

SAP-CAS

**A STRATEGIC ACADEMIC PLAN
FOR THE
COLLEGE OF ARTS AND SCIENCE
VANDERBILT UNIVERSITY**

A Report to Dean John H. Venable

by

**The Senior Steering Council
for the
Strategic Academic Plan, College of Arts and Science
(SAP-CAS)**

June 2001

HIGHLIGHTS

A STRATEGIC ACADEMIC PLAN FOR THE COLLEGE OF ARTS AND SCIENCE VANDERBILT UNIVERSITY

June 2001

The Dean's development of a strategic plan for the College of Arts and Science is guided and informed by the Chancellor's decision to advance Vanderbilt University into the top rank of United States research universities while strengthening our historical commitment to excellence in teaching at all levels. As "the heart of the University" (Chancellor Gee), the College of Arts and Science recognizes and accepts its essential role in achieving this objective, and has shaped its vision accordingly. The summary below of the College's plan rests upon recommendations brought forward by the Strategic Academic Planning task force of the College of Arts and Science (SAP-CAS), identifies initiatives likely to accelerate institutional ascent, and assumes appropriate funding for their implementation.

1. Conversion of undergraduate housing to a residential college system. Categorically and by far the most effective means of transforming the campus into a principally intellectual community.
2. Establishment of three "Centers": The Americas; The Creative Arts; Religion and Culture.
 - A. *Center for the Americas:* Uniquely offering comparative, interdisciplinary, thematic, and cross-regional studies of all the Americas, drawing upon faculty expertise in at least four schools, certain to strengthen existing departments and programs, attract funding and students, and sharpen the international profile of the institution.
 - B. *Center for the Creative Arts:* Focuses and appropriately, safely houses multiple artistic endeavors from across the University; provides essential space for creative activity; contributes to the highly desirable intellectual and cultural diversification of the campus; aids recruitment and retention; at long last legitimizes the "Arts" in the "College of Arts and Science"; and incarnates declared institutional respect for "creative expression."
 - C. *Center for the Study of Religion and Culture:* Exploits the strengths and prestige of the graduate Department of Religion; involves four to five schools, at least six departments, and many faculty in interdisciplinary expansion of research fields and curriculum to include Islam, Jewish studies, and the religions of China and Southeast Asia; takes advantage of regional resources.
3. Establishment of "Programs" in Law and Humanities (and Politics); Media Studies; B.A./B.S.-M.A.T. in foreign languages; Continuing Studies and Part-Time Graduate Studies:
 - A. *Law and Humanities* (and, ultimately, Politics): Uniquely integrates professional school and College academic enterprises and offers the first research university program uniting these disciplines; transforms pre-professional education; defines a field of study; enables cutting-edge research, and attracts front-line faculty, graduate and law students.
 - B. *Media Studies:* synergistically converges strengths of five schools; leverages creative, artistic, and entertainment riches of the community; potentially situates Vanderbilt as leader in film and multimedia production and digital research; provides focus for integration of campus creative activity.
 - C. *B.A./B.S.-M.A.T. in Foreign Languages:* inexpensively addresses the serious shortage of secondary level language instructors; expedites the certification process.
 - D. *Continuing Studies and Part-Time Graduate Programs:* generate revenue; improve community outreach.
4. Immediate and substantial investment in the graduate programs of the Departments of English, Spanish and Portuguese, and Anthropology:

- A. *English*: the recently transformed flagship humanities department, with effective leadership, strengths across the board, versatility and widespread programmatic involvement, an estimable and rising reputation, and an ambitious, cogent plan of development.
 - B. *Spanish and Portuguese*: the premier foreign language program, with good leadership, heavy enrollments, harmonious faculty, strengths in both Peninsular and Latin American studies, supportive associations with all related programs and with the Vanderbilt Press, and high demand for PhD's in the field.
 - C. *Anthropology*: A premier department, internationally, in Mesoamerican anthropology; excellent discovery and research record; exceptional junior hires; exceptional placement record; a diverse population; significant programmatic involvement; developing secondary research field (Andean).
5. Immediate and substantial upgrades and use of IT infrastructure, equipment, systems, and service. Serious inadequacies and deficiencies in information technology leadership and systems for teaching and research across University Central are patent and must be promptly, comprehensively, and generously addressed.
 6. Exploration of interdisciplinary and transinstitutional initiatives in the Natural Sciences. In lieu of attempting to move one or more existing Natural Science department into the top echelon: capitalize upon world-class Engineering and Medicine talents intersecting with CAS research programs. Exploits campus geography; builds upon models in Structural Biology and CICN; attracts cutting-edge faculty; upgrades graduate student quality. Candidates: Biomathematics; Biophysical Sciences and Bioengineering; Environmental Risk and Resource Management; and Nanoscale Science and Engineering.
 7. Curtailment of graduate student and non-regular faculty instruction of advanced courses. Despite a national trend in the other direction, the College must honor the foundational premise that a research-active faculty involves itself in the maintenance of high-quality undergraduate instruction.
 8. Renovation or replacement of the Vanderbilt University Library. The College's teaching and research missions and its scholarly reputation are seriously handicapped by its problematic library facilities. A comprehensive, long-term architectural and financial study and plan must be developed to correct this fettering circumstance.
 9. Addition of targeted endowed chairs. Essentially a new rank, endowed chairs are fundamental to the research reputation and scholarly competitiveness of the institution. Appointments should be made in areas—interdisciplinary or departmental---likely to benefit maximally in terms of momentum, reputation and visibility.
 10. Increased and diversified scholarship aid and improvement in recruitment strategies. To remain or become competitive for the best, but also to attract the different, scholarship and fellowship aid must be increased, varied in form and duration, and partially reserved for late-bloomers. High-schoolers might be admitted at the end of the junior year; juniors in college might be admitted then to Vanderbilt graduate and professional schools, etc.
 11. Decentralization of responsibility and redistribution of accountability. Micro-management may be passe: department-based business planning, department-centered decision-making, department-based management of teaching, etc., may need to replace it in order to streamline operations.
 12. Creation of a Standing Committee for Strategic Planning. The planning process begun here must continue: many received proposals are recommended for further development; new proposals will certainly arise. An agency for formal review and recommendation should be appointed.

This precis of the College's academic plan minimally represents the sum of proposals, recommendations, endorsements, and suggestions developed by SAP-CAS over the past seven months. Details are recorded in the forthcoming report. For a complete picture of the transformed institution there envisioned, the report should be read in full.

TABLE OF CONTENTS

I. STATE OF THE COLLEGE	1
II. SUMMARY OF SAP-CAS ACTIVITIES	1
III. RECOMMENDATIONS OF THE SENIOR STEERING COUNCIL	3
A. INTERDISCIPLINARY CENTERS AND PROGRAMS	9
1. Center for the Americas	10
2. Law and Humanities	10
3. Center for the Creative Arts	11
4. Center for the Study of Religion and Culture	13
B. Targeted Investments in the Humanities, Social Sciences, and Natural Sciences .	13
1. Humanities and Social Sciences	15
1.1. English	16
1.2. Spanish & Portuguese	16
1.3. Anthropology	16
1.4. History	17
1.5. Philosophy	17
2. Natural Sciences	18
C. Analysis of the Caucus 4 Report on Technology, Teaching, and the Library . . .	20
1. Technology	21
1.1. Information Technology	21
1.2. Analytic Instrumentation and Shared Resources	21
2. Teaching	22
2.1. Using advanced graduate students in teaching	22
2.2. Lectureship professionalization	22
2.3. The role of postdoctoral scholars in teaching	22
2.4. The Masters in Teaching (MAT) program	22
3. Library	23
D. Analysis of the Caucus 3 Review of Departmental Plans	24
1. Bioscience, Technology and Humanities	24
2. Center for the Creative Arts	24
3. Cultural of the Americas	24
4. Development and Democratization	24
5. Environmental Sciences	24
6. Ethics and the Professions	25
7. Law, Literature and Politics	25
8. Robert Penn Warren Center for the Humanities	25
9. Center for the Study of Religion and Culture	25
E. Analysis of the Appendix on Infrastructure in the Caucus 3 Report	25
1. Capital Campaign issues	25

1.1. Residential colleges	25
1.2. New library building	26
1.3. New classrooms and office building	26
1.4. Endowed chairs	26
1.5. Endowment for the College	26
1.6. Fellowships for first-year graduate students	27
2. Cross-cutting administrative issues	27
2.1. Student quality and diversity	27
2.2. Micromanagement	27
2.3. Appointments, promotion and tenure	28
2.4. Flexibility in teaching assignments and formats	30
2.5. Instructional and research staff	30
2.6. Career Center	31
3. Information technology and research infrastructure	31
3.1. Support for information infrastructure and facilities	31
3.2. New IT resources for the College	33
4. Clever but inexpensive initiatives	34
4.1. Research stipends for students	34
4.2. Scholarship policies	34
4.3. Admissions policies	34
4.4. Web sharing of faculty expertise	34
4.5. Web sharing of specialized facilities	35
4.6. Grantsmanship in the humanities	35
4.7. Intellectual outreach to Nashville	35
F. Additional Recommendations	35
1. Proposals Worthy of Continued Development	35
2. Financial Aid	36
3. Residential Colleges	37
4. Continuing Studies and Part-Time Graduate Programs	37
5. Early Admission for Undergraduate Students	38
6. Robert Penn Warren Center for the Humanities	38
7. Graduate School	39
8. Professional Schools	39
9. Vanderbilt Conference, Research, and Lifelong Learning Center	39
9.1. Bookstore and Coffee Bar or Restaurant	40
9.2. The Undergraduate Library and Technology Center (ULTC)	41
9.3. The Vanderbilt Institutes for Advanced Study (VIAS)	41
9.4. The Lifelong Learning Center	43
9.5. Executive Conference Center	44
G. Proposals Not Currently Recommended	44

