the guidance of a faculty member to engage in independent research, learn a technique of research or communication suitable to the humanities, or read a body of scholarly work. The specific scope, content and outcome of the research are determined by the student and the faculty member.


Course Learning Outcomes:

By the end of the course, students will have:

1. Completed a research project, learned a technique, or read a body of humanities scholarship.
2. Communicated the results of their efforts in a manner appropriate to the topic in question.

Appendix D: Demonstration of Faculty Support (Fall 2011 Faculty)

We, the undersigned faculty of the University of California, Merced, support the formation of the Interdisciplinary Humanities Graduate Group and intend to participate as core members of the group.

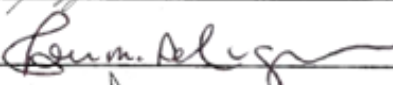
Virginia Adán-Lifante 

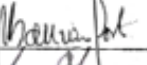
Mark Aldenderfer 


Susan Amussen 

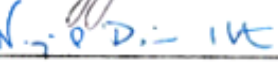
Katherine Steele Brokaw 

Gregg Camfield 

Robin DeLugan 

Maurizio Forte 

Jan Goggans 

Nigel Hatton 

Kathleen Hull 

Ignacio López-Calvo 

Sean Malloy 

Manuel Martín-Rodríguez 

Ruth Mostern 

Holley Moyes 

Sholeh Quinn 

Linda-Anne Rebhun 
Cristián Ricci 
Mario Sifuentez 

Appendix E: Bylaws

Article I: Administrative Home

The administrative home of the Interdisciplinary Humanities Graduate Group is the School of Social Sciences, Humanities, and Arts.

Article II: Objective

The graduate group in the Interdisciplinary Humanities is organized to establish and administer a program of instruction and research leading to the M.A. and Ph.D. in conformance with the regulations of the Graduate Council and the Division of Graduate Studies at the University of California, Merced. The Graduate Group is responsible for establishing standards and requirements for the M.A. and Ph.D. degrees and certifying satisfactory completion by candidates.

The Group function is to provide a focus for graduate training in the Interdisciplinary Humanities by facilitating the research interactions among and between graduate students and faculty. The focal areas of the Group span the breadth of the humanities and its allied fields.

Article III: Membership

Core membership shall be opened to faculty who are appointed to the HWC bylaw group and who agree to teach graduate seminars in accordance with IHGG course rotation, contribute to both required and elective courses, and participate actively in program governance. In return, core members will receive priority for teaching preferences, will be permitted to chair student committees, and will vote on admissions and other group matters. Affiliate members may teach courses and sit on student committees, but they may not chair committees. They may opine on admissions and other IHGG matters, but they do not have voting rights. At the inception of the graduate group, membership is affirmed by signature. Thereafter, all new HWC faculty will be presumed to be core members of the IHGG unless they opt out.

Faculty membership and faculty participation in teaching, advising and governance will be evaluated every five years.

Members of the University faculty outside of the HWC bylaw group wishing to be appointed to the core or affiliate graduate faculty in the IHGG must submit a CV and a written request to the Chair of the IHGG. The letter of request should indicate: the individual's qualification to participate in humanities graduate education, proposed course offerings, and proposed

affiliation with one or more IHGG specializations. Materials will be evaluated by the IHGG Executive Committee. Applicants whose expertise and commitment are deemed by a majority of the Executive Committee to be consistent with IHGG objectives will be recommended for a vote by the entire core membership and will be admitted to the group if their application receives a two-thirds affirmative vote from the core membership.

Faculty will be expected to participate actively in the program. Each faculty member is responsible for providing the Executive Committee with appropriate documentation of performance. The Committee will conduct a review of the entire membership every five years using the following metrics: 1) An active research program indicated by significant publication, 2) contribution to graduate mentorship and training by student advising and by formal graduate teaching, 3) participation in IHGG governance.

Article IV: Organization and Administration

The Executive Committee of the Group will consist of five elected members who will serve rotating terms of three years, with annual elections to replace termed-out members. The Group chair will also serve as a member of the Committee. It will be the responsibility of the Executive Committee to prepare an annual slate of nominees that will be put before the membership for election to serve on the Executive Committee. The Executive Committee will make appointments to all other IHGG committees.

Article V: Graduate Group Chair

The Executive Committee will solicit the names of nominees for the group chair and present to the group's faculty for vote a list of nominees willing to serve. All votes will remain confidential. In the event that no candidate obtains a simple majority of votes, a run-off vote will be conducted between the top two candidates from the initial vote. The vote is advisory to the Graduate Dean. Once a majority candidate has been identified, notification and approval of the appointment will proceed in accordance with university and Senate rules. The chair is appointed by the Graduate Dean following recommendation by the graduate group. The normal term of appointment will be three years.

The Chair's responsibilities to the graduate group membership are to:

- 1) Call and preside at meetings of the Executive Committee,
- 2) Preside over Group meetings,
- 3) Appoint committees and chairs in consultation with the Executive Committee,

- 4) Act as the administrative liaison between the group, the School, and the Division of Graduate Studies.

In the Chair's role as liaison between the graduate group and the Graduate Division, the Chair performs the responsibilities enumerated by the Graduate Division, which include:

- 1) Oversee the progress of graduate students through the program, including satisfaction of degree requirements and advancement to candidacy, in coordination with group advisors, faculty and staff
- 2) Represent the group faculty in all matters related to the degree program(s) to the lead dean, the graduate dean, Graduate and Research Council, and School Executive Committee(s)
- 3) Determine resource needs and administer program budget, in consultation with group faculty, lead dean, and graduate dean
- 4) Oversee graduate student recruitment, graduate program website, admissions, and financial aid, in consultation with group faculty, lead dean, and graduate dean
- 5) Determine graduate course offerings each semester, including curriculum changes, in consultation with group faculty, and school staff and faculty involved in course scheduling and teaching assignments
- 6) Determine graduate course resource needs for equipment, staff support, and other resources, in consultation with faculty and lead deans
- 7) Serve as graduate group Faculty Accreditation Organizer by overseeing annual program assessments and periodic program review, to monitor and maintain academic excellence
- 8) Consult with deans in selecting and reviewing graduate support staff
- 9) Coordinate participation of the graduate group in School and University program activities, including graduate student fellowship and award programs
- 10) Develop and maintain a plan for promoting diversity among matriculated graduate students
- 11) Manage and respond to program feedback and inquiries from faculty, students, staff, and reviewers.

Article V: Committees

The graduate group Chair will govern the business of the graduate group. The Executive Committee, the Graduate Advising Committee, the Curriculum Committee and the Admissions and Fellowships Committee are the standing committees of the IHGG. The chair of each standing committee is also a member of the Executive Committee, and the committees will generally have two additional members. The Chair and the Executive Committee, at their

discretion, may constitute additional ad hoc or standing committees to recommend actions to the Executive Committee. The Executive Committee will review committee formation and appointments on an annual basis.

1) Executive Committee

The Executive Committee shall, in consultation with the faculty, determine and implement policy for the good of the Group, establish and guide the educational requirements of the Group, and represent the interests of the Group to the University and other agencies. The EC will make appointments to the other committees. The Executive Committee also guides strategic planning activities and membership activities. The latter involves reviewing applications from faculty who wish to be part of the Group, reviewing membership of the Group every five years, approving or denying applications for membership, and terminating membership in the Group for existing members who no longer qualify.

2) Graduate Advising Committee

Graduate advising functions are performed by a standing Graduate Advising Committee with members appointed by the Executive Committee to staggered two year terms. Its responsibilities include advising students on initial enrollment, serving as interim major professors as needed, assisting students in identifying their major professor(s), approving programs of study, monitoring progress toward degree, reviewing the results of oral and final examinations, and making recommendations to the Dean of Graduate Studies in cases requiring adjudication. All student petitions and progress reports must be reviewed by the Graduate Advising Committee as well as by the student's own committee.

4) Educational Policy Committee

The Educational Policy Committee evaluates and guides the educational programs of the Group: reviewing programs, determining changes in programmatic requirements of the graduate group, reviewing applications for new courses and new specializations, guiding required annual and periodic assessment practices under the guidance of the university SACAP committee, and managing course rotation.

5) Admissions and Fellowship Committee

The Admissions and Fellowship Committee develops recruiting materials for the Group, reviews applications for admissions, makes recommendations for admissions to the Dean of Graduate Studies, explores graduate student support mechanisms, and allocates intramural financial assistance.

Article VII: Student Representative

A graduate student representative will be included in all deliberations that revolve around issues having to do with educational policy and curriculum. The student representative will be elected from current graduate students within the Interdisciplinary Humanities Graduate Group. Students will serve a one-year term and can be re-elected for a single second term.

Article VIII: Meetings

The membership of the Group should meet each fall and spring term. The Group chair is responsible for calling all regular and special meetings of the membership. The Executive Committee should meet on a bi-weekly basis or as needed.

Article IX: Quorum

Issues that require a vote of the membership need to have a quorum of at least 50% of the total voting membership present. Group decisions will be determined by simple majority of those voting. Voting may take place by email, but only with unanimous agreement from the Group members that the issue may be handled by email.

Article IX: Amendments

Amendments to the By-Laws require approval by two-thirds of the voting members of the group. Written notice of the proposed amendment shall be sent to each member at least five working days prior to the meeting at which the amendment is to be discussed. All amendments must also be submitted to Graduate Council for review and final approval.

Appendix F: Monitoring of Student Progress

A graduate student is expected to maintain satisfactory progress toward the academic objectives defined by the IHGG and must do so in accordance with the Policies and Procedures of the IHGG and the policies of the Graduate Council and the University.

Students will write annual progress reports for approval by their advisors. The progress reports will indicate whether students are progressing toward their degrees and whether they are doing so within normative time. Students whose progress is behind normative time will be required to develop a plan, with advisor approval, to get back on track, and/or an explanation, also with advisor approval, of their slow progress. Students who do not meet these requirements will have the lowest priority for campus resources. For students who have not advanced to candidacy, satisfactory progress is also determined on the basis of grades.

It is the responsibility of each student's advisor, committee members, and other supervising faculty to be attentive to student progress and to communicate expeditiously with the student and with the Graduate Advising Committee about potential problems.

Advisors and other supervising faculty should communicate with the Graduate Advising Committee as soon as they become concerned about a student's progress. The Graduate Advising Committee will determine appropriate steps, which may include heightened scrutiny, an informational warning, or a request that Graduate Division determine whether a formal communication of unsatisfactory progress is necessary on the basis of the criteria outlined in the *Graduate Advisor's Handbook*.

Communication about potentially unsatisfactory progress between IHGG faculty and IHGG students is strictly advisory. It is the responsibility of the Graduate Division to make a formal determination of unsatisfactory progress.

Appendix G: Assessment Plan

Curriculum Map

For the purposes of the Curriculum Map, we have divided our courses into three categories:

Category A: Required Courses

Category B: Elective Courses

Category C: Thesis Writing and Dissertation Writing Courses

In alignment with assessment requirements, we recognize three Levels of Mastery: Introductory (I), Developed (D), Mastery (M). The definition of Mastery differs for M.A. and Ph.D. students, as described above. Our assessment activities will include relevant materials from both M.A. and Ph.D. students, and their work will be evaluated in accordance with the expected definition of mastery for each group.

	A	B	C
Become proficient in selected theories and research methods appropriate to the study of the humanities.	I (Evidence: term papers)	D (Evidence: term papers)	M (Evidence: exams, theses and/or dissertations)
Understand both disciplinary and interdisciplinary approaches to the humanities.	I (Evidence: term papers)	D (Evidence: term papers)	M (Evidence: exams, theses and/or dissertations)
Achieve domain expertise in a particular disciplinary or interdisciplinary field of the humanities.	I (Evidence: term papers)	D (Evidence: term papers)	M (Evidence: exams, theses and/or dissertations)
Demonstrate proficiency in research, analysis, and critique in the humanities through exams, papers, and theses.	I (Evidence: term papers)	D (Evidence: term papers)	M (Evidence: exams, theses and/or dissertations)
Display commitment to the research ethics and	I (Evidence: term	D (Evidence: term	M (Evidence: exams,

professional standards of the humanities and to the particular field of expertise.	papers)	papers)	theses and/or dissertations)
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Assessment Plan

Direct evidence of student accomplishment for assessment for each PLO will primarily come from students’ written work. Our assessment will focus on capstone writing: the Ph.D. thesis and the M.A. dissertation. We will supplement this by assessing the students’ Study Plans. This will allow us to assess achievement at an Introductory level on the part of students in coursework. It will also allow us to gain insight into the timeline at which students in different fields and from different backgrounds move through the program and their success at moving toward self-authorship as described below in our Evaluation Philosophy.

Indirect evidence for each PLO will be based on annual progress reports, which will provide evidence of students’ perceptions of their advancement and related needs and any feedback from their committees. We will also gather evidence from the surveys conducted by the UC Merced Graduate Division: the annual Graduate Survey, the Graduate Exit Survey, and the Graduate Alumni Survey.

The IHGG Chair and Educational Policy Committee will conduct assessment with appropriate staff support. The Chair and the EPC will write an annual report and circulate it to the IHGG faculty and appropriate staff. The report will include information about student performance using the evidence described above, with targets set according to the standards outlined in the rubrics for the given PLO and conducted in accordance with the IHGG assessment philosophy. The report will also explain how the findings will be used to improve student performance.

The following chart is a timeline indicating the year in which we will assess each PLO.

	Assessment Timeline
Become proficient in selected theories and research methods appropriate to the study of the humanities.	Year 1
Understand both disciplinary and interdisciplinary approaches to the humanities.	Year 2

Achieve domain expertise in a particular disciplinary or interdisciplinary field of the humanities.	Year 3
Demonstrate proficiency in research, analysis, and critique in the humanities through exams, papers, and theses.	Year 4
Display commitment to the research ethics and professional standards of the humanities and to the particular field of expertise.	Year 5

Rubrics

IHGG Evaluation Philosophy

The IHGG draws its evaluation philosophy from Bob Broad’s *What We Really Value: Beyond Rubrics in Teaching and Assessing Writing* (Logan: Utah State University Press, 2003). Broad describes how to conduct evaluation in a manner that moves students toward “self-authorship,” and he has developed a system of “dynamic criteria mapping” that allows instructors to evaluate students’ “ability to collect, interpret, and analyze information and reflect on [their] own belief[s] in order to form judgments (3). For graduate students, whom we are educating to be peers and fully independent scholars, this is the only defensible approach to evaluation. Graduate level rubrics need to guide student work without inhibiting creative accomplishment.

In keeping with this philosophy, we will not use grid-based rubrics or formulas that list specific elements or degrees of deficiency in accomplishing them. Rather, our rubrics take the form of brief narratives that explain the standards for exemplary accomplishment in the graduate capstone works (M.A. Thesis, Ph.D. Dissertation, M.A. and Ph.D. written and oral comprehensive exams, M.A. thesis and Ph.D. dissertation defense) at a conceptual level. In developing these standards, we have consulted Barbara Lovitts and Ellen West, *Developing Quality Dissertations in the Humanities: A Graduate Student’s Guide to Achieving Excellence* (Sterling, VA: Stylus Publishing, 2009).

Written and Oral Comprehensive Exam Rubric

Written and oral comprehensive exams are the capstone activities that conclude the coursework phase of the M.A. or Ph.D. They are based upon extensive and intensive reading. Each member of the student’s committee will generally assign a list of between approximately

15 (for an external member of an M.A. committee) and 50 (for the major advisor of a dissertation committee) books and/or the equivalent quantity of reading in the form of articles, though these numbers should be considered as a general guideline, and will vary case by case.

For the written examination, each member of the committee will design a written question to prompt two hours of open-note writing resulting in an essay of approximately two to four pages. The exam may be spread over multiple days. For the written exam, each member of the committee will design a series of oral questions prompting approximately 30 minutes of give-and-take. The questions should be based upon the assigned readings, the Study Plan, and, in the case of the oral exam, the answers to the written exam.

In order to pass the examinations, students will have to demonstrate that they are familiar with the history and development of scholarship on each examination topic, the major theories and methods that its practitioners utilize, and the current questions and literature about it. In a successful comprehensive exam, a student will be able to:

- Accurately recall the titles, authors, methods, arguments, approximate dates of publication, details and contributions of a large number of works.
- Perform precise, sophisticated, original, and evidence-based analysis and critique of individual works.
- Synthesize information and ideas from multiple works to illustrate a concept or support an original idea.
- Demonstrate breadth and depth of knowledge and domain expertise regarding the content and methods of several disciplinary and/or disciplinary fields of the humanities.
- Display commitment to the research ethics and professional standards of the humanities and to a specific field of expertise.
- Communicate fluently, persuasively, clearly, and confidently.
- Demonstrate appropriate preparation for his or her readiness for the independent and creative work required to complete an M.A. thesis or Ph.D. dissertation on a particular topic.

Students whose committees unanimously deem that their exams demonstrate exemplary recall of information and knowledge, exceptional written and oral communication, and highly creative analysis and synthesis will receive a Pass With Distinction.

Thesis and Dissertation Rubric

The thesis or dissertation is the culminating task of the M.A. or Ph.D. student, and as such, a successful M.A. thesis or Ph.D. dissertation demonstrates that the student has achieved

mastery in every Program Learning Outcome and is prepared for an independent professional career in the humanities. As a general guideline, an M.A. thesis is typically between 50 and 100 pages long, and a Ph.D. dissertation is typically 200 pages long or more.

Outstanding theses and dissertations are well written works that show deep knowledge of a topic and mastery of all the relevant prior work on a subject. They display insightful thinking and make important breakthroughs. They are the product of well designed research and thorough work. Quality and care are evident in the analyses and presentation. The argument is focused, logical, rigorous, and sustained.

- A successful M.A. thesis includes a clear and cogent explanation of a significant question and a review of prior scholarship about it. It effectively applies an appropriate theoretical framework and research method to illuminate an original problem and a body of source material associated with it.
- The hallmark of a successful Ph.D. dissertation is its originality and significance. An original contribution asks a new research question or answers an old question in a new way. It may use novel sources or methods. It is of interest and importance to an entire specialist community. It pushes a field's boundaries and influences the field by changing the way people think about a question, method, or body of material.

Thesis and Dissertation Defense Rubric

The thesis or dissertation defense is the culmination of the graduate program. The student delivers a formal presentation about his or her thesis or dissertation and fields questions about it from his or her committee. A successful defense demonstrates exceptional verbal communication skills, reveals the student's capacity to succinctly synthesize the entire thesis or dissertation into a brief and clear presentation, and displays the student's ability to respond extemporaneously and persuasively to questions about the content, methods, and context of the thesis or dissertation. If a student passes the defense, it means that he or she is ready to file the dissertation or thesis, potentially following minor revisions.

Appendix H: Sample Syllabi

Ph.D. Thesis or Dissertation Syllabus

Description of Purpose

The thesis or dissertation is the culminating task of the M.A. or Ph.D. student, and as such, a successful M.A. thesis or Ph.D. dissertation demonstrates that the student has achieved mastery in every Program Learning Outcome and is prepared for an independent professional career in the humanities.

Learning Outcomes

The Learning Outcomes for the thesis or dissertation are those of the program itself.

MA and Ph.D. students share a set of Program Learning Outcomes:

1. Become proficient in selected theories and research methods appropriate to the study of the humanities.
2. Understand and apply both disciplinary and interdisciplinary approaches to humanities research.
3. Achieve domain expertise in a particular disciplinary or interdisciplinary field of the humanities.
4. Demonstrate proficiency in research, analysis, and critique in the humanities through exams, papers, and theses.
5. Display commitment to the research ethics and professional standards of the humanities and to the particular field of expertise.

The program also has designated levels of mastery to distinguish between the mastery of technique and the intellectual independence that is expected of M.A. and Ph.D. students.

The levels of mastery for the M.A. are:

1. Develop communication skills and strategies appropriate for explaining the content and methods of the humanities to a wide range of audiences.
2. Demonstrate proficiency in using one or more established research methods to address existing topics in a humanities field.

The levels of mastery for the Ph.D. are:

1. Create scholarly and creative works that use multiple and diverse methods for communicating about the content and methods of the humanities with any audience.

2. Identify original topics in a humanities field and demonstrate proficiency in combining, modifying, expanding and critiquing existing research methods and theories in order to address them in an imaginative way.

Dissertation

As a general guideline, an M.A. thesis is typically between 50 and 100 pages long, and a Ph.D. dissertation is typically 200 pages long or more.

Outstanding theses and dissertations are well written works that show deep knowledge of a topic and mastery of all the relevant prior work on a subject. They display insightful thinking and make important breakthroughs. They are the product of well designed research and thorough work. Quality and care are evident in the analyses and presentation. The argument is focused, logical, rigorous, and sustained.