IV. THE BIG PICTURE: THE FUTURE OF STRATEGIC PLANNING AND THE COLLEGE	45
A. Ongoing planning	45
B. The College Commitment to Teaching	46
C. The Interface of the College of Arts and Science and the Medical and Engineering Schools	47
D. Evaluating Existing Graduate Programs	47
E. Coherence and Balance in the SAP-CAS Recommendations	48
V. EPILOGUE	49
VI. APPENDICES	53
APPENDIX A.1 — CHARGE TO SAP-CAS	55
APPENDIX A.2 — SAP-CAS STRUCTURE	57
APPENDIX A.3 — SAP-CAS PREMISES	60
APPENDIX A.4 — SAP-CAS CRITERIA	61
APPENDIX A.5 — SAP-CAS GLOSSARY	62
APPENDIX A.6 — LETTERS TO THE FACULTY	63
APPENDIX B — FINANCIAL AID GOALS	67
APPENDIX C — CONTINUING AND PART-TIME STUDIES	71
APPENDIX D — ITEMS AT www.vanderbilt.edu/AnS/strategic	73
APPENDIX E — CENTER FOR THE AMERICAS	75
APPENDIX F — PROGRAM IN LAW AND HUMANITIES	163
APPENDIX G — CENTER FOR CREATIVE ARTS	169
APPENDIX H — CENTER FOR RELIGION AND CULTURE	203

A Strategic Academic Plan for the College of Arts and Science Vanderbilt University

June 9, 2001

I. STATE OF THE COLLEGE

The 2000-01 strategic planning enterprise has concluded that the state of the College of Arts and Science is visibly stronger than ever before in its long and distinguished history of excellent achievement in teaching and in scholarly research. But reflection upon the proposals constituting this report also leads us to believe that the greater strength of the College lies in its potential. The planning process has galvanized the faculty to stretch, imaginatively, in the production of a host of stunningly innovative and far-reaching proposals, many of revolutionary and transformative proportions. The following report gratefully recognizes and admires the energies pressing for programmatic incarnation, analyzes proposals within all germane contexts, and recommends for enabling investment those with the highest realistic potential for advancing the mission and raising the profile of Vanderbilt University. The vision here elaborated honors Vanderbilt's undergraduate teaching commitment by recommending enhancements of our pedagogy, and proposes substantial improvements in the College's implementation and support of its objectives in graduate instruction and scholarly productivity. It acknowledges that spacious overhaul must yield to focused investment. But we also believe that wisely targeted capital can effect the institutional leap into greater distinction the desire for which has motivated and inspired our efforts.

II. SUMMARY OF SAP-CAS ACTIVITIES

Dean John H. Venable announced the beginning of Phase II of the strategic academic planning process in a letter to department chairs and program directors on 4 December 2000. He appointed John Wikswo to chair the Senior Steering Council of the new Strategic Academic Planning effort of the College of Arts and Science (SAP-CAS). Also appointed to the Senior Steering Council were Jerome Christensen, Marshall Eakin, Paul Elledge (*ex officio*), Gregg Horowitz, Ned Porter, John Siegfried, and Susan Wiltshire.

In a letter to the Council dated 5 December 2000 (Appendix A1), Dean Venable provided the Council with its specific charges to consult with the faculty, solicit ideas, and review proposals for strategic initiatives. Its most important charge was to draft a Strategic Academic Plan for the College of Arts and Science.

On 18 December 2000, Professor Wikswowrote to the College faculty asking their help in preparing a comprehensive strategic academic plan for the College of Arts and Science. On 18 December Dean Venable and Dean-designate Richard McCarty wrote the faculty encouraging them to make the planning process a collective, collaborative, and consultative effort. They also announced the formation of six caucuses to address the specific charges of the Dean to the Council.

The caucuses began their preliminary work in late December and met regularly in January and February. As indicated in the SAP-CAS Committee Structure in Appendix A1, Caucus 1 was divided into three sub-caucuses: A. Law, Literature, and Politics; B. The Culture of the Americas; C. Center for the Creative Arts. Caucus 4 spawned sub-caucuses for teaching, technology, and the Library. Eventually, the Council would create a seventh caucus to report on financial aid, and solicit a report on continuing education and part-time educational programs.

The Steering Council created a public SAP-CAS webpage to keep the faculty informed at each step of the process. The Council created, posted, and solicited comments on a set of premises (Appendix A3) and criteria (Appendix A4) that would guide its review of proposals and reports. The Council reviewed the individual reports of the various caucuses and then posted them as well. The webpage offered the faculty of the College of Arts and Science and others an opportunity to see the progress of the process, and to submit any comments or criticisms. All caucus and Council minutes were made available to SAP-CAS members. Beginning in January, John Wikswow met regularly with the Arts and Science Faculty Council and the College of Arts and Science to keep them informed of SAP-CAS progress, to answer questions, and to solicit suggestions.

Most of the caucus reports were completed by early March. A substantial number of proposals that did not fall under the purview of the other caucuses were then forwarded to Caucus 1 for review.

The Council spent much of March, April, and May reviewing the caucus reports and all proposals. The deliberations and decisions of the Council on each caucus and proposal were regularly posted. The Council spent the latter part of May writing this report.

A total of forty Arts and Science faculty members (more than ten percent of the College faculty) and two faculty from other schools were involved in the various caucuses and sub-caucuses; sixteen of these individuals had multiple duties on SAP-CAS. Numerous faculty members and department chairs outside of SAP-CAS submitted detailed reports and proposals that have a combined thickness of thirteen inches. We estimate that the caucuses and their sub-caucuses met more than seventy times for over one-hundred hours. The Dean hosted four luncheons (December 15, 2000 and January 19, February 8, and April 16, 2001) during which the Caucus Chairs gave progress reports. The Senior Steering Council met at least 29 times for an estimated 80 hours to produce this report, and worked extensively by email. The SAP-CAS chair generated, received, replied to, or forwarded more than 3,600 emails; even with a three-fold redundancy in this accounting, a high level of consultation and communication was maintained. We estimate that if at least three-quarters of the expected participants attended the total of 104 meetings, then this project involved almost 1,100 person-hours of meeting time, not to count substantial individual

efforts invested in preparing and reviewing proposals and in the writing, reading, and editing of various reports. Over 6 Mbytes of documents were posted on the public and committee web pages (almost 9 if you include this report when it is posted), and there were more than 2,500 hits from 573 unique IP addresses (if IP addresses are not static then one person could have multiple IP addresses in that count; approximately 190 of the unique IP addresses hit more than one document).

III. RECOMMENDATIONS OF THE SENIOR STEERING COUNCIL

In the course of its review of individual proposals, caucus reports, and as a result of extensive discussions on how best to strengthen the College of Arts and Science, the Senior Steering Council has developed a number of specific recommendations. These appear below as a list, with rationales following:

Table 1
The Recommendations of the SAP-CAS Senior Steering Council

1. We recommend the establishment of a Center for the Americas.
2. We recommend the establishment of a program in Law and Humanities.
3. We recommend the establishment of a Center for the Creative Arts that includes a new program in Media Studies and enhanced facilities for Studio Art and Theater. The College of Arts and Science should concurrently appoint an academic Director for the Center for the Creative Arts with the responsibility of developing a full program, guiding the design and construction of the building, and expanding the scope of the Center to include academically appropriate opportunities in writing, dance, music, and other creative activities.
4. We recommend the establishment of a Center for the Study of Religion and Culture.
5. Three departments in the Humanities and Social Sciences that can be elevated into the top ranks by an appropriate strategic investment are, in descending order, English, Spanish & Portuguese, and Anthropology. History and Philosophy, without a relative ranking, have sufficient strengths and a role so central to the University's mission that they too should be included in any development of a near-term strategy to strengthen the graduate endeavor at Vanderbilt.
6. The Senior Steering Council encourages attempts to build upon existing strengths in the Natural Sciences by establishing interdisciplinary programs like the currently operating centers for Structural Biology and for Integrative and Cognitive Neuroscience. Candidates include new initiatives in Biomathematics,

Table 1, Con't
The Recommendations of the SAP-CAS Senior Steering Council

- Biophysical Sciences and Bioengineering, Environmental Risk and Resource Management, and Nanoscale Science and Engineering.
7. We recommend that the College of Arts and Science or the Provost's office examine possible mechanisms and funding for intensive efforts to identify and recruit outstanding graduate students, either at the departmental or divisional level.
 8. In addition to funding for interdisciplinary endeavors, the College and University must provide funds to recruit and support graduate students in the Natural Science departments to preserve and strengthen the core areas within these departments.
 9. We recommend that the College of Arts and Science reexamine its policy of charging research grants for part or all of the costs of tuition for graduate research assistants. The College should encourage funded investigators to support graduate research assistants.
 10. We recommend that the College and the University make a major financial commitment to increase Vanderbilt's information capabilities in support of research, teaching, and administration. This effort should include not only hardware but also an enhanced staff infrastructure. In light of the proposed Media Center and the existing facilities and services at Peabody, we also recommend a careful, campus-wide evaluation of the multimedia needs of the faculty and students for both teaching and research and an examination of how these needs might best be satisfied.
 11. We recommend that the College of Arts and Science expedite the acquisition, maintenance, and use of shared instrumentation and other technical facilities and services.
 12. We strongly discourage the use of graduate students in the teaching of upper-division courses.
 13. We oppose attempts to delegate any substantial portion of the teaching mission of the College to faculty who are neither tenured nor tenure-track. To "professionalize" non-tenure track lecturers would create a parallel professional track of secondary citizens, which would in turn generate a new set of problems similar to those encountered historically between clinical and research faculties in medical centers.
 14. We do not recommend an increase in the number of postdoctoral scholars employed in teaching roles.
 15. We support the concept of a five-year B.A./B.S.-M.A.T. program in the foreign languages, particularly since it could be implemented with little financial investment. We encourage the College of Arts and Science and Peabody College to continue to refine a proposal for accomplishing this aim by submission through standard curricular channels. A cost analysis of the budget would be required to determine the financial impact of tuition scholarships in the fifth year.