- A successful M.A. thesis includes a clear and cogent explanation of a significant question and a review of prior scholarship about it. It effectively applies an appropriate theoretical framework and research method to illuminate an original problem and a body of source material associated with it.
- The hallmark of a successful Ph.D. dissertation is its originality and significance. An original contribution asks a new research question or answers an old question in a new way. It may use novel sources or methods. It is of interest and importance to an entire specialist community. It pushes a field's boundaries and influences the field by changing the way people think about a question, method, or body of material.

Defense

The thesis or dissertation defense is the culmination of the graduate program. The student delivers a formal presentation about his or her thesis or dissertation and fields questions about it from his or her committee. A successful defense demonstrates exceptional verbal communication skills, reveals the student's capacity to succinctly synthesize the entire thesis or dissertation into a brief and clear presentation, and displays the student's ability to respond extemporaneously and persuasively to questions about the content, methods, and context of the thesis or dissertation. If a student passes the defense, it means that he or she is ready to file the dissertation or thesis, potentially following minor revisions.

Three Sample Course Syllabi

As per WASC requirements, we are appending three sample course syllabi. These are syllabi for three iterations of WC201, the required theory and methods course for first year students in the current WCGG. WC201 is the model for IH201A and IH201B . We appending a fourth syllabus, for WC202, which is the model for IH202.

Research Proseminar--

This course is designed to introduce graduate students to the interdisciplinary study of World Cultures and History. We have designed it more to exemplify than to theorize interdisciplinary study by looking at a single question--how is it that human beings form their identities?--from two points of view, that of a historian and that of a literary scholar. We want to explore ways to look at identity as it is manifested in certain culturally constructed categories, such as gender, nationality, ethnicity, and race, as well as in how those categories are in flux in time and under the stress of mutual contradiction or paradox. We want to explore in particular the ways intersections between cultures challenge what would otherwise seem "normal." By looking at these questions from two different disciplines, we'll be examining the ways disciplines are like cultures, defining what categories of evidence are meaningful, what kinds of argument are productive and appropriate, etc.

In your further coursework, you will build on this experiential approach with extensive theoretical reading, most of which is discipline specific, but some of which will include the theories and practices of interdisciplinary work. The combined effect, we hope, will help you make a transition from consumer of scholarly discourse to creator of it. Successful completion of this course will enable you to:

- Identify relevant databases and retrieve primary and secondary sources from them
- Analyze scholarly articles in terms of an ongoing academic conversation
- Identify possibilities and challenges of interdisciplinary inquiry
- Apply ideas from varied fields to your own areas of interest
- Develop productive questions for interdisciplinary inquiry

The reading list and required books are available under the "Syllabus" tab to the left.

Assignments are under the "Resources" tab.

Schedule of Readings

Aug 25: Introduction. Read Barbara Kingsolver, "Jabberwocky" (available as a PDF under the Resources tab to the left.)

Aug 27: Kwame Anthony Appiah, *Cosmopolitanism*

Week of Sept 1

John Smith, *The True Travels, Adventures and Observations of Captaine John Smith* (1630) STC 22796 (avail on EEBO); Andrew Marvell, "Bermudas."

Additional reading: Karen Kupperman, *The Jamestown Project*

Alison Games, *The Web of Empire: English Cosmopolitans in an Age of Expansion, 1560-1660.*

Week of Sept 8

Sir Walter Raleigh, *The Discoverie of Guiana*

*Louis Montrose, "The Work of Gender in the Discourse of Discoverie", *Representations* 33(1991), 1-41; Donne, "Elegy XX: To His Mistress Going to Bed"

Additional Reading : Stephen Greenblatt, *Renaissance Self-Fashioning*

Week of Sept 15

Colin Kidd, *Forging of the Races*

Additional Reading: Hannaford: *Race: The History of an Idea In the West* (1996); Kim Hall, *Things of Darkness: Economies of Race and Gender in Early Modern England* (1995)

Week of September 22

The Tempest

Additional Reading: Ania Loomba, *Shakespeare, Race & Colonialism* (2002); Peter Hulme, *Colonial Encounters: Europe and the Native Caribbean* (1986)

Week of September 29

Frances Dolan, *Marriage and Violence* (Intro, Chap1-2;* Susan D. Amussen, "Elizabeth I and Alice Balstone: Gender, Class, and the Exceptional Woman in Early Modern England" in *Attending to Women in Early Modern England* (1994) 219-40; One of following pamphlets: Henry Goodcole, *The Adulteresses Funeral Day* (1635) (STC 12009); Roger L'Estrange, *A Hellish Murder, Committed by a French Midwife* (1688) (Wing H1384); *A Warning for Bad Wives: or The Manner of the Burning of Sarah Elston*, (1678) (Wing W918A); *The Last Speech and Confession of Sarah Elestone At the place of Execution...* (1678)(Wing L504F);

Additional: *David Underdown, "The taming of the Scold in Early Modern England" in Anthony Fletcher and John Stevenson, ed., *Order and Disorder in Early Modern England* (1985); Amy Froide, *Never Married: Singlewomen in Early Modern England* (2005).

Week of October 6 :

Alexandra Shepard, *Meanings of Manhood in Early Modern England* (2003); Lovelace, "To Lucasta, Going to the Wars,"

Additional: *Susan Amussen, "'The Part of a Christian Man': the cultural politics of manhood in early modern England", in *Political Culture and Cultural Politics in Early Modern England* ed. Susan D. Amussen and Mark Kishlansky; Elizabeth Foyster, *Manhood in Early Modern England: Honour, Sex, and Marriage*

Week of October 13:

Cynthia Herrup, *A House in Gross Disorder: Sex, Law and the 2nd Earl of Castlehaven* (1999); *The*

Arraignment and Conviction of Mervin, Lord Audley, Ear of Castlehaven... (1643)

Additional Reading: Valerie Traub, *The Renaissance of Lesbianism in Early Modern England* (2002)

Week of October 20

Melville, *The Confidence Man: His Masquerade*

Week of October 27

Karen Haltunnen, *Confidence Men and Painted Women*

Additional: Laurie, *Artisans into Workers: Labor in 19th-century America*.

Week of November 3

Nancy Grey Osterud, *Bonds of Community*

Additional: Belenky et al, *Women's Ways of Knowing: The Development of self, Voice, and Mind*.

Week of November 10

Marietta Holley, [*My Opinions and Betsey Bobbet's*](#). (I've posted a PDF under "Resources," too.) Intro to Davidson & Hatcher, *No More Separate Spheres*.

Additional: Camfield, *Necessary Madness*

Week of November 17

Sarah Orne Jewett, *The Country of the Pointed Firs*; Camfield, "Jewett's *Country of the Pointed Firs* as Gossip Manual" *Studies in American Humor*, n.s. 3, 9 (2002): 39-53.

Additional: Licht, *Industrializing America: The 19th Century*.

Week of November 24

Selections from Mark Twain, *Life on the Mississippi*; Michelson, "Sam Clemens and the Mississippi River Metropolis."

Additional: *Morris, Gender Play in Mark Twain: Cross-Dressing and Transgression*. (Camfield has a spare copy.)

Week of December 1

Benedict Anderson, *Imagined Communities*

Additional Readings: Richard Helgerson, *Forms of Nationhood: The Elizabethan Writing of England*.

Week of December 8

Paper presentations

WCH 201 Fall 2009

Assignments:

a. Three short question papers (30%), related to the main readings for the week. These question papers are designed to help you not only to find but also to develop productive questions. They will be the starting point for class discussion each Tuesday. Thus, they should be a maximum of 800 words (roughly three pages). They should be in essay form, developing one main question (with subsidiary questions as pertinent). They may pose questions arising exclusively from the reading for the day; they may raise questions that apply across readings; they may raise questions about the implications or applicability of the readings to any of a number of academic or non-academic contexts.

You'll probably find this a strange rhetorical assignment at first, in that you've probably been trained to write arguments based on a strong assertion of a thesis. Here, we're asking you to write to support not a claim, but a question, that is a statement of what you don't know but would like to explore—and your development of each question may include suggestions of how to go about exploring. While this approach to writing will seem weird at first, it works much the same way as a traditional argumentative paper—a statement of doubt or perplexity requires an argument to back it up, too. That is, you need to explain not only why previous answers don't satisfy you, but you must make—either implicitly or explicitly—a claim that your question is important. After all, every question is not only an invitation to a conversation, it's a challenge to old conversations. Anticipate the resistance in your efforts to invite your colleagues into an exploration of something new and challenging.

Post your essays to the Discussion board in our CROPS site by noon on the day of class. While you should assume your classmates will have read the essay before class, use the essay as the basis for a 5 minute presentation at the start of class. (30%)

b. Two reports on additional readings (40%). You will write a critical book review *and* make an oral presentation to the class on the additional reading. That presentation should connect it to the other readings for the week. The best way to learn how to write an academic book review is to look at models. Most academic journals in the humanities publish book reviews.

c. Annotated bibliography. Using a database tool of your choice (such as Zotero), you should begin to build a bibliography, annotating it as you build it, in order to make it useful for you over the long term. You'll be putting this together primarily in writing your final paper for the class, but don't so narrow your focus that you don't make room for other possibilities. Every research dead-end on one project may be an on-ramp to another. Just because you don't go down it now, don't foreclose the possibility. Think of building a bibliography as building a map of your intellectual world. We won't actually grade this part of your course work, but we'll be happy to discuss it with you as you build it. (We encourage you to read C. Wright Mills, "[On Intellectual Craftsmanship](#)" from *The Sociological Imagination* (1959). If you can overlook his sexist language, you'll find he presents a fascinating model for using research records creatively. Only he didn't have a technology that would let him do it easily; you do!)

d. Final essay (30%): 12-15 pages, using the concept of identity and the ideas we have explored as a way of thinking about the major work you are planning to do in your graduate program.

University of California, Merced
Social Sciences, Humanities and Arts
Fall 2012

WCH 201: Orientalisms
(4.0 Credit Hours)

- ◆ **Instructors:** Drs. Sholeh Quinn and Ignacio López-Calvo
 - ◆ **Class Location:** COB 279
 - ◆ **Offices:** López-Calvo COB 380 Quinn COB 389
 - ◆ **Time:** Tues. 7:30-10:20pm
 - ◆ **Telephone numbers:** Quinn (209) 228-4593 López-Calvo (209) 228-4059
 - ◆ **Course Number:** WCH 201-01
 - ◆ **E-mails:** squinn@ucmerced.edu ilopez-calvo@ucmerced.edu
 - ◆ **Office Hours** Quinn: Tuesdays 11:30-12:30 or by appointment. López-Calvo: R 12:30-1:20pm or by appointment
-

● **Course Description**

Orientalism is widely known as the study of Eastern (Near, Middle, and Far East) cultures by Western intellectuals. However, most people would associate this term with scholars from France, England, Germany, and the United States. Orientalism, as a theoretical perspective, has regained its centrality in recent years, particularly after the increased animosity and resentment between Western and Islamic countries as a result of the two Gulf Wars and Al Qaeda's terrorist attacks. For example, in her study of the genealogical affinities between theory and cultural studies carried out in the first chapter of her *Ethics after Idealism*, literary and cultural critic Rey Chow presents the critique of Orientalism as one of the four main forms of analysis to have developed in cultural studies in the United States in recent years. With Orientalism as primary its focus, this course will study Michel Foucault's theories, which are the background to Edward Said's influential book, *Orientalism*. It will also analyze multiple responses and criticisms of Said's seminal work (including Occidentalism and Orientalism and gender and Orientalism) as well as other works that draw from it. Finally, it will include the study of orientalism in five different films. There will also be invited speakers who will talk about their research on the topic. The course will cover a number of key issues in contemporary critical thought and cultural studies. It will provide an interdisciplinary, panoramic view of the evolution of the study of Orientalism, including self-Orientalization. Students will choose one or several of these

writings as a point of departure for their own critical analysis of one or several cultural artifacts.
The class will be conducted in English.

● Required Course Materials

Books

1. *Vision of the East: Orientalism in Film*, eds. Matthew Bernstein and Gaylyn Studlar
2. Michele Foucault, *Power and Knowledge*
3. Edward Said, *Orientalism*
4. Robert Irwin, *Dangerous Knowledge*
5. Reina Lewis, *Gendering Orientalism*
6. Ian Buruma, *Occidentalism: The West in the Eyes of its Enemies*
7. Malek Alloula, *The Colonial Harems*
8. *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*, eds. Bill Ashcroft, Gareth Griffiths, Helen Tiffin
9. Dipesh Chakrabarty, *Provincializing Europe*
10. *Alternative Modernities*, ed. Dilip Parameshwar Gaonkar
11. Rey Chow, *Ethics after Idealism*

Handouts

Gayatri Spivak, "Can the Subaltern Speak?"

Films

The Thief of Baghdad (1940) Dir. Michael Powell, Ludwig Berger, and Tim Whelan

Lawrence of Arabia (1961) Dir. David Lean

Aladdin (1992) Dir. John Musker and Ron Clements

Madam Butterfly (1993). Dir. David Cronenberg

300 (2007). Dir. Zack Snyder

● Professional Statement

The School of Social Sciences, Humanities and Arts (SSHA) develops in all students an appreciation of the variety and humanistic traditions that make up the world community, prepares students in our programs for professional success, and provides an intellectual, philosophical, and cultural foundation for personal development and effective participation in a democratic society.

● Class Policies

- ATTENDANCE and active *PARTICIPATION* are expected

- Absences will only be permitted with a doctor's excuse for sickness or a certification of a death in the family. Arriving 20 min. or more late or leaving early will count as an absence.

- *SURFING THE INTERNET, SENDING MESSAGES, OR CHATTING ARE ABSOLUTELY PROHIBITED IN CLASS*

-PAPERS CANNOT BE TURNED IN VIA EMAIL

- NO MAKE-UPS. No exceptions. When a paper is turned in late, the student will lose 10 points for each class late. The same rule applies for oral presentations.

- If you have to miss a class, please get a classmate's e-mail or phone number to find out the material that you missed.

- No food allowed. Please turn off your cell phones

● Academic Integrity

a. Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work.

b. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to receive "consulting" help from your colleagues. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this policy can also be extended to include failure of the course and University disciplinary action.

c. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any

way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

● Accommodations for Students with Disabilities

The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

● Technology

It is recommended that students:

1. Own or have ample access to a computer (e.g. in UCM's library, at home or at work)
2. Have an email account (free of charge to all UCM students)
3. Have a basic understanding of how to use the Internet

● Nondiscrimination

The University of California, in accordance with applicable federal and state laws and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, medical condition (cancer related), ancestry, marital status, citizenship, sexual orientation or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access and treatment in University programs and activities. Inquiries regarding the University's student related nondiscrimination policies may be directed to Student Judicial Affairs.

- Drops

University policy stipulates that drops are permitted only for serious and compelling reasons. The following are not serious and compelling reasons: “nonattendance; poor performance or grades; misjudgment of level of class work; failure to complete assignments or take a test; dissatisfaction with class materials, instructional methods, or instructor; participation in social activities; or simple lack of motivation.”

- **Student Outcomes**

- A. Content Standards**

Upon completion of this course, students should know or understand:

1. the latest arguments and tendencies in cultural studies
2. how to analyze cultural criticism
3. apply different theoretical approaches to cultural artifacts
4. the appropriate theoretical terminology in cultural studies on race and gender

- B. Performance Standards**

To demonstrate proficiency in the standards above, students should be able to:

1. understand texts dealing with cultural studies
2. demonstrate familiarity with different theoretical approaches
3. demonstrate ability to analyze critically the works assigned, orally and in writing
4. write coherent essays

- C. Assignments**

1. In every class meeting, students will make **oral presentations** on one of the texts in the syllabus.
2. Each reading or film will be **discussed in an interactive forum**; therefore, every student is expected to participate actively in the class discussions. They will have to keep in mind, throughout the course, the possible applications of the different theoretical discourses to the critical analysis of cultural artifacts.
3. On the last day of the semester, students will **give a 10-15-minute presentation** of their final paper, and will distribute an outline to the other students in the class. Ideally, student should incorporate in their final paper some of the remarks and suggestions made in class that day by the other students and the instructors.

4. **Response papers.** On the days assigned for each critical text, you will turn in a response paper (1 to 3 pages), which will be part of your overall course grade. Each response paper should have the following information:

1. The main thesis of the article or book in your own words
2. Important quotes from the essay
3. The strengths and weaknesses of the essay
4. A question to debate and discuss in class

D. Other Expectations

- If you miss a class, it will be your responsibility to find out about the assignment for the next session.
- Students must read *analytically* the texts assigned for class.
- We expect active participation during the class.
- You should familiarize yourself with the UCM library
- We expect you to have a basic knowledge of the MLA format.
- Your 15-20 page paper must be in MLA format. The paper must have a theoretical approach.

[Students are urged to contact the instructors immediately upon experiencing an academic problem related to the class]

● **Grading Procedures**

Grades will be determined by the quality and completeness of the work submitted and the grades earned on quizzes and exams.

A. Grading Scale

90-100 = A 80-89 = B 70-79 = C 60-69 = D 0-59 = F

B. Grading Breakdown

Oral presentations on the text	10%
1-3 page response papers	30%
15-20-page paper term paper	60%

C. General Participation, Assignments, and Attendance

Class participation involves completing readings and homework before class and participating in discussions. Assignments include completion of reading and written assignments and coming to class prepared to answer and/or discuss the content of the material studied.

Small group work and taking part in other activities are important components of this course; therefore, attendance is critical. Tardiness and absences will result in a lowered grade. You are allowed **ONE** free absence, regardless of the reasons. You are encouraged to save this for unavoidable circumstances. 2% will be subtracted from your final grade for every unauthorized absence above three. Absences due to the observance of a religious holiday require that you notify us IN WRITING during the first 15 days of the semester.

TENTATIVE WEEKLY SCHEDULE

Note: Syllabus is subject to change to accommodate for any necessary adjustments (i.e. guest presenters, student needs, cancelled classes, etc.) over the course of the semester.

Week 1 Tues. Aug. 28

Introduction to the course; video: "On Orientalism"

Week 2 Tues. Sept. 4

Edward Said, *Orientalism*

Week 3 Tues. Sept. 11

Vision of the East: Orientalism in Film. Ed. Matthew Bernstein and Gaylyn Studlar

Week 4 Tues. Sept. 18

FILM: *The Thief of Baghdad* (1940) Dir. Michael Powell, Ludwig Berger, and Tim Whelan

Week 5 Tues. Sept. 25

Michel Foucault, *Power and Knowledge*

Week 6 Tues. Oct. 2

Robert Irwin, *Dangerous Knowledge*

Week 7 Tues. Oct. 9

Reina Lewis, *Gendering Orientalism*

Week 8 Tues. Oct. 16

FILM: *Lawrence of Arabia* (1961) Dir. David Lean

Week 9 Tues. Oct. 23

Ian Buruma, *Occidentalism: The West in the Eyes of its Enemies*

Week 10 Tues. Oct. 30

Gayatri Spivak, "Can the Subaltern Speak?" and Malek Alloula, *The Colonial Harem*

Week 11 Tues. Nov. 6

The Empire Writes Back: Theory and Practice in Post-colonial Literatures. Eds. Bill Ashcroft, Gareth Griffiths, Helen Tiffin

Week 12 Tues. Nov. 13

Dipesh Chakrabarty, *Provincializing Europe*.

Week 13 Tues. Nov. 20

FILM: *Madam Butterfly* (1993). Dir. David Cronenberg
(Quinn out of town)

Week 14 Tues. Nov. 27

Alternative Modernities, ed. Dilip Parameshwar Gaonkar

Term papers due

Week 15 Tues. Dec. 4

Rey Chow, *Ethics after Idealism*.

10-15 min. presentations of term papers

OPTIONS FOR THE TERM PAPER

Students are required to write a research paper. We urge students to write a "publishable" paper that can either be submitted for publication at the end of the semester, used as material for a future presentation in a professional conference, or be part of the graduate requirements in some way (qualifying exam, dissertation chapter, etc.)

Option A. Analytical Essay:

- Students will compare and contrast two or more of the theoretical texts analyzed in class. They will analyze the theories in both texts, the similarities and differences, the strengths and weaknesses, and its potential for analyzing cultural artifacts. They may point out alternatives to the weaknesses in each text.

- The paper may also be a critical essay on an important book or books of one of the authors included in the syllabus.

Option B. Critical analysis of a cultural artifact from a theoretical perspective:

- The students will analyze a cultural artifact of any period and culture using one of the critical texts analyzed in class as reference. We encourage you to work on a topic that is of particular interest to you or that you can include in your dissertation.

Option C. Develop your own theory:

- Using what you have learned in this class, try to develop your own theory focusing on the topic you will probably study in your doctoral dissertation or issues that are relevant to you.