Table 1, Con't

The Recommendations of the SAP-CAS Senior Steering Council

16. We endorse the employment of an experienced architectural consultant to study our library and consider the costs and benefits of renovation as against construction of a new building.
17. We support the identification of the library as a major priority in the coming Capital Campaign.
18. Although the submitted proposal for Bioscience, Technology and Humanities is not sufficiently developed for recommendation, interested parties may wish to refine the ideas represented in it for possible consideration by future committees involved in College strategic planning.
19. We recommend that faculty interested in the theme of “development and democratization” prepare a formal proposal on the topic and submit it for possible consideration by future committees involved in College strategic planning.
20. The SAP-CAS Senior Steering Council recognizes that the College needs new study, classroom, and office space. While we do not view this as a strategic issue, satisfaction of these needs is absolutely critical to the ability of the College to provide the services expected of it and should be recognized as a target for benefaction.
21. We recommend that a vigorous effort be mounted to secure funding for additional endowed chairs.
22. To increase the endowment assigned to the College of Arts and Science, we heartily endorse aggressive capital accumulation on its behalf.
23. We endorse aggressive efforts to increase the number of first- and second-year service-free graduate fellowships and the number, size, type, and duration of academic year and summer fellowships.
24. We endorse efforts to increase the intellectual, ethnic, and economic diversity of our notably pre-professional undergraduate student body.
25. Within the University and College administration, we encourage an appropriate decentralization of responsibility and decision-making with a corresponding increase in and distribution of accountability.
26. We recommend that the College ask the Provost to establish a task force of senior faculty to study the impact of interdisciplinary programs on the curriculum and class scheduling, the promotion and tenure process, and financial management in the various schools.
27. We agree that new faculty should have special consideration in their first-year teaching assignments and for developing a long-range plan for effective teaching, as well as for jump-starting scholarship and grant-writing programs, and that departments should manage this responsibility within the framework of instructional necessities.
28. We encourage the Dean and the Provost to complete their review of proposed departmental plans for implementation of College regulations on tenure and promotion.
29. The administration should be made aware of concerns that the role and procedures of the promotion and tenure review committee (PTRC) are

Table 1, Con't
The Recommendations of the SAP-CAS Senior Steering Council

- ill-defined, with the result that the PTRC is now viewed by some as a kind of "star chamber." The Senior Steering Council believes that appropriate procedures and constraints should be developed and placed on the PTRC to remedy both the reality and the (mis)perceptions of its role, and that these measures should be announced.
30. There is a high and widespread level of dissatisfaction with the policies and performance of the Division of Human Resources at Vanderbilt. Some of the issues raised in this paragraph go beyond considerations of administrative competence, and indicate the need for a systematic review and repair of the division and other units implicated in these items. Furthermore, Vanderbilt must recognize the costs of competing in both the local and national markets for administrative, clerical and research staff. Points worthy of detailed study and prompt action include: the trade-off between centralized College versus distributed departmental administrative services; the hiring and retention of staff members capable of running conferences, managing Web pages, handling mid-level computing tasks, helping with proposals and similar tasks requiring more than routine secretarial training; the problem of competitiveness in staff salaries and benefits, particularly in information technology; and long-range funding for research staff who support technical infrastructure.
 31. We recommend that a qualitative and cost-benefit analysis be conducted to determine whether the funds used to support the Career Center might be better invested elsewhere.
 32. We recommend that University Central should move quickly to bring our information technology infrastructure into the 21st century. This may require a significant financial investment, accompanied by a change in the University culture at all levels.
 33. We recommend that the College move aggressively to acquire a 21st -century software package for course scheduling and registration.
 34. We support attempts to convert Vanderbilt into a paperless university with all University-related administrative functions computerized. We recognize, however, that with regard to Human Resource Services (Personnel), a significant decrease in the error rate is required lest mistakes proliferate more widely and rapidly than is already the case.
 35. We recommend that College departments be challenged to see that Vanderbilt instructional laboratories and classrooms are equal to if not better than facilities at our peer institutions.
 36. We agree that the faculty should be encouraged to increase its use of information technology in teaching and research, but there should also be a stronger and more material University commitment to supporting the academic information infrastructure.
 37. We recommend that the College press for upgrades of administrative systems in University Central, particularly with regard to procurement, property accounting, general ledger functions and other research-related administrative operations.

Table 1, Con't
The Recommendations of the SAP-CAS Senior Steering Council

38. We recommend for immediate implementation that a few honors scholarships be reserved for otherwise unsupported top performing freshmen as an aid in the retention of our best students.
39. We recommend the development of a web-based Vanderbilt Research Index that covers faculty expertise, research facilities, and service capabilities.
40. We recommend that the College or the University provide specialized staff support for pursuing grant opportunities in the arts and humanities.
41. The Senior Steering Council encourages an expansion of Vanderbilt's outreach efforts to the Nashville community.
42. We recommend that work continue on the development of the proposed Program in Gender and Sexuality, possibly through the Warren Center Program for 2001-2002.
43. We recommend that the faculty involved in the proposal for the Interdisciplinary Program in International Relations coordinate their efforts with the faculty involved in the proposal for further development of the Center for European Studies.
44. We endorse the idea of a Masters in Public Policy, and strongly recommend that the faculty proposing it pursue possibilities through existing channels with the Graduate School, and explore potential overlaps with the Graduate Program in Social and Political Thought.
45. We recognize the importance of training teachers of English as a Second Language, but believe that the College of Arts and Science should not assume primary responsibility for this activity. We encourage our foreign language departments to support relevant endeavors by Peabody College, as appropriate.
46. We recommend that work continue within the College of Arts and Science on the development of the proposed Vanderbilt Institute for Medicine, Health and Society, and that a dialogue be maintained with related programs under discussion within the School of Medicine.
47. There is potential value in the proposal for a Center for Nashville Studies. We recommend that its authors work with the authors of the proposal for a Vanderbilt Institute for Research in Popular Music to develop a joint proposal on locally grounded cultural studies for presentation to the Academic Venture Capital Fund.
48. We recommend that academically strong students who qualify for need-based aid should receive increased grants so that loans and family/student contributions may be reduced sufficiently to make Vanderbilt accessible to a more economically diverse population.
49. Consistent with our goal of moving Vanderbilt University forward in research and scholarship, we enthusiastically endorse plans for a residential college program that includes all undergraduates and continues for the full four-year period. Such a system will build on existing strengths of Vanderbilt, including the commitment to undergraduate education, our compact residential campus, and the fine housing program already in place. Residential colleges will

Table 1, Con't
The Recommendations of the SAP-CAS Senior Steering Council

- enhance opportunities for faculty-student interaction outside the classroom; create a robust and inclusive intellectual atmosphere on campus that will increase Vanderbilt's appeal to the best students; and make good on our responsibility to educate the whole person.
50. We recommend that the College of Arts and Science determine the relative costs and benefits of embarking on an initiative to offer, either independently or as part of a larger University Central effort, opportunities in continuing studies and in part-time graduate programs.
 51. We recommend that the Provost's office, the College of Arts and Science, and the Admissions Office work together to evaluate the merits of allowing prospective Vanderbilt freshmen to matriculate at the end of the junior year of high school and complete requirements for the diploma with the first-year Vanderbilt curriculum.
 52. We recommend that the College move to appoint or recruit a faculty member to fill the vacant Directorship of the Robert Penn Warren Center for the Humanities and adjust the constitution of the advisory board of the Center to reflect the increased interdisciplinary activity within the College.
 53. In light of our expectation of the appointment of a Director of the Warren Center, we recommend deferral of action on the proposal for a Center for Critical Studies until its authors have the opportunity to consult with the new Director.
 54. We recommend that the Provost's Office, each of the schools in University Central, and the Medical and Nursing Schools work together to create enhanced opportunities for greater interaction between preprofessional undergraduate education and the professional schools.
 55. We recommend that the Provost's office, the College of Arts and Science, the Graduate School, and the professional schools at Vanderbilt work together to ascertain the merits of allowing early admission of our undergraduates into Vanderbilt graduate and professional degree programs.
 56. We recommend that the University examine the merits and feasibility of expanding the concept of the Executive Conference Center to form the Vanderbilt Conference, Research and Lifelong Learning Center, which would include the Executive Conference Center, the Vanderbilt Institutes for Advanced Studies, the Vanderbilt Center for Continuing Graduate Education, an Undergraduate Library and Technology Center, and the Vanderbilt Bookstore.
 57. We recommend that the University evaluate the merits and feasibility of creating an Undergraduate Library and Technology Center (ULTC).
 58. We recommend that the University evaluate the merits and feasibility of creating the Vanderbilt Institutes for Advanced Studies (VIAS).
 59. We recommend that Vanderbilt investigate the intellectual merits, economic benefits, and logistical requirements for creating continuing education and part-time graduate degree programs to be managed by the Vanderbilt Lifelong Learning Center.