CONCEPTS TO CONSIDER FOR THE TERM PAPER

- Title: The title must reflect the topic and the text that will be studied, as well as the approach.

- Approach: You must concentrate on a specific point or aspect of the text. “Race in Latin America” would be too wide a topic, but “Post-colonial interpretations of race in novel/musical composition X” would make much more sense.

- **Discussion:** Others may not agree. If your thesis is too obvious (for example, “There are proto-feminist aspects in Sor Juana Inés de la Cruz’s writings”, the paper will not be as interesting.

• **Thesis:** This is your particular contribution, what is “new” in your essay. Most of the time this can be stated in a couple of sentences. At times the thesis may demonstrate something that is the contrary of what critics have believed so far or provide a new approach to a well-known problem. Other times, the thesis may be based on new information you have found or in a new perspective never before applied to this text or cultural artifact. The thesis should be a whole paragraph or ¾ of a page in length.

• **Implicit Organization:** Immediately after your thesis, there must be a series of well-organized sentences to guide the reader. They must present the data that supports your thesis with an implicit organization and the issues that will be discussed in the body of your essay. The implicit order will help the reader to know not only what you will discuss but how you will do it. There must be a clear conclusion in a separate paragraph at the end of the essay.

• **Bibliography and Additional Readings**

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WC291: Time, Space, and Process
(Fulfils WC201 for first year students)

Professors Kathleen Hull and Ruth Mostern

University of California, Merced
Spring 2011

Meeting Time and Place

Wednesday 3:00-6:00 PM (tentative)

Location TBD

Course Description

The anthropologist Claude Lévi-Strauss has declared that “a journey occurs simultaneously in space, in time, and in the social hierarchy. Each impression can be defined only by being jointly related to these three axes, and since space itself is three-dimensional, five axes are necessary if we are to have an adequate representation of any journey.”

This passage is a succinct introduction to the themes of this course. All human activity occurs over time and in space, but it has proven difficult for humanists and social scientists to manage history and geography simultaneously. Approaches that privilege spatial and temporal aspects, respectively, are generally divided among several academic disciplines.

Over the last generation, and particularly in recent years, a number of theorists, and a larger number of practitioners, have proposed approaches that hold time, space, and social process in the same analytical frame. In many cases, their conceptual task has been inspired and assisted by the use of software tools for data management, analysis and visualization.

This course introduces works of theory and exemplar projects that integrate temporal and spatial reasoning, along with software that can assist in such work.

Learning Outcomes

By the end of the semester, students will be able to:

- Explain how contemporary theorists integrate insights about temporal change and spatial variation in order to describe and explain complex social processes.
- Create data from narrative text and other resources and understand the potential for utilizing data modeling and analysis to visualize and examine complex social processes.
- Create explanatory narratives, data structures, and elementary visualizations that depict complex social processes using data integrated with other resources.

Graded Work

- Weekly:
 - Complete all assigned readings and exercises
 - Complete and circulate a one-page reading response prior to class
 - Participate actively in class discussion
- Periodically: lead class discussion (frequency TBA based upon enrollment).
- Midway through the semester: submit a research prospectus and preliminary bibliography.
- By the end of the semester: complete a 20-page seminar paper integrating approaches introduced in the readings with results and insights gained from exploratory data analysis.

Readings

Students are responsible for purchasing the following books or checking them out from the library:

- Roberto Franzosi, *From Words to Numbers: Narrative, Data and Social Science* (Cambridge: Cambridge University Press, 2004)
- Alfred Gell, *Anthropology of Time: Cultural Construction of Temporal Maps and Images* (Oxford: Berg Publishers, 1992)
- Doreen Massey, *For Space* (London: SAGE, 2005)
- Franco Moretti, *Graphs, Maps, Trees: Abstract Models for a Literary History* (London: Verso, 2005)
- Donna Peuquet, *Representations of Space and Time* (New York: Guilford, 2002)
- Marshall Sahlins, *Islands of History* (Chicago: University of Chicago Press, 1985)
- William Sewell, *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005)
- Charles Tilly, *Big Structures, Large Processes, Huge Comparisons* (London: SAGE, 1984)

Articles are listed on the syllabus for the week they are assigned.

Software

The primary software tool for this course is the text analysis tool MaxQDA. We will also introduce tools for spatial visualization (Google Earth) and database management (Microsoft Access).

Course Outline and Weekly Schedule

Week 1: Introduction

Part I: Theorizing Processes in Time and Space

Week 2

- Alfred Gell, *Anthropology of Time: Cultural Construction of Temporal Maps and Images* (2001)
- Fernand Braudel, excerpts from *On History*; Table of Contents from *The Mediterranean and the Mediterranean World in the Age of Philip II, Volume I*

Week 3

- William Sewell, *Logics of History: Social Theory and Social Transformation* (2005)
- Geoff N. Bailey, "Concepts of Time in Quarternary Prehistory," *Annual Review of Anthropology* 12 (1983), 165-192.

Week 4

- Donna Peuquet, *Representations of Space and Time* (2002) [first half]
- Tim Ingold, "The Temporality of the Landscape," *World Archaeology* 25.2 (1993), 152-72.
- Michael Curry, "Toward a Geography of a World Without Maps: Lessons from Ptolemy and Postal Codes," *Annals of the Association of American Geographers* 95.3 (2005), 680-691.

Week 5

- Doreen Massey, *For Space* (2005)

Week 6

- Charles Tilly, *Big Structures, Large Processes, Huge Comparisons* (1989)

Week 7

- Marshall Sahlins, *Islands of History* (1987)

Part II: From Words to Numbers

Week 8

- Franco Moretti, *Maps, Graphs, Trees* (2007)
- Donna Pequet, *For Space* [second half]

Week 9

- Roberto Franzosi, *From Words to Numbers: Narrative, Data and Social Science* (2004)

Part III: Data, Software, and Exemplars

Week 10

- Student Presentations: Prospectuses
- Introduction to Text Analysis (MaxQDA)

Week 11

- Gery W. Ryan and H. Russell Bernard, 2000. Data Management and Analysis Methods, *Handbook of Qualitative Research*, Norman Denzin and Yvonna Lincoln, eds. Sage Publications, pp. 769-802.
- Lynne Johnson (2006). Software and Method: Reflections on Teaching and Using QSR NVivo in Doctoral Research. *International Journal of Social Research Methodology* 9 (5):379-391.
- Gery W. Ryan and H. Russell Bernard, 2003. Techniques to Identify Themes. *Field Methods* 15(1): 85-109.
- Work with MaxQDA

Week 12

- Ruth Mostern and Ian Johnson, "From Named Place to Naming Event: Creating Gazetteers for History." *International Journal of Geographic Information Science* 22.10 (2008), 1091-1108.
- Vitit Kantabutra, J. B. Owens et al., "Using the Newly-Created ILE DBMS to Better Represent Temporal and Historical GIS Data," *Transactions in GIS* 14 (2010), 39-58.
- May Yuan, TBD
- Work with MaxQDA

Week 13

- Karl Grossner, "Representing Historical Knowledge in Geographic Information Systems" (Ph.D. Dissertation, UC Santa Barbara Department of Geography, 2010)
- Ryan Shaw, "Events and Periods as Concepts for Organizing Historical Knowledge" (Ph.D. Dissertation, UC Berkeley Information School, 2010)
- Work with MaxQDA and other tools

Week 14

- Bastien Lefebvre "How to Show Dynamics of Urban Fabric: Cartography and Chronometry," *CAA 2009 Online Proceedings*, 1-15.
- Ruth Mostern, "Putting the World in World History," *Journal of the Association of History and Computing* 13.1 (2010).
- Additional exemplar articles TBD
- Work with MaxQDA and other tools

Week 15

- Final presentations

WC202: Theories and Methods in World Cultures
Professor Ruth Mostern
University of California, Merced
Spring 2014

Meeting Time and Place

- Fridays 12 PM – 3 PM
- COB 274
- Office hours Tuesdays 11am-12pm or by appointment
- Email: rmostern@ucmerced.edu, Twitter: @RuthMostern

Course Description

This course is intended to facilitate your progress toward effective and timely degree completion and to guide structured communication between you, your advisor, and your committee. Completion and oral presentation of a Study Plan is the primary goal of the class, and is a signature exercise that is central to the vision of this program. You will meet near-weekly with one another and with the instructor of this course, but you are also expected to work closely with your own advisor to define a particular field of research.

You will also read articles, blog posts and other materials about the state of the humanities as an intellectual practice and institutional formation in order to learn about the field and to consider your career prospects in the context of the reality of the humanities job market. With the support of career websites such as *The Versatile Ph.D.* and *The Professor is In*, and through potential visits from diverse guest speakers, you will explore career paths both inside and outside academia. The class will also introduce a range of professional skills including grant writing, and prepare you to apply for grants and other opportunities for which you may be eligible.

This course is intended to help you understand the practices and expectations of graduate school and the academic profession. As such, the syllabus is a work in progress. I am prepared to add and subtract topics and readings on the basis of student need and interest.

Learning Outcomes

By the end of the semester you will have:

3. Completed a Study Plan to guide your graduate education and career development.
4. Developed an understanding of the humanities as an intellectual enterprise and institutional structure.

Graded Work

1. Lead Class: 10% You will present readings and guide discussion once during the semester. A good seminar leader's presentation:
 - Occupies the first 15-20 minutes of class time.
 - Introduces the week's topic and readings by addressing questions such as: Who wrote the assigned pieces, and what are the authors' backgrounds? Why is the topic relevant, and what is its broader context? What are the central issues at stake in the topic and in the various positions people might take on the topic? Do specific groups or people hold a particular position?
 - Includes an overview of the argument of the readings, and the authors' main conclusions or positions. If there are multiple assigned readings, draw connections between them in addition to giving an overview of the argument and conclusions of each reading.
 - Offers an informed opinion about the material you are presenting. This is not a matter of telling the group how you feel. Instead, you should present a stand that you that you can defend based on the content and context of the material.
 - Poses questions or examples, grounded in the readings, that spark excellent class discussion. The best seminars allow for lively discussion about significant ideas, and it is the leader's job to make that happen.
 - Optionally includes a handout or slides, if you feel that this will make your presentation more comprehensible.