Table 1, Con't
The Recommendations of the SAP-CAS Senior Steering Council

60. The Senior Steering Council endorses the construction, with modifications, of the Executive Conference Center proposed by the Owen School.
 61. We recommend that the Dean of the College of Arts & Science create a Standing Committee for Academic Planning.
 62. We recommend that the Dean of the College of Arts & Science create a fund, comparable to the College Venture Fund for instructional innovation, that would enable the Standing Committee for Academic Planning to support the strategic development of proposals for innovative and creative programs in research and scholarship.
 63. We recommend that the College move vigorously to identify an appropriate academic officer whose primary responsibility would be to provide enhanced advisory, technical and programmatic support for the identification of sources of funding, the development and refinement of research and curricular proposals, and the launching and coordination of new academic endeavors.
 64. We recommend that the faculty continue to regard teaching as a professional responsibility equal in importance to research.
 65. The Senior Steering Council supports the formation of a Trans-institutional Academic Priorities Committee with the hope that it will encourage and support transformative initiatives that build upon existing strengths and that identify new areas for investment.
 66. We urge the Trans-institutional Academic Priorities Committee to consider opportunities for the development of additional initiatives and institutes that span the Medical School-Natural Science interface.
 67. We recommend that the absolutely central issues of the possible reduction in the number of graduate degree-granting programs and the enhanced importance of the relations among graduate programs be taken up either by the proposed Standing Committee for Academic Planning or by a special Committee on Graduate Programs, advisory to the Dean of the College.
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A. INTERDISCIPLINARY CENTERS AND PROGRAMS

In recognition of both national scholarly trends and the intellectual and economic advantages of sharing resources across multiple departments and schools, the Provost's Strategic Academic Planning Group (SAPG) has recommended that strategic planning at Vanderbilt emphasize the strengthening of existing interdisciplinary endeavors and the creation of new ones. In Section III.B.2, the SAP-CAS Senior Steering Council recognizes the interdisciplinary initiatives already endorsed by SAPG; in this section, we recommend the creation of three new "Centers" (The Americas, Creative Arts, and Religion and Culture) and two new "Programs" (Law and Humanities, and Media Studies). In Sections III.C and III.F, we recommend programs that include a B.A./B.S.-M.A.T. in foreign languages, Continuing Studies, and Part-Time Graduate Studies.

1. Center for the Americas

Vanderbilt University should seize the initiative and create a center for the study of the Americas that brings together a large number of faculty in a wide variety of disciplines at both the graduate and undergraduate levels studying all the regions of the hemisphere. No center like this exists. Vanderbilt is uniquely situated to emerge at the forefront of comparative studies of the Americas. With already strong programs in American and Southern Studies, Latin American and Iberian Studies, Comparative Literature, and African American Studies, we are in a position to develop a truly comparative center for the study of all of the Americas. Over the past two decades, studies in the humanities and social sciences have begun to break down the traditional boundaries of studies of the different regions of the Americas. Clearly, future research on all regions of the Americas will increasingly emphasize comparative thematic and cross-regional studies. This is, and will continue to be, one of the most innovative and dynamic areas in academic research. Although primarily based in the College of Arts and Science, the Center would bring together faculty and programs across several schools of the university, notably in Peabody, Owen, Blair, and Divinity.

As described in Appendix E, the Center will serve as a means to attract funds, provide support, and facilitate the connections among faculty and students (graduate and undergraduate) in the many departments and interdisciplinary programs that would form the core of the center. The creation of a Center for the Americas would: (1) place Vanderbilt University at the forefront of one of the most exciting and dynamic fields of study at the beginning of the twenty-first century; (2) help faculty produce innovative and cutting-edge research on a variety of themes; (3) strengthen graduate and undergraduate programs by reinforcing existing departments and interdisciplinary programs while creating new interdisciplinary research, courses, and programs; (4) and strengthen other regional and ethnic studies programs such as European Studies and East Asian Studies through the promotion of international studies and the study of the diverse peoples and cultures of the Americas.

We recommend the establishment of a Center for the Americas.

2. Law and Humanities

Despite the increased sophistication and influence of interdisciplinary work among scholars of the law and scholars in English, Philosophy, and History, no leading university has established a formal program that would support sustained and systematic work in law and the humanities. By building on imaginative joint initiatives already underway between faculty from the Law School and the College of Arts and Science, the University has an historically rare opportunity to respond imaginatively to the Chancellor's charge to integrate the professional schools and the College. By defining and inaugurating study in a new field, Vanderbilt would be identified with cutting edge work in law and humanities. Such a program would aid both the Law School and the participating humanities departments in attracting and retaining superb faculty, graduate students, and law students. By establishing a framework for the introduction of liberalized courses in law into the undergraduate curriculum, Vanderbilt would attract highly

talented individuals and become a leader in the transformation of pre-professional education. The proposed Vanderbilt Law and Humanities Program is described in more detail in Appendix F.

We recommend the establishment of a program in Law and Humanities.

3. Center for the Creative Arts

The Senior Steering Council recommends the establishment of an integrated Vanderbilt Center for the Creative Arts on the Arts and Science College campus. As described in Appendix G, at the outset the Center will house three principal components: Studio Art (drawing, painting, print-making, sculpture, ceramics, photography, design, video art, computer art, and multimedia); a Black Box Theater (for the instruction of acting, directing, movement, voice, dance, and multimedia performance); and a Media Studies program (with undergraduate and graduate degree opportunities in Film Studies and Digital Media). The Center thus will draw together and focus in one prominent location multiple artistic endeavors, including writing in many genres, acting, theatrical direction, film-making, digital composition, electronic music, all studio arts, imaging, graphic design, on-line journalism, photography, scene- and lighting-design, dance, and others that may emerge with advanced technology, student interest and faculty expertise.

Only rarely is a university presented with the opportunity to correct several longstanding deficiencies, improve its competitive position among its peer institutions, and open up the transformative prospect of an enhanced future, all in one decisive blow. The proposed Vanderbilt Center for the Creative Arts offers just such an historic opportunity, and the SAP-CAS Senior Steering Council urges that SAPG boldly endorse it for strategic investment by the University.

Because existing facilities in the Cohen building are in a state of sad and dangerous disrepair, the College of Arts and Science has already recognized a pressing need to provide safe and appropriate space for the Studio Art program. It will not serve the needs of the entire University, however, merely to build a safer version of Cohen. Studio Art courses are among the most oversubscribed offerings in the College. Indeed, the only students who regularly succeed in getting into their chosen studio courses are Fine Arts majors. In order to serve the 40% of those students from across the University who want to enroll in studio courses but can find no open places, ample space for additional teaching must be created. Redressing the shortfall in studio art options will surely assist in diminishing Vanderbilt's well-known high rate of undergraduate attrition. Over and above that, however, strengthening our offerings in studio art and making the program a more visible element of Vanderbilt's public profile will also contribute to the desperately needed intellectual and cultural diversification of our entire University student body. At the stages of recruitment, matriculation, and retention, Vanderbilt today finds itself with an outsized proportion of students interested in history but not art, chemistry but not art, engineering but not art, and so on. Given the state of the arts here this situation ought not to surprise us, but it can usefully remind us nonetheless that the development of a suitable Studio Art facility capable of addressing the immediate problem of the pitiful state of Vanderbilt's existing facilities can also, if strategically supported by the University, begin the process of integrating a greater diversity of intellectual interests with the traditional strengths of the College of Arts and Science as well as those of its sister schools.

In this vein it is worth emphasizing that the College does not have a monopoly on student and faculty participation in the creative arts. Students from Peabody, Blair, and Engineering regularly enroll in courses in Theater, Media Studies, and Fine Arts, and earn double-majors in these programs that already involve faculty from outside the College. Graduate and professional students, and even faculty, also have the opportunity to participate in formal, academic activities in the creative arts. However, at present the College cannot meet the University's demand for existing courses and facilities in the creative arts, not to mention the needs posed by the expansion of the creative arts into new media and venues. As mentioned above, the existing Studio Arts facilities are drastically overcrowded, but other arts offerings are similarly squeezed. The Theater program suffers from lack of performance space; the Vanderbilt University Theater, funded in part through the Student Activity Fee, would benefit directly from the Black Box Theater and the enhanced opportunity for interdisciplinary activities involving Fine Arts, Media Studies, and Music. It is crucial to recognize that the Center for the Creative Arts will provide both shared facilities for the creative arts and enhanced opportunities for instruction that will attract participation from across the entire University. The possibilities it will open for cross-disciplinary and trans-institutional arts initiatives will make Vanderbilt unique among Research I institutions in integrating creative arts activities into the academic and professional life of the University.

Nowhere are the transformative prospects of the Center for the Creative Arts more potent and promising than in the proposed Media Studies program. Numerous faculty across the University are publishing and teaching in the area of media studies; graduate students are taking seminars, publishing articles, attending conferences – all this despite inadequate facilities and no reliable budgetary support. The lack of any sustained University support for digital media research and teaching is glaring, especially because the University, situated as it is in one of the most vibrant and creative artistic/entertainment communities in America, is poised to take a position of leadership in film and multimedia production and as the premier regional forum for courses and symposia that involve the interdisciplinary study of digital culture. The potential for a synergistic convergence in media studies between the College and Peabody, Owen, Law, and Engineering is dramatic and, we suspect, will move Vanderbilt to the head of a rapidly changing field of research and creativity.

It cannot be emphasized too strongly that the important new field of media studies is not isolated from other artistic endeavors. Rather, it is emerging at the intersection between computer-based research and creativity and other media of artistic creation. Indeed, it is precisely because the confluence of new media work and traditional artistic expressions is inexorable that the physical and programmatic integration of Studio Arts and Theater with the Media Center is indispensable. In the recommendation for the Center for the Creative Arts, the Senior Steering Council has gathered impressive evidence of the seminal interactions among various departments within the College of Arts and Science as well as among these departments and units from others of Vanderbilt's colleges and schools. It is not an exaggeration to say that any support for the renewal of the creative arts at Vanderbilt that fails to focus on promoting the integration of the various arts in a single, devoted physical plant will fall short of its mark. For the same reason, a Vanderbilt Center for the Creative Arts must be administered by an Academic Director whose charge would be to run the Center as a spawning ground for fresh creative activity. The Director's task would be explicitly to stimulate the intellectual and institutional convergence of all interested schools and

colleges and, in addition, to bring into the fold all those creative activities that, even if not anticipated by name in the Senior Steering Council's report, will further the Center's purpose of making Vanderbilt a respectable regional and national center for the arts in the coming era of integrated creative activity. At a minimum, we would expect the Director to incite and orchestrate efforts to bring under the Center's umbrella all forms of writing, the legal and business aspects of the creative arts, dance, digital imagining, medical illustration, art therapy, and the integration of music performance with theater and digital media.