(Adapted from <https://pegasus.cc.ucf.edu/~janzb/courses/seminarleading.html>)

2. Weekly Writing: 20% Each Friday by 9 AM, you will post a two-page double spaced paper to the course CROPS site. You are responsible to read your classmates' papers before class. These papers are semi-formal writing. They should be clearly written, make cogent points, and reference the sources that you cite. However, you do not need to use a formal citation style or make a single, coherent argument. The papers should address each week's assigned readings, and they are intended to assist you in building a habitual practice of writing about everything you read for professional purposes, and to help guide our class discussions.

I encourage you to incorporate materials beyond those that are listed on the syllabus. Discussion about higher education and the humanities is a lively and contentious field. In addition to each week's assigned readings, you should peruse *Chronicle of Higher Education* and *Inside Higher Ed* every week, keep your eyes out for relevant higher education and humanities news on other sites you track, and follow links from assigned and additional material. You may also choose to follow some bloggers and commentators on Twitter or Facebook or establish an RSS feed.

There are twelve weeks of reading and discussion this semester. You may choose to skip up to three weeks of your choice, so I expect you to submit nine papers, which I will grade ✓, ✓+, ✓-. Since you will be reading one another's papers before class, no late papers will be accepted.

3. Participation: 20% To participate successfully, you must be consistently involved in all aspects of class, which means that you attend class every week, complete reading and writing when it is assigned, and actively join in insightful discussion of course concepts. It is okay to come to class without having understood everything you have read. One of the best ways to participate is to draw attention to something that you find confusing and to request clarification of it. Participation also reflects whether your behavior and performance are mature and professional. Students who participate successfully are those for whom I would agree to sit on a committee, write a letter of recommendation or be willing to serve as a reference at the end of class. Hence, this part of the grade is meant to remind you that your performance here has ramifications beyond the classroom.

There is great advice about how to flourish in a graduate seminar at <http://www.grad.washington.edu/mentoring/memos/graduate-seminar.shtml>.

4. Study Plan: 50% The Study Plan is your personal plan for graduate study. It should include:
 - A Statement of Research Interests (approximately 10 pages). The Statement of Research Interests must identify a research field, explain its significance in relation to the institutional and intellectual structures of the humanities in general, your specialization in particular, and should specify the topical, theoretical, and methodological areas that are significant to the project. The Study Plan is a pre-prospectus that will prepare you to write a Ph.D. dissertation, complete an M.A. thesis or define M.A. exam fields in your area of interest.
 - A Description of Examination Topics (approximately 5 pages). Each Examination Topic is a research and reading focus area: for example, Middle Period China, Caribbean Literature, or Spatial Theory. For each of three Examination Topics, your study plan should explain its

relationship to the stated Research Interest, create a preliminary bibliography, and acquire the signature of one faculty member prepared to work with you on that area. M.A. students taking a thesis option will follow the same format to describe three interest areas.

- A Research Skills Plan (approximately 1 page) listing the languages necessary for completion of the proposed project and including a plan for achieving proficiency in them, as well as plans for achieving competence in any other specialized skills or methods that the research requires.
- A Normative Time Schedule (approximately 1 page) demonstrating your capacity to complete the degree within normative time.
- A Funding Plan (approximately 1 page) listing particular grants and fellowships that can help to support your graduate education.
- A Statement of Career Goals (approximately 3 pages). The Statement of Career Goals should include a statement about the set of marketable skills and areas of expertise you expect to have attained upon completing the degree. It explains your career objective, demonstrates that you will be well positioned to meet your goals, documents potential difficulties in reaching the stated goals, and addresses contingency plans and methods for dealing with those potential challenges.
- A Committee Membership Document (1 page) listing a committee chair and committee members along with signatures that demonstrate the committee members' willingness to serve and their approval of the research plan.

Course Outline and Weekly Schedule

Week 1 (January 24): Self Introductions and Introduction to the Course

Unit I: The Humanities as a Field and an Institution

Week 2 (January 31): The Humanities as Interdisciplinary Scholarship

- *Occasion* Volume 6 (2013): “Restructuring the Humanities”
http://arcade.stanford.edu/occasion_issue/volume-6
- Peruse University of Chicago Franke Institute for the Humanities website
(<http://franke.uchicago.edu/cdi.html>)
- Peruse National Humanities Alliance Website <http://www.nhalliance.org/>
- Daniel Little, “Interdisciplinarity? Why is it Valuable for Universities to Encourage Interdisciplinary Research,” <https://medium.com/philosophy-and-society/1bdc37201cd3>
- Matt Might, “What Exactly is a Doctorate,” *Gizmodo*, August 16, 2010,
<http://gizmodo.com/5613794/what-is-exactly-a-doctorate>

Week 3 (February 7): Are the Humanities in Crisis?

- American Academy of Arts and Sciences:
 - Humanities Indicators, <http://www.humanitiesindicators.org>
 - Humanities Commission, <http://www.humanitiescommission.org>
 - *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive and Secure Nation* (2013)
http://www.humanitiescommission.org/_pdf/HSS_Report.pdf
- Harvard University Humanities Project, “Mapping the Future Report,”
<http://artsandhumanities.fas.harvard.edu/humanities-project>
- Gordon Hutner and Feisal Mohamed, “The Real Humanities Crisis is Happening at Public Universities,” *New Republic*, September 6, 2013,
<http://www.newrepublic.com/article/114616/public-universities-hurt-humanities-crisis>
- Peruse Ben Schmidt, “Sapping Attention” June 2013 entries,
<http://sappingattention.blogspot.com/>

Week 4 (February 14): Making the Case for the Humanities

- Alan Liu, “The Humanities Matter! Infographic,” <http://4humanities.org/2013/07/the-humanities-matter-infographic/> read and follow the links on the poster and peruse the 4Humanities website

- Natalie Cecire, “Humanities scholarship is incredibly relevant, and that makes people sad,” *Works Cited*, January 4, 2014, <http://nataliacecire.blogspot.com/2014/01/humanities-scholarship-is-incredibly.html>
- Chris Buczinsky and Robert Frodeman, “Humanities, Not Harvard,” *Inside Higher Ed*, April 30, 2013 (<http://www.insidehighered.com/views/2013/04/30/essay-how-keep-humanities-vibrant-rejecting-elite-universities-models>)

Unit II: Succeeding in Graduate School and Academe

Week 5 (February 21) NO CLASS – Professor out of town

Week 6 (February 28): Succeeding as a Student: Best Practices and the Avocation Debate

- Julie Miller Vick and Jennifer Furlong, “Your First Year in a PhD Program,” *Chronicle of Higher Education*, November 13, 2013, <http://chronicle.com/article/Your-First-Year-in-a-PhD/142953>
- Julie Miller Vick and Jennifer Furlong, “Your Third Year in a PhD Program,” *Chronicle of Higher Education*, January 8, 2014 http://chronicle.com/article/Your-Third-Year-in-a-PhD/143853/?cid=at&utm_source=at&utm_medium=en
- Leonard Cassuto, “To Apply or Not to Apply: Should the Advice about Going to Grad School be ‘Don’t Go’ or ‘look Carefully?,” *Chronicle of Higher Education*, June 3, 2013, http://chronicle.com/article/To-Apply-or-Not-to-Apply/139539/?cid=cr&utm_source=cr&utm_medium=en
- Claire Potter, “The Ten Commandments of Graduate School,” *Chronicle of Higher Education*, August 21, 2013, <http://chronicle.com/blognetwork/tenuredradical/2013/08/the-ten-commandments-of-graduate-school/>
- Karen Kelsky, “Graduate School is a Means to a Job,” *Chronicle of Higher Education*, March 27, 2012, http://chronicle.com/article/Graduate-School-Is-a-Means-to/131316/?sid=at&utm_source=at&utm_medium=en
- Gina Barreca, “6 Things Your Dissertation Director Wishes You Knew,” *Chronicle of Higher Education*, July 16, 2012, http://chronicle.com/blogs/brainstorm/5-things-your-dissertation-director-wishes-you-knew-but-doesnt-want-to-tell-you/49743?cid=at&utm_source=at&utm_medium=en
- Katie Roiphe, “A Literature Ph.D. is Not a Waste of Time,” *Slate*, April 8, 2013, http://www.slate.com/articles/double_x/roiphe/2013/04/a_literature_ph_d_is_not_a_waste_of_time.html
- Heather Horn, “In Defense of the Humanities Ph.D.” It’s No Crazier than Becoming a Journalist,” *The Atlantic*, September 20, 2013,

<http://www.theatlantic.com/business/archive/2013/09/in-defense-of-the-humanities-phd-its-no-crazier-than-becoming-a-journalist/279863/>

- Deb Werriën, “Beware the Passion Track,” *Inside Higher Ed*, January 3, 2014, <http://www.insidehighered.com/advice/2014/01/03/essay-humanities-phds-who-pursue-careers-based-passion-discipline>
- Minerva Cheevy, “Women Really Don’t Ask,” *Chronicle of Higher Education*, January 17, 2014, http://chronicle.com/blognetwork/researchcentered/2014/01/17/women-really-dont-ask/?cid=at&utm_source=at&utm_medium=en

Week 7 (March 7): Writing Successfully and in Many Genres: Prospectuses, Grants, Fellowships, Conference Submissions, Publications, Social Media and More

- Visitor: Stan Mattoon
- Michael Watts, “The Holy Grail: In Pursuit of the Dissertation Proposal,” <http://iis.berkeley.edu/sites/files/pdf/inpursuitofphd.pdf> (in HTML format at <http://iis.berkeley.edu/node/304>)
- Jacques Berlinerblau, “Survival Strategies for Humanists: Engage, Engage,” *Chronicle of Higher Education*, August 5, 2012, <http://chronicle.com/article/Survival-Strategy-for/133309/>
- Dan Royles, “Googling for Grant Dollars,” https://chroniclevitae.com/news/121-googling-for-grant-dollars?cid=gn&utm_source=gn&utm_medium=en
- Mark Soderstrom, “Dissertating, Doubting, and Doing it Anyway,” October 21, 2013, <http://dissertationreviews.org/archives/5434>
- Peruse The Professor is In
- Upload and workshop your proposals and prospectuses

Week 8 (March 14): Grad School as Labor | The Academic Job Search

- CVs and cover letters
- Peruse The Professor is In <http://theprofessorisin.com/>
- Scott Jaschik, “Union Impact and Non-Impact,” *Inside Higher Ed*, October 8, 2013, <http://www.insidehighered.com/news/2013/10/08/survey-compares-views-graduate-students-unionized-and-non-unionized-campuses>
- Dean Dad, “What if Ph.D. Programs Actually Prepared Students for Community College Jobs?” *Inside Higher Ed*, June 16, 2013, <http://suburbdad.blogspot.com/2013/06/what-if-phd-programs-actually-prepared.html>
- Miya Tokumitsu, “In the Name of Love,” *Jacobin Magazine*, January 2014, <https://www.jacobinmag.com/2014/01/in-the-name-of-love/>

- Sarah Brouillette, “Academic Labor, the Aesthetics of Management, and the Promise of Autonomous Work,” *Nonsite*, May 2013, <http://nonsite.org/article/academic-labor-the-aesthetics-of-management-and-the-promise-of-autonomous-work>
- Upload and workshop your CVs and cover letters

Week 9 (March 21): Study Plan Reports

SPRING BREAK!