In summary, just as Blair provides a focus for the study, composition, and performance of music, Peabody for classical and computer pedagogy, the Medical Center for health, so, too, the Center for the Creative Arts will stimulate and support creative art activity to the benefit of the entire University.

We recommend the establishment of a Center for the Creative Arts that includes a new program in Media Studies and enhanced facilities for Studio Art and Theater. The College of Arts and Science should concurrently appoint an academic Director for the Center for the Creative Arts with the responsibility of developing a full program, guiding the design and construction of the building, and expanding the scope of the Center to include academically appropriate opportunities in writing, dance, music, and other creative activities.

4. Center for the Study of Religion and Culture

The proposed Center for the Study of Religion and Culture (Appendix H) presents a remarkable opportunity to take Vanderbilt's present strengths to the very highest level in national rankings. Except for one program in the Medical Center, the Graduate Department of Religion is Vanderbilt's only program in the top ten. Five of the six universities above us in the rankings already have centers for the study of religion and culture. Ours would be unique, however, in its breadth, with participation presently from four schools and colleges of the University and imminently a fifth. Ten or so faculty members from a half dozen departments of the College of Arts and Science are already involved in this collaborative venture. The leadership is in place, the faculty participation is wide, and the Center is poised to fill egregious absences in Vanderbilt's present curricular offerings, especially in Islam, Jewish Studies, and the religions of China and South Asia. As one faculty member puts it, "Vanderbilt cannot be a world-class institution and ignore three-fourths of the world."

We recommend the establishment of a Center for the Study of Religion and Culture.

B. Targeted Investments in the Humanities, Social Sciences, and Natural Sciences

The Senior Steering Council of SAP-CAS interprets our charge to identify three to five graduate programs worthy of enhanced investments in the context of a University commitment to increased professionalization of graduate study across the College of Arts and Science. Such a commitment is not only welcome but also vital. Although we wholeheartedly endorse the proposals for interdisciplinary centers and programs we have sent forward (each of

them with a request for graduate lines), it should be clear that no matter how fresh and inviting such programs appear, eventually the doctoral degrees Vanderbilt confers will be only as good as the departments that grant them. Interdisciplinary innovation cannot prosper without disciplinary strength.

A stringent economy operates in this matter. We do not have and cannot expect the resources to invest in every worthy Ph.D. program immediately. And we believe that half measures will not do. Although it should be taken for granted that Vanderbilt must remain competitive with its peer institutions in its offers of grants and fellowships, it is equally clear that no graduate program here is competitive enough with the top ten in its field to assume that mere increments in graduate stipends will make a significant and lasting difference. Therefore we have to identify — and, ideally, select — programs that will not only dramatically benefit from substantial investment, but whose success will count significantly in the greater world.

Even if Vanderbilt had the money to make substantial investments in a dozen programs it might be unwise to commit all the money until several departments had proved that the investments have the desired effect. To accept such a procedure is to identify another criterion of investment: that the success of an individual program will lead to the success of other programs, either by emulation (what one department has done another department can do) or by spillover (the success of one department would enhance the attractiveness of another department to graduate students and faculty). It is important to recognize that although a department may not have a realistic chance to make the top twenty, it may, with prudent investment, become the very best department of its kind and in doing so buoy up its sister departments.

We have identified three departments whose graduate programs are especially worthy of immediate substantial investment: English, Spanish and Portuguese, and Anthropology. We also have singled out two more—History and Philosophy—that we believe worthy of additional funding in the medium term. These five not only excel as traditional disciplines, but they also cohere as a cluster of departments that have cooperated in the past and that, if some of the proposals in the strategic plan are implemented, will even more closely collaborate in the future. Dramatic improvement in any one of those departments will benefit the others. And by the same token, none of those departments can achieve greatness at Vanderbilt without the application of money and ingenuity to the development of the others.

In making our selection of departments worthy of special investment, we have omitted some very good departments which, on the basis of national ratings, might also seem to qualify for additional investment. We agree that they do. But we also affirm that because a particular economy is operating, investment must proceed in phases; and the principle of the greatest possible utility should be applied at each phase. We understand that resources are not unlimited and that hard choices will have to be made. Some departments will receive additional resources; others will not. Some departments will receive additional funding immediately; others will benefit later.

We urge the Administration to make timely, wise and firm decisions regarding which graduate programs deserve to be financially maintained, and which deserve additional funds. In short, we must focus our attention and resources on a few select departments and programs.

In this vein, we would fail to meet the spirit of our charge to identify the most investment-worthy graduate programs in the humanities and social sciences if we did not urge the new Dean and the Provost to consider the impact our decisions may have on Ph.D. programs that are no longer viable. Our commitment to the professionalization of the Ph.D. requires us to make these hard choices. We discuss this matter in more detail in Section IV.D.

1. Humanities and Social Sciences

The charge to SAP-CAS required us “[t]o identify three to five strong graduate programs in the humanities and social sciences, as prescribed by the SAPG, and additional graduate programs in the natural science division, for emphasis and investment, adhering to the following guidelines: such programs should have critical mass; they should have attracted and suitably placed superior students; and they should have on-going financial support.”

Caucus 2 (Professors Bahry, Bell, Siegfried, Gay, and Staros [Chair]) provided to the Senior Steering Council an unsorted list of departments and graduate programs that it believed to be worthy of further consideration. In the Humanities and Social Sciences, these departments were Anthropology, Economics, English, History, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Spanish & Portuguese. Once the Caucus 2 report had been received, the Senior Steering Council reviewed both the list and the procedures and criteria to be used for the selection. Department and program chairs were invited to respond to the Caucus 2 report and its recommendations. The Senior Steering Council decided that any Senior Steering Council member would recuse himself or herself from the discussions and the vote regarding any department or program with whom he or she was affiliated. Finally, we reviewed the criteria that had been established by SAP-CAS, eliminated inappropriate criteria, and amplified the remaining criteria to allow us to obtain a clearer understanding of the strengths of each department or program. For voting, we combined these criteria into five categories: strength of the faculty, strength of the graduate student population, gain versus investment, internal ripple, and external impact.

Based upon our detailed analysis, the SAP-CAS Senior Steering Council has identified three departments that can be elevated into the top ranks by an appropriate strategic investment, and two departments that need to be included in a near-term development strategy:

Three departments in the Humanities and Social Sciences that can be elevated into the top ranks by an appropriate strategic investment are, in descending order, English, Spanish & Portuguese, and Anthropology. History and Philosophy, without a relative ranking, have sufficient strengths and a role so central to the University’s mission that they too should be included in any development of a near-term strategy to strengthen the graduate endeavor at Vanderbilt.

The proposal from the Graduate Program in Religion was considered an interdisciplinary proposal and has already been recommended by the SAP-CAS Steering Council for support as the Center for the Study of Religion and Culture. The Department of Psychology will be considered with the programs in the Natural Sciences. With regret, we do not recommend Economics, Political

Science, and Sociology for immediate additional investment, in that they did not adequately meet our criteria.

The rationales for recommended departments follows:

1.1. English

The Department of English has maintained a leading position in the College of Arts and Science while transforming and modernizing itself. The Department has established strengths in literature from the Renaissance to twentieth-century British literature, in Southern literature, and in the theory of gender and sexuality. The department is exceptionally versatile, already contributing its expertise to Film Studies, Women's Studies, American and Southern Studies, and African American Studies. It promises to be an important contributor to the new programs we are recommending in the Center for the Americas, Law and Humanities, and Media Studies within the Center for Creative Arts. The department has a history of strong leadership, and a cogent plan for development. Based upon both its size and reputation, the graduate program of the English Department is likely to reach the top twenty in the next five years, and this process could be accelerated by an appropriate, timely investment.

1.2. Spanish & Portuguese

The Department of Spanish & Portuguese has noticeable strengths, their faculty have been harmonious, and no major weaknesses appeared in any of the measures we considered. This is the premier foreign language program at Vanderbilt. We believe it is important that Vanderbilt have at least one strong foreign language department and, based upon national trends, Spanish is of great national consequence. Unlike many other Spanish and Portuguese departments, the Vanderbilt department has strengths in both Peninsular and Latin American studies. Because it has strong intellectual connections with other graduate departments and interdisciplinary programs, an investment in this department would strengthen other areas targeted by SAP-CAS for future investment. It contributes to programs and activities in Latin American and Iberian Studies, Comparative Literature, and Latino literature, and demonstrates a willingness to support other foreign language departments and programs. It will also contribute to the reputation of the Center for the Americas. Latin American and Peninsular criticism and history are areas strongly represented by the Vanderbilt University Press. Because the department has a positive momentum from good hires, strong demand at the undergraduate level, and a strong market for Ph.D.s, it has much more room for development than the other language departments in the College.

1.3. Anthropology

The Department of Anthropology has earned a unique position. In the field of Mesoamerican anthropology it is already one of the premier departments in the Americas. Only slightly smaller than the top-ranked departments, the Vanderbilt department has the largest number of specialists in Mesoamerican anthropology and archeology, as well as an excellent record in terms of field research. They are developing a second strong cluster of expertise in Andean

anthropology and archeology, which would benefit from additional support. Such plans would expand the breadth and strength of connections to other areas of study at Vanderbilt, particularly the Center for the Americas. Its placement record for Ph.D.s at highly ranked departments is possibly better than any other department in the College of Arts and Science at Vanderbilt; many of its best Ph.D.s return to Latin America, thereby increasing Vanderbilt's reputation in the region. The department contributes to international diversity by attracting outstanding students and faculty from Latin America.

Our charge was “to identify three to five departments in the humanities and social sciences ... for emphasis and investment.” We have identified three departments, as discussed above, and now turn to the larger problem of building a comprehensively coherent graduate program at Vanderbilt. The Senior Steering Council and Caucus Two are convinced that more than three departments should be targeted in the near term. We pose the strategic question: Which departments would benefit the most from an immediate, additional investment? Within our original charge of three-to-five departments, we identify History and Philosophy as departments worthy of investment in the near term. Many departments must receive additional, targeted investments for Vanderbilt to present a strong graduate program in the humanities and social sciences, but in a resource-limited environment, some will necessarily occur sooner than others. In the interim, existing College and University resources should be used to support and strengthen those departments. The rationale for supporting History and Philosophy in the near term is as follows:

1.4. History

The Department of History has an unprecedented opportunity to transform a good department into an excellent one. It has expertise, and concomitant recognition, in American, European, and Latin American history. The strengths of the department and the presence of seven open positions in American History (some as a result of early retirements) provide the department with an opportunity to recruit outstanding faculty and sprint to a leading position in American History. The department will play a pivotal role in the proposed Center for the Americas, the Law and Humanities program, and the Center for the Study of Religion and Culture. As with the Department of English, the intra-Vanderbilt connections with History provide a multiplicative effect for strategic investments.

1.5. Philosophy

The Department of Philosophy has made a strategic commitment to a pluralistic approach in research and graduate teaching rather than concentrating on the mainstream analytic approach that dominates in the top-ranked, narrowly focused departments. This approach places the Philosophy Department within a clearly defined group of successful and competitive departments: Northwestern, University of Texas at Austin, Pennsylvania State, SUNY Stony Brook, and Emory. Among these departments the Vanderbilt Philosophy Department already sets the standard for the placement of graduate students in both research institutions and teaching colleges. The department seeks additional resources to further develop itself along its present lines in a market that it believes will be increasingly favorable to the research approach it fosters.

2. Natural Sciences

The charge asked SAP-CAS “[t]o identify three to five strong graduate programs in the humanities and social sciences, as prescribed by the SAPG, and additional graduate programs in the natural science division, for emphasis and investment, adhering to the following guidelines: such programs should have critical mass; they should have attracted and suitably placed superior students; and they should have on-going financial support.”

The Senior Steering Council began with the analysis of departments provided by Caucus 2. The strength of the Department of Psychology in integrative and cognitive neuroscience and the particular development strategy adopted by the department led the Council to include Psychology with the other departments in the Division of Natural Sciences.

We believe that a substantial investment would be required to move any single Vanderbilt Natural Science Department into the top echelon of departments in the country. Rather than employing such a department-based development strategy, the Steering Council recommends that ongoing interdisciplinary initiatives be fully supported and that new opportunities for interdisciplinary programs be explored within the College of Arts and Science and jointly with the Schools of Medicine and Engineering.

Interdisciplinary research offers opportunities for establishing strong programs in the sciences that can compete nationally and internationally. Vanderbilt has unique advantages that permit a strategy for program building in this way. Vanderbilt's Schools of Medicine and Engineering offer outstanding talents in fields that intersect directly with research programs in the College of Arts and Science. These talents can help to build strength at a number of disciplinary intersections. The proximity of laboratories in the College of Arts and Science to those in our sister schools is another asset that can be used to advantage. Shared instrumentation and facilities as well as joint seminars and colloquia are encouraged by the geography of the campus.

Vanderbilt has recognized the opportunity for interdisciplinary programs with a substantial commitment of central funding to the Center for Structural Biology (CSB) and the Center for Integrative and Cognitive Neuroscience (CICN). The CICN includes members from several College departments as well as from the School of Medicine and Peabody. The CSB, a trans-institutional initiative between the College and the School of Medicine, has made an initial investment in instruments and infrastructure and is now in a hiring phase. Structural Biology faculty will have dual appointments in the College and the School of Medicine. The Senior Steering Council admires the CICN and CSB initiatives and views these ongoing projects as experiments from which the College can learn. The Steering Council also encourages attempts to build upon existing strengths by establishing additional interdisciplinary programs; candidates include new initiatives in Biomathematics, Biophysical Sciences and Bioengineering, Environmental Risk and Resource Management, and Nanoscale Science and Engineering.

Building strength in interdisciplinary programs such as the Center for Structural Biology goes hand in hand with building strong discipline-based graduate programs. Interdisciplinary programs are linked to the departments by the Ph.D. degree. For the CSB and CICN and other interdisciplinary

programs to compete nationally and internationally, graduate students who join these programs from Biological Sciences, Chemistry, Mathematics, Physics, and Psychology must be among the best in the country. Attracting outstanding faculty to interdisciplinary programs and building infrastructure and instrument centers will not be enough if Vanderbilt does not compete for the best students.

The CICN has been successful in helping to bring new faculty talent to campus and in focusing existing efforts at Vanderbilt. Proposals from the CICN and the Psychology Department to improve and increase the pool of graduate students reflect the strain that develops on a department when an influx of faculty talent is not appropriately matched by numbers and quality in the pool of graduate student co-workers. The Senior Steering Council endorses efforts to improve the quality and numbers of graduate students in CICN-linked departments and suggests that this should be done through the existing central funding mechanism for the program. Failure to address this critical issue will lead to frustration of the ultimate goals of the initiative and also reduce the quality of the core discipline programs in the participating departments.

The CSB and other interdisciplinary programs in the Natural Sciences will face a similar problem as a number of faculty associated with it are hired and become members of or have secondary appointments in Arts and Science departments. Just as new programs require an investment in infrastructure and library resources, graduate student lines in Biological Sciences, Chemistry, Mathematics, and Physics must support the increase in faculty talent in these departments. Junior and Senior faculty are expected to compete on a national and international level, and to do so effectively and efficiently they need high-caliber graduate students. A decision that an investment in graduate students is not required to establish such programs will compromise these initiatives. Furthermore, an interdisciplinary development strategy should not undermine the intellectual core of the participating departments; it could be devastating were we to follow aggressive recruitment of faculty talent yet fail to address the graduate student quality and quantity problem. Hence, in addition to funding interdisciplinary endeavors, the College and University must provide funds to recruit and support graduate students so as to preserve and strengthen the core areas within these departments.

One short-term solution to the problem of shortfalls in the recruiting of high-caliber graduate students is to increase faculty reliance upon postdoctoral research associates. Frequently, a high-profile faculty member can attract research associates of a higher caliber than the graduate students recruited by the department. The productivity of a research associate is high relative to that of a beginning graduate student and the cost is only modestly greater than that of a graduate research assistant. However, the rankings of a department may be more strongly influenced by graduate student production and quality than by similar measures for postdoctoral trainees. This conflict between individual research and departmental strength and recognition requires a concerted effort by the University to correct the balance in favor of more rigorous graduate programs.

Support of graduate students throughout their careers as research assistants by expenditures from faculty grants clearly helps in the competition for the best students. The high cost of supporting students at Vanderbilt compared to the cost of doing business at competing universities discourages

faculty from supporting graduate students on grants, however, particularly in the early years of a graduate students' education when a heavy course load and the 72-hour requirement results in large tuition expenditures. In some disciplines, hiring a graduate student research assistant may be as expensive as hiring a postdoctoral co-worker. Indeed, no single action would benefit the Natural Science programs at Vanderbilt more than a tuition waiver for students hired as research assistants on federal grants. Charging federal grants for tuition channels the resources provided by external grants and contracts to the support of postdocs, and graduate programs suffer as a result.

The evolving national research and funding strategy favors interdisciplinary science. Natural Science departments at Vanderbilt should adjust to this reality. The traditional view of departments in which subspecialties are propagated in hiring decisions by historical birthright will not permit the assembly of groups that can work in concert to solve interdisciplinary problems. Historical views of boundaries between the physical, chemical and biomedical sciences may restrict interdisciplinary initiatives. Strong programs in Chemical Biology and Biological Physics, for example, will have impact in several corners of the campus and raise the national visibility of all participating departments, but only if tradition does not block the recruiting and retention of faculty with interdisciplinary interests.

From this perspective, we make the following recommendations:

The Senior Steering Council encourages attempts to build upon existing strengths by establishing interdisciplinary programs like the currently operating centers for Structural Biology and for Integrative and Cognitive Neuroscience. Candidates include new initiatives in Biomathematics, Biophysical Sciences and Bioengineering, Environmental Risk and Resource Management, and Nanoscale Science and Engineering.

We recommend that the College of Arts and Science or the Provost's office examine possible mechanisms and funding for intensive efforts to identify and recruit outstanding graduate students, either at the departmental or divisional level.

In addition to funding for interdisciplinary endeavors, the College and University must provide funds to recruit and support graduate students in the Natural Science departments to preserve and strengthen the core areas within these departments.

We recommend that the College of Arts and Science reexamine its policy of charging research grants for part or all of the costs of tuition for graduate research assistants. The College should encourage funded investigators to support graduate research assistants.

C. Analysis of the Caucus 4 Report on Technology, Teaching, and the Library

Caucus 4 (Ayers, Doyle [Chair], Hancock, Jade, McNamara, J. Plummer, Sapir, Weintraub, and Wikswo) was charged "To review or create over-arching proposals—*e.g.*, on teaching, technology, research innovations, etc.—not identified with particular disciplines but embracing several." To simplify this task, the Caucus was divided into three sub-

caucuses to examine technology, teaching, and the library. We now summarize the analysis and recommendations of Caucus 4, and provide the comments of the Senior Steering Council in *black italics* without indentation, and our recommendations left-right indented and in *red italics*:

1. Technology

1.1. Information Technology

It was clear to Caucus 4 that the College of Arts and Science has serious deficiencies in computer technology and support for teaching and administration. Funded research in the natural sciences has adequate computing capabilities obtained through external grant support; there is great room for improvement within the humanities and social sciences both in awareness of the capabilities of modern information technologies, and in the opportunities for applying this awareness to research. Caucus 4 prepared a detailed proposal for specific applications.