Unit III: #Alt-Ac , #Post-Ac and Adjunct Lives

Week 10 (April 4): Adjunct Jobs, Adjunct Lives:

- Visitors: Tiffany Gleason, Ray Winter
- Ann Larson, “Rhetoric and Composition: Academic Capitalism and Cheap Teachers,” March 3, 2012, <http://annlarson.org/2012/03/03/rhetoric-and-composition-academic-capitalism-and-cheap-teachers/>
- AAUP Research Office, “Trends in Faculty Employment Status, 1975-2011,” http://www.aaup.org/sites/default/files/Faculty_Trends_0.pdf
- “The PhD’s Job Crisis,” <http://marccortez.com/wp-content/uploads/2012/01/phd-job-crisis-640x4627.gif>
- Peruse Pan Kisses Kafka blog <http://pankisseskafka.com/>
- Katina Rogers, “On Graduate Education Reform and Program Size,” January 15, 2014, <http://katarogers.com/2014/01/15/on-graduate-education-reform-and-program-size/>
- Ingrid Steffensen, “We Are Never Ever Getting Back Together (Probably),” *Chronicle of Higher Education*, January 15, 2014, <http://chronicle.com/article/We-Are-Never-Ever-Getting-Back/143989?cid=megamenu>
- Nona Willis Aronowitz, “Class Divide on Campus: Adjuncts Fight for Better Pay, Benefits,” January 20, 2014, http://usnews.nbcnews.com/_news/2014/01/20/22326956-class-divide-on-campus-adjunct-professors-fight-for-better-pay-benefits?lite

Week 11 (April 11): On Campus: Alt-Ac Careers

- Visitors: Christina Lux, additional visitors TBD
- Lauren Apter Bairnsfather, Pam Lach, Jason Myers, and Anne Mitchell Whisnant, “In Admin: Four History PhDs Discuss their Alt-Ac Careers,” *Perspectives on History*, November 2013 <http://www.historians.org/publications-and-directories/perspectives-on-history/november-2013/in-admin-four-history-phds-discuss-their-alt-ac-careers>

- Brenda Bethman and Shaun Longstreet, “The Alt-Ac Track: How to do the Search,” *Inside Higher Ed*, October 30, 2013, <http://www.insidehighered.com/advice/2013/10/30/essay-conducting-alt-ac-job-search>
- Brenda Bethman and Shaun Longstreet, “The Alt-Ac Track: Defining Terms,” *Inside Higher Ed*, May 22, 2013, <http://www.insidehighered.com/advice/2013/05/22/essay-defining-alt-ac-new-phd-job-searches>

Week 12 (April 18): NO CLASS – Professor out of town

Week 13 (April 25): Leaving Academe: Post-Ac Careers

- Visitors: Kenny Mostern, additional visitors TBD
- Peruse How to Leave Academia website <http://howtoleaveacademia.com/>
- Peruse Versatile Ph.D. website: <http://versatilephd.com/>
- Peruse From Ph.D. to Life website: <http://fromphdtolife.com/>
- “Leaving Academia? How to Sell Yourself to New Employers,” *The Guardian*, January 10, 2014, <http://www.theguardian.com/higher-education-network/blog/2014/jan/10/researchers-developing-transferable-skills>
- L. Maren Wood, “The Ph.D.’s Guide to a Nonfaculty Job Search,” *Chronicle of Higher Education*, January 6, 2014, http://chronicle.com/article/The-PhDs-Guide-to-a/143715/?cid=cr&utm_source=cr&utm_medium=en
- Rebecca Tuhus-Dubrow, “The Repurposed Ph.D.: Finding Life After Academe – And Not Feeling Bad About It,” *New York Times*, November 1, 2013, http://www.nytimes.com/2013/11/03/education/edlife/finding-life-after-academia-and-not-feeling-bad-about-it.html?hp&_r=0
- “Alternative Employment for PhDs and Advanced Graduate Students in Classical Studies/Archaeology,” <https://placement.apaclassics.org/alternative-employment>
- Zachary Ernst, “Why I Jumped off the Ivory Tower,” October 20, 2013, <http://zacharyernst.blogspot.tw/2013/10/why-i-jumped-out-of-ivory-tower.html>
- Keguro Macharia, “On Quitting,” *The New Inquiry*, May 3, 2013, <http://thenewinquiry.com/essays/on-quitting/>
- Rebecca Shuman, “‘I Quit Academia’: An Important, Growing Subgenre of American Essays,” *Slate*, October 24, 2013, http://www.slate.com/blogs/browbeat/2013/10/24/quitting_academic_jobs_professor_zachary_ernst_and_other_leaving_tenure.html

Unit IV: Study Plan Mini-Conference

Week 14 (May 2): Study Plan Presentations

Week 15 (May 9): Study Plan Presentations

Appendix I: Arts, Humanities and Anthropology 2020 Strategic Academic Focusing Plan and Hiring Plan

SAF Plan: Arts, Humanities and Anthropology (AHA) in the World at UC Merced

Executive Summary: In 2020, UC Merced will be a model for conjoined and interdisciplinary arts, humanities and anthropological (AHA) research and education nationwide. Faculty research and academic programs will feature border-crossing work engaged with the whole campus, the local community and the wider world. While centered in “Culture, Community and Identity,” research in arts, humanities and anthropology at UCM addresses all five major themes of the 2009 Strategic Academic plan. In 2020, the AHA faculty will remain organized as one bylaw group supporting multiple disciplinary undergraduate majors and interdisciplinary majors and minors, a single Interdisciplinary Humanities Graduate Group, research through the Center for the Humanities, and sponsorship of performing and visual arts in the community. The AHA faculty are a coalition of individuals from many intellectual backgrounds whose shared affinities cross disciplines, approaches, and recognized interdisciplinary fields. In 2020 we envision ourselves as a faculty of 75 to 90 with space that fosters continued collaborations.

Introduction: This proposal is initiated by the Humanities and World Cultures Bylaw Group, the World Cultures (soon Interdisciplinary Humanities) Graduate Group, and the Center for the Humanities: three units representing 30 faculty, 30 graduate students, and the students majoring and minoring in four undergraduate majors and seven minors and programs.

- *Refinements to the 2009 Strategic Academic Vision*
The 2009 Strategic Academic Vision offers three points of orientation to our Strategic Academic Focusing Initiative:
 - The “World at Home” reflects the capacity of the AHA fields to approach questions at scales ranging from the global to the local and to move with facility among such frames. It also reflects our commitment to socially engaged research.
 - The “Culture, Community and Identity” theme gestures towards the scope and aims of the humanities at UC Merced. However, our work crosses over and beyond all five of the themes developed in the 2009 plan.
 - The AHA faculty remain committed to interdisciplinary and multidisciplinary scholarship balanced with disciplinary excellence. As the largest and most diverse faculty group in SSHA, we are beacons for this UC Merced vision.

- *Important research problems or questions in your field(s)*

Interdisciplinarity is the hallmark of the AHA approach at UC Merced. All of our faculty and graduate students read work from every one of our disciplines, and all of us utilize each other's frames of understanding. The interdisciplinary stance of AHA fields is well expressed in the current issue of the journal of the interdisciplinary humanities *Occasion* (arcade.stanford.edu/occasion_issue/volume-6). An interdisciplinary orientation in the AHA fields helps to illuminate grand challenges, since the task of humanists, artists and anthropologists is to explain and express cultural complexity and contingency. Our brief is the human condition as it has existed at all times and at all places, and our insights apply to problems also addressed by scientists and engineers.

- *Grand Challenges in the Arts, Humanities and Anthropology*
- How do social power, exploitation and hegemony function, from intimate to social scales, and how do individuals and groups resist and restructure power?
- What are individual and collective identity? What kinds of communication across identities create new and hybrid identities, while other kinds of interactions reify difference?
- How do states and other entities control territory, what are the limits of state power, and how do people, goods and ideas cross borders?
- What are creativity and transcendence? What do people find valuable, meaningful, sacred or beautiful, and what do they find ugly, worthless, profane, or distasteful?
- How does the human experience vary over time and across space, shaped by various structures of power and hierarchy, and how are slow processes of change disrupted by contingent events?
- How do humans interact with other life forms and the inanimate world in ways that are exploitative, sustainable, or resilient?

Scholars of the arts, humanities and anthropology address these challenges using methods that include fieldwork, description, narrative, hermeneutics, qualitative and quantitative analysis, curation, and an orientation toward ethics and politics. In addition, the work of making art – writing, painting, music, drama, and dance – connects theory to practice.

- *Needed Resources:* In 2020, with 75 to 90 faculty members in the AHA fields, we will be positioned to maintain research excellence, support a graduate program of international repute, and educate undergraduates in core disciplines of the liberal arts. At build out, in addition to robust disciplines, AHA will have thematic interdisciplinary clusters in:
 - *Regions, eras, and languages:* Global Asian Studies/Asian Languages and Literatures, Global Early Modern Studies, Latin American Studies/Spanish and Portuguese Languages and Literatures, and World Languages and Literatures
 - *Methods:* Ethnography, Archaeology, Digital Humanities, Geography and Spatial Analysis, Museum/Heritage Management, Performance Studies, Community Engaged Research, Public Humanities, and Sociolinguistics

- *Analytical frameworks:* Empires/Borders/Transnationalism, Environment/Food/Agriculture, Human Rights, Medicine/Health, and Religious Studies
- *Social identities:* Ethnic Studies, Women's, Gender and Sexuality Studies, and Working-Class Studies.