While the Senior Steering Council agrees with the finding of serious deficiencies in computer technology and support for teaching and administration, we are not in a position to evaluate the specific recommendations of Caucus 4.

The Senior Steering Council recommends that the College and the University make a major financial commitment to increase Vanderbilt's information capabilities in support of research, teaching, and administration. This effort should include not only hardware but also an enhanced staff infrastructure. In light of the proposed Media Center and the existing facilities and services at Peabody, we also recommend a careful, campus-wide evaluation of the multimedia needs of the faculty and students for both teaching and research and an examination of how these needs might best be satisfied.

1.2. Analytic Instrumentation and Shared Resources

The research universities that we aspire to displace in the rankings typically have an outstanding research infrastructure. The Vanderbilt Medical Center has already recognized this circumstance, has invested heavily in a number of technological core laboratories with state-of-the-art equipment and technical staff, and is already benefitting from these investments. The College of Arts and Science should follow its example. External funds are often available to cover the purchase cost of major instrumentation, but an institutional commitment is needed to maintain them and support their use by researchers and their students. The College of Arts and Science is lagging far behind the external and Vanderbilt competition in this regard.

The Senior Steering Council recommends that the College of Arts and Science expedite the acquisition, maintenance, and use of shared instrumentation and other technical facilities and services.

2. Teaching

Caucus 4 made four recommendations regarding teaching: 1) Department Chairs should be given more latitude in using their best, advanced graduate students in teaching; 2) Lectureships should be professionalized; 3) No significant effort should be devoted to increasing the number of postdoctoral scholars employed in teaching roles; and 4) The Masters in Teaching (MAT) program should be better supported and promoted. The Senior Steering Council does not support the first two, and concurs with the others:

2.1. Using advanced graduate students in teaching

The reputation of the College is built on the premise that a research-active faculty is involved in all aspects of a high quality and expensive undergraduate education. At present, graduate students conduct laboratories in the sciences, instruct elementary language courses, introductory writing classes, and lead discussion, recitation, and problem-solving sections of large introductory classes.

The Senior Steering Council strongly discourages the use of graduate students in the teaching of upper-division courses.

2.2. Lectureship professionalization

The Senior Steering Council recognizes the national trend to use non-tenure-track, term-appointment Lecturers and Senior Lecturers in place of tenured and tenure-track faculty. The College has reluctantly acceded to demands from many departments to increase the number of Lecturers and Senior Lecturers on call. Again, the reputation of the College is built on the premise that a research-active faculty is involved in all aspects of a high quality and expensive undergraduate education.

The Senior Steering Council opposes attempts to delegate any substantial portion of the teaching mission of the College to faculty who are neither tenured nor tenure-track. To “professionalize” non-tenure track lecturers would create a parallel professional track of secondary citizens, which would in turn generate a new set of problems similar to those encountered historically between clinical and research faculties in medical centers.

2.3. The role of postdoctoral scholars in teaching

Consistent with the position enunciated in (1) and (2) above, the Senior Steering Council does not recommend an increase in the number of postdoctoral scholars employed in teaching roles.

2.4. The Masters in Teaching (MAT) program

The very great need for teachers of Spanish, French, and especially Latin on the secondary level argues for Vanderbilt’s participation in meeting this need. Undergraduate majors in those languages (and to a lesser extent German) could begin some of their teacher certification in their

first four years, still receive strong liberal arts educations, and with one more year of study complete an MAT. In doing so, undergraduate majors in the foreign languages will enjoy increased opportunities in the job market, and would serve as ambassadors for Vanderbilt.

The Senior Steering Council supports the concept of a five-year B.A./B.S.-M.A.T. program in the foreign languages, particularly since it could be implemented with little financial investment. We encourage the College of Arts and Science and Peabody College to continue to refine a proposal for accomplishing this aim by submission through standard curricular channels. A cost analysis would be required to determine the financial impact of tuition scholarships in the fifth year.

3. Library

The research universities that we aspire to displace in the rankings have better libraries than we do, both in terms of the size of the collection and the quality of the facilities for both research and as places for students to study. In recognition of the Chancellor's philosophy that if Vanderbilt is going to do something it should do it well, the Senior Steering Council notes from several different criteria that there are better libraries at many of the schools to which we lose regularly in football.

The Strategic Plan for the Library outlines a plan for future development, and Caucus 4 explored in some detail proposed improvements to the Science and Engineering Library. Within the Jean and Alexander Heard Library, at least 130,000 square feet of space needs remodeling, renovation, and new furniture. Such rehabilitation can cost as much as building new space (currently estimated at \$160 per square foot). The Science Library would benefit from increased study areas, and the use of high density storage that would make possible the return of much of Science collection from the Library Annex. We recognize that a major building enhancement project with careful attention to the creation of highly usable public spaces will enhance the quality of academic life within the University. At nearby institutions such as the University of Kentucky, the University of Tennessee, Middle Tennessee State University, and University of Tennessee at Martin one finds modern library facilities. The building at the University of Kentucky cost in the neighborhood of 55 million dollars, but this is nothing more than a rough estimate of the kind of expense required to meet Vanderbilt's needs.

The first step must be the development of an overall architectural and financial plan for the Library. Paul Gherman, University Librarian, has requested funds to employ a leading architectural firm to study our library, prepare a plan for which specific cost figures could be developed, and consider the relative costs and benefits of renovation versus construction of a new building.

The Senior Steering Council endorses the employment of an experienced architectural consultant to study our library and consider the costs and benefits of renovation as against construction of a new building.

The Senior Steering Council supports identification of the library as a major priority in the coming Capital Campaign.

In a subsequent section on the Vanderbilt Research and Lifelong Learning Center, we will discuss the rationale for creating an Undergraduate Library and Technology Center (ULTC).

D. Analysis of the Caucus 3 Review of Departmental Plans

Caucus 3 (Haglund [Chair], Hancock, Jrade, Wiltshire) was charged “[t]o review and select departmental or interdisciplinary proposals, graduate or undergraduate, for recommendation to the SAPG,” with the additional instructions to “review the original departmental academic plans submitted to Dean Infante (and any graduate plans not recommended by Caucus 2), select those appropriate for forwarding to the SAPG, and counsel other promising units on how their proposals might be refurbished for reconsideration.” The report from Caucus 3 identified nine proposals worthy of consideration. As before, our comments are in *black italics* without indentation, and our recommendations are left-right indented and in *red italics*:

1. Bioscience, Technology and Humanities

Although the submitted proposal for Bioscience, Technology and Humanities is not sufficiently developed for recommendation, interested parties may wish to refine the ideas represented in it for possible consideration by future committees involved in College strategic planning.

2. Center for the Creative Arts

Already recommended by SAP-CAS.

3. Cultural of the Americas

Already solicited by SAPG, and recommended by SAP-CAS.

4. Development and Democratization

Caucus 3 has identified this theme as appearing in a number of departmental proposals. Interested faculty may wish to prepare a formal proposal on the topic and submit it for possible consideration by future committees involved in College strategic planning.

5. Environmental Sciences

This proposal was solicited by SAPG and is under its review. It is recognized in the SAP-CAS review of interdisciplinary programs in the Natural Sciences.

6. Ethics and the Professions

This proposal is not at the point where it could be recommended for implementation. The issues of certification raised in this proposal are not strategic and should be addressed through the College Committee on Educational Programs.

7. Law, Literature and Politics

This proposal was solicited by SAPG and has been evaluated and restructured by SAP-CAS.

8. Robert Penn Warren Center for the Humanities

Later in this report, we recommend that the College move to appoint or recruit a faculty member to fill the vacant Directorship of the Robert Penn Warren Center for the Humanities and adjust the constitution of the advisory board of the Center to reflect the increased interdisciplinary activity within the College.

9. Center for the Study of Religion and Culture

Already recommended by SAP-CAS.

E. Analysis of the Appendix on Infrastructure in the Caucus 3 Report

The Caucus 3 report included an appendix with a number of suggestions for improving the College. We now present its list of suggestions (with minor editorial adjustments), with each suggestion followed by our comments in *black italics* without indentation, and our recommendations left-right indented and in *red italics*:

The suggestions outlined briefly below are primarily gleaned from the departmental strategic plans submitted to Dean Infante in the spring of 2000. They are augmented by some suggestions made directly to Caucus 3 members by faculty during our examination of these issues.

1. Capital Campaign issues

In the forthcoming Capital Campaign, the College should put forth the strongest possible case for funding a number of major new initiatives. We ought at the bare minimum to press for funding for the following items:

1.1. Residential colleges

This is one of the best ideas ever discussed on the campus for improving the tone of intellectual and social life, and for bringing faculty and students into more frequent contact! In the student affairs arena, implementation of this proposal should be our highest priority for the Capital Campaign. *Later in this report, the SAP-CAS Senior Steering Council enthusiastically endorses conversion to a residential college system.*

1.2. New library building

Also must be a major priority for the College. While the Vanderbilt Library staff are doing a great job under trying conditions, the library's physical plant is simply no longer credible as part of a great research university. No wonder the undergraduates don't want to go there! *The SAP-CAS Senior Steering Council's recommendations on the Library are covered under our analysis of the Caucus 4 report.*

1.3. New classrooms and office building

Although the College has been looking forward to renovating and occupying Buttrick when MRB-III is completed, this move will only begin to relieve current needs, and that barely. If any of the major SAP-CAS initiatives are funded, additional space at least of the size of Furman will be needed.