A 75 to 90-member AHA faculty is adequate for critical mass in our current programs, and in addition will permit us to support:

- New Undergraduate Programs: GASP will submit an application for major status within the year. Additional new undergraduate programs will develop organically from existing programs and faculty. Organized as a single group, AHA faculty and teaching assistants can easily serve multiple degree programs, with many courses cross listed between programs. Some of the thematic strengths referenced above may become undergraduate minors or majors. We will also develop an Interdisciplinary Humanities undergraduate major parallel to the Interdisciplinary Humanities Graduate Group and similar to the Stanford Interdisciplinary Studies in Humanities major.
- New Graduate Programs: We will sustain growth in the Interdisciplinary Humanities Graduate Group to a total size of approximately 135-180 students (1.5:1 to 2:1 student to faculty ratio). As part of that process, we will develop a self-paying fifth year coursework-based MA program geared to UCM undergraduates. The fifth year program will enable our brightest undergraduates to develop their intellectual skills and prepare them to apply to top ranked Ph.D. programs or jobs that require M.A. degrees. UC Merced will thereby become known as a pipeline for outstanding first generation and diverse college students to enter professions and graduate education in AHA fields. We estimate admitting a class of approximately 10 students per year to the MA program. In addition, the Merritt Writing Program will propose a self-paying MFA degree.

To support these aims, in addition to the additional faculty detailed above, we also need specialized staff: (1) one Digital Humanities Developer, (2) one gallery/museum curator, one gallery/museum manager, one LPSOE faculty member to manage the video/music production labs and teach classes, (3) three additional Center for the Humanities staff members, (4) administrative staff dedicated to student advising and faculty support for the AHA group, (5) one LPSOE faculty member for every 200 students or fraction thereof enrolled in each foreign language that we offer, (6) one language lab coordinator, (7) one fine and performing arts LPSOE faculty member for every 200 students or fraction thereof enrolled in each art form that we offer, (8) one arts program and facilities coordinator. A robust AHA group also requires synergistic development of: (1) an adequately staffed and funded library, a library collection that includes a core print collection of books to support undergraduate and graduate research, sufficient bandwidth for data-intensive research, and a library staff with the specialist knowledge to support undergraduate and graduate research in the arts, humanities and

anthropology; and (2) an adequately staffed and funded UCM Presents performing arts organization that supports performances from high visibility touring performing artists.

The AHA group requires a building or a complex of adjacent and physically integrated buildings that supports the interdisciplinary, and community-facing aims and needs of our large and diverse group while supporting our continued collaboration. Crucially, we want to be able to perform our many functions in spaces that are efficiently designed and optimized to our needs and that allow for serendipitous and casual meetings in lounges, hallways, and cafes. While we are not proposing any large-scale concert halls or theater spaces on the campus, we need basic performance spaces for teaching and rehearsal. Beyond these, we will seek to reinforce town-and-gown connections by using downtown spaces for student and guest performances. This vision requires an excellent transit link, as well as clear, explicit and adequately funded agreements for collaboration between UC Merced and community-based arts presenting entities. Specifically our needs include:

- A performing arts and exhibition building that includes a public museum and gallery, a café, and theater, music, and dance spaces that support teaching and research as well as extra-curricular and social student functions. The museum/gallery, at 15000 sf, would be used to display artworks and artifacts, but also library exhibitions, science and engineering projects, or almost anything that a course or campus club would want to propose—thus establishing the building as the public face of not only the arts but also the University as a whole. It would also serve as a teaching gallery that makes collections available to faculty and students across campus for courses and to create study exhibitions. The museum/gallery includes divided exhibition spaces, staff offices, secure storage, exhibition preparation workshop, as well as an interactive education room for the UCM communities and the general public. This building's spaces (soundproofed as necessary) would support interdisciplinary approaches to the arts by leveraging pedagogy, research, public performance and student activity together. This building should include, in addition to the 15000-sf museum/gallery: **(1)** music practice rooms: 4 individual, 8 keyboard, 2 medium group: 840 sf total, **(2)** two ensemble practice rooms that can double as seminar rooms, 900 sf total, **(3)** one dedicated dance rehearsal space, 1200 sf, **(4)** a combined piano and video/music production lab with individual stations for up to 20 students, 1000 sf, **(5)** an 80-seat black box theater with requisite backstage areas that could double as a film theater and teaching space for art history, film studies and drama classes, **(6)** a combined music and dance studio that could allow dancers to collaborate with live musicians, with storage space for musical instruments, **(7)** a 2500 sf ballroom that could serve for large ensemble rehearsals and for social dancing, **(8)** two fairly substantial dressing rooms that would serve the black box theater and the ballroom, doubling as changing rooms for dance studios, **(9)** A shop space for set building, either adjacent to the theater, or in accessible studio space in the adjacent building, **(10)** classrooms with flexible seating supporting movement-based

pedagogy which would double as rehearsal spaces for student groups and as green rooms or dressing rooms when multiple performances are taking place in the building. These classrooms would be equipped with data projectors, sound systems, and motorized black-out shades so that they can serve as useful teaching spaces for courses in music, art, performance, film and other studies in the arts.

- An art, archaeology and biological anthropology building or wing with ventilation, plumbing and safety features appropriate to teaching and research in these fields. This space should include: **(1)** Four 1800-sf fine art studios , each with proper ventilation, built-in cabinetry and sinks, and the ability to adequately darken the room for instruction, i.e. slide presentations **(2)** eight 725-sf anthropology research damp labs with built-in workbenches, sinks, and snorkel hoods; one 900-sf research lab with a HEPA air filter system; and one shared 300-sf wet lab with a fume hood, **(3)** two 1000-sf anthropology teaching labs to accommodate 20 students each with lay-out and work space, and one adjacent 500-sf shared washing and storage area with built-in cabinetry, a workbench, and sink, **(4)** one approximately 500-sf of outdoor space adjacent to the anthropology teaching lab and arts studio with retractable sun/weather shade, **(5)** storage areas for musical instruments, anthropological teaching materials, artworks, and arts supplies
- A digital media cluster that includes: **(1)** a 6000 sf digital media lab, recording studio, digital heritage lab and digital humanities lab suite with light proofing and sound proofing as appropriate, **(2)** a 1000 sf language lab, **(3)** a digital humanities/digital heritage/digital media teaching lab for classes of up to 40 students
- Offices, study spaces and seminar rooms including: **(1)** faculty, staff, lecturer, and graduate student offices adequate for the personnel we have specified, **(2)** a Center for the Humanities suite that includes a suite of 12 offices for a total of 1,560 sq. ft. of office space for: five offices for staff members (610 sf total), one reception / shared student office (130 sf), two offices for visiting faculty fellows (260 sf total), two offices/studios for artists/writers-in-residence (260 sf total), one shared office for two postdocs (150 sf), one shared office for three graduate fellows (150 sf) and also includes an adjacent seminar room of approximately 600 sf, **(3)** a small auditorium to seat about 90, with a projector, screen, sound, movable chairs, podium, and small storage room for equipment and chairs, **(4)** 10 seminar rooms, conference rooms and scholarly activity rooms seating 20-60 people for meetings and lectures, **(5)** an AHA administrative suite with staff space for advising, academic personnel, purchasing, and other needed functions, and **(6)** quiet shared study space for undergraduates.

1) *National programs that are most closely aligned*

1. In the UC system: University of California, San Diego, Literature Department (literature.ucsd.edu), and University of California, Irvine, Ph.D. Program in Culture and Theory (<http://www.humanities.uci.edu/cultureandtheory>)
2. At other public research universities: Binghamton University (State University of New York) graduate program in Philosophy, Interpretation and Culture (pic.binghamton.edu/); Florida State University, Program in the Interdisciplinary Humanities (iph.fsu.edu), and University of Louisville, Humanities Doctoral Program (<http://louisville.edu/humanities/ph.d-program-in-humanities>)
- At private research universities: Brown University Center for Public Humanities and Cultural Heritage (www.brown.edu/academics/public-humanities); Stanford University Interdisciplinary Studies in the Humanities (www.stanford.edu/dept/registrar/bulletin0809/5925.htm); Concordia (Canada), Ph.D. in the Humanities (cissc.concordia.ca/Ph.D.inhumanities/); Johns Hopkins Humanities Center Graduate Program (<http://humctr.jhu.edu/graduate>), and New York University, Department of Social and Cultural Analysis (<http://sca.as.nyu.edu>)

AHA Hiring Vision

We intend to take advantage of our interdisciplinary orientation to hire faculty who can serve multiple needs and multiple undergraduate majors in addition to contributing to the graduate program. We hope to add as many as 50 new faculty members, though we recognize that we may not reach that number by 2020. This vision is intended to present an idea about the proportion of hires allotted to various areas, rather than to emphasize a particular anticipated size or rate of growth. Our hiring vision has three pillars.

1. *Approximately double the disciplinary faculty.* Disciplinary or cross-disciplinary hires will each serve one or two existing undergraduate majors and provide methodologically rigorous graduate training in all disciplinary approaches represented by the humanities. **[60% of total hires, a proposed 30 FTEs]**
2. *Develop capacity in World Languages.* CCGA considers our limited scope of foreign language training a weakness in the current IHGG proposal. Humanities graduate programs typically train students in a range of world languages, and this is a particularly important objective for a globally-oriented program like IHGG. These research faculty hires will teach introductory language classes and literature in translation at the undergraduate level while offering advanced training in literature, linguistics and literary theory to graduate students. Our growth plan combines hiring in widely-taught languages and in less-frequently-taught languages that are significant in the Central Valley and are underrepresented elsewhere in the UC system. We will endeavor to hire faculty with proficiency in multiple languages. **[20% of total hires, a proposed 10 FTEs]**
3. *Hire fully interdisciplinary faculty.* We plan to grow in two fully interdisciplinary areas. Of these, American/Ethnic Studies is an existing area of strength at UC Merced and one of the most popular interdisciplinary humanities fields. World/Digital Heritage has been an identified signature field at UC Merced since our earliest planning. In addition to hiring three faculty in each of these fields, we plan four “wild card” interdisciplinary hires, faculty who will offer methodologically innovative graduate training and serve as centers of gravity in signature areas while contributing to multiple undergraduate majors. **[20% of total hires, a proposed 10 FTEs]**

The following chart summarizes the proposed growth plan:

Pillar	Current	Proposed
Current Disciplines <i>Anthropology, English, GASP/Arts, History, Spanish</i>	28	30
World Languages <i>Arabic, Chinese, Japanese, Farsi, French, Hindi, Hmong</i>	0	10
Fully Interdisciplinary Hires <i>American/Ethnic Studies, World/Digital Heritage, wild</i>	2*	10

<i>cards</i>		
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*Ethnic/Hmong Studies, Ma Vang, under CAP review. World Heritage, open position formerly held by Maurizio Forte, open search.