The SAP-CAS Senior Steering Council recognizes that the College needs new study, classroom, and office space. While we do not view this as a strategic issue, it is absolutely critical to the ability of the College to provide the services expected of it. These needs should be recognized as possible targets for benefaction.

1.4. Endowed chairs

In the past, a general call has been raised for more endowed chairs. More useful would be identification of areas in which the creation of chairs would impart significant momentum to the College, especially to those interdisciplinary areas that the College hopes to strengthen.

To be competitive with peer institutions, the College of Arts and Science badly needs additional endowed chairs, which nationally are evolving into a rank above Professor. Acquisition of more endowed chairs is particularly important as we try to improve the quality of our faculty, in that endowed chairs are essential instruments in recruiting and retaining senior faculty of the highest caliber. In the various recommended interdisciplinary initiatives, we have identified a number of areas where endowed professorships would have particularly salubrious consequences. Core departments and programs would also benefit from endowed chairs. Our recommendation is that a vigorous effort be mounted to secure funding for these chairs.

1.5. Endowment for the College

For years, the College has lamented its dependence on tuition income. Higher priority must be allocated to breaking out of the cycle by effective and aggressive fund-raising. Recent experience in Vanderbilt's School of Engineering shows that significant development is indeed possible here.

While the endowment of Vanderbilt University may be comparable to that of the other private universities with which we compete, the SAP-CAS Steering Council recognizes that the endowment of the College of Arts and Science is woefully inadequate relative to comparable liberal arts colleges. We heartily endorse aggressive capital accumulation on behalf of the College of Arts and Science.

1.6. Fellowships for first-year graduate students

There are sound scholarly and pedagogical reasons for trying to offer more service-free fellowships for first-year graduate students. It is one of the few ways for Vanderbilt to become instantly competitive with universities thought to be better than we are.

In departments where the fellowships for graduate students require service during the first year or two, service-free fellowships would place Vanderbilt in a more competitive position. In many departments, an increase in the number, size, type, and duration of academic year and summer fellowships is important for building stronger programs. We endorse aggressive efforts to accomplish these objectives.

Elsewhere in our report, we also emphasize the need for recruiting better graduate students.

2. Cross-cutting administrative issues

There is an urgent need to reexamine “the way things are done” in the College. Many departments expressed variations on the theme that restructuring governance is the key to productive innovation, efficiency and enhanced performance, and quite possibly to better financial health, provided that appropriate metrics and incentives for performance and accountability are developed and implemented.

2.1. Student quality and diversity

The students at Vanderbilt are notably pre-professional rather than academic in orientation. Several department chairs mention the need to emphasize intellectual, as well as ethnic and economic, diversity. *We recognize the problem, made addressing it one of our Criteria, and endorse efforts to solve it.*

We endorse efforts to increase the intellectual, ethnic, and economic diversity of our notably pre-professional undergraduate student body.

2.2. Micromanagement

The College has prospered financially in part because of scrupulous attention by the College Dean's office to budget and management issues at the departmental level. While micromanagement was probably necessary twenty-five years ago, it may now have become

a hindrance to both departments and to the College. The elements of the necessary change should include transitions to:

- 2.2.1 Department-based business planning. Departments should be managed on the basis of business plans that are appropriate to their size, needs, and strategic plans. These plans should be developed in consultation with the Dean of the College, with appropriate provisions for real delegation of stewardship and accountability. *See 2.2.2.*
- 2.2.2 Department-centered decision making. To some, the College is virtually ungovernable under the present micromanagement scheme, which violates management canons of span of control. Within the framework of the departmental business plans, departments could implement many routine items now requiring College approval.

The questions of administrative micromanagement involve more than just the College of Arts and Science. It seems undeniable that a host of decisions made at the administrative level should in fact be made at the departmental level. We recognize the problem, and encourage an appropriate decentralization of responsibility and decision-making with a corresponding increase in and distribution of accountability.

- 2.2.3 New approaches to sustaining interdisciplinary programs. Several of the program directors note that they cannot offer needed courses because faculty have relocated, leaving the future of the programs in jeopardy. In a department-based management plan, department chairs could simply agree amongst themselves and execute such interdisciplinary innovations. *Will this in fact work? We are concerned about the potential conflict between departments and interdisciplinary programs, such as requests for departments to teach courses in support of interdisciplinary programs, the appointment, promotion, and tenure of faculty involved in interdisciplinary programs, and the contention for budgetary authority and indirect cost allocation for these endeavors.*

We recommend that the College ask the Provost to establish a task force of senior faculty to study the impact of interdisciplinary programs on the curriculum and scheduling, the promotion and tenure process, and financial management in the various schools.

2.3. *Appointments, promotion and tenure*

The departmental plans allude to some of these difficulties, but most of the following ideas were suggested to Caucus 3 during its review of the earlier plans.

- 2.3.1 Managing the search process. Appointments in Department X often have consequences for Department Y. Search committees should be appointed with due

consideration. [Similar logic applies in the sciences to the Schools of Engineering and Medicine as well.] The College has recently encouraged this consultation and collaboration. *See 2.2.3 above.*

- 2.3.2 The first year. New faculty need to have special consideration both for their first-year teaching assignments and for developing a long-range plan for effective teaching, as well as for getting a jump start on scholarship and grant support. Departments should manage this responsibility within the framework of their instructional plans.

We agree that new faculty should have special consideration in their first-year teaching assignments and for developing a long-range plan for effective teaching, as well as for jump-starting scholarship and grant-writing programs, and that departments should manage this responsibility within the framework of instructional necessities.

- 2.3.3 Retention and promotion. The departmental guidelines for achieving tenure and promotion should be formalized as rapidly as possible. Standards for meeting the teaching criteria for tenure are much in need of revision; the continuing reliance on student ratings as the sole measure for evaluating instructional activity is counterproductive. The CAPT Report recommendations may need revisiting to take this consideration into account.

We encourage the Dean and the Provost to complete their review of departmental implementation of College regulations regarding tenure and promotion.

- 2.3.4 Appointments, tenure and promotion in an interdisciplinary environment. It is proverbial wisdom that junior faculty cannot be tenured for interdisciplinary scholarship. Or is it only for “interdepartmental” or “interschool” scholarship? If we are moving toward a more interdisciplinary environment for graduate work, are changes needed in the way we evaluate interdisciplinary scholarship and teaching for tenure? *See 2.2.3 above.*

- 2.3.5 The role of the PTRC. During the CAPT study, numerous improvements were made in department and college/school procedures for tenure and promotion. However, the role and procedures of the PTRC were not well defined, with the result that it is now viewed by junior faculty as a kind of “star chamber.” Appropriate procedures [for] and constraints [upon] the PTRC to remedy both the reality and the (mis)perception need to be developed and promulgated.

The administration should be made aware of concerns that the role and procedures of the promotion and tenure review committee (PTRC) are ill-defined, with the result that the PTRC is now viewed by some as a kind of “star chamber.” The Senior Steering Council believes that appropriate

procedures and constraints should be developed and placed on the PTRC to remedy both the reality and the (mis)perceptions of its role, and that these measures should be announced.

2.4. Flexibility in teaching assignments and formats

In a decentralized management scheme, departments have the greatest stake in managing their teaching mission effectively. Chairs need the flexibility to define, in consultation with the College, what the teaching mission of the department is, and then to manage it independently.

- 2.4.1 Department-based management of teaching. Departments should develop plans to discharge their teaching obligations under the oversight of directors of undergraduate and graduate studies and with due regard to the scholarly activities of the faculty. *See 2.2.2 above.*
- 2.4.2 Team teaching. Team teaching can be regulated most effectively at the Department level; the College should not feel obligated to provide a “one-size-fits-all” policy for teaching credits in team-taught courses. In principle, department chairs [and faculty] should be able to agree on a course-by-course basis. *See 2.2.2 above.*
- 2.4.3 Modular or unconventional course formats. The growth of interdisciplinary graduate programs poses special challenges to the conventional scheduling of graduate courses. Undergraduate courses such as those providing advanced learning experiences can also benefit from flexibility in teaching format, including “half semester,” “May-mester” and intensive short-course formats. *See 2.2.2 and 2.2.3 above.*

2.5. Instructional and research staff.

High-quality staff free faculty to do things that faculty do best, and are more effective than faculty at many tasks central to research and scholarship. These needs vary from department to department.

There is a high and widespread level of dissatisfaction with the policies and performance of the Division of Human Resources at Vanderbilt. Some of the issues raised below go beyond considerations of administrative competence, thus indicating a need for a systematic review and repair of the Division and other units implicated in the items below. Furthermore, Vanderbilt must recognize the costs of competing in both the local and national markets for administrative, clerical and research staff. The points raised in the following list are worthy of detailed study and prompt action.

- 2.5.1 College vs. departmental administrative services. The College should investigate the trade-offs between providing centralized services such as financial analysis and student evaluation data and letting individual departments manage these functions.
- 2.5.2 Staff development. Many departments need administrative services that cannot be met by the staff categories authorized by the College. Personnel policies should favor the hiring and retention of staff members capable of running conferences, managing Web pages, handling mid-level computing tasks, helping with proposals and similar tasks requiring more than routine secretarial training.
- 2.5.3 Staff salaries. Several departments mentioned the problem of competitiveness in salaries and benefits. This is particularly pressing as we compete for higher-quality staff with greater skills in information technology. Both job descriptions and salary levels need to be re-evaluated.
- 2.5.4 Long-range funding for staff. Presently, instructional staff are budgeted against expected tuition income. There is no analog in the College for research staff, leaving research equipment in which the College has invested millions of dollars to be maintained by graduate students and research associates who are temporary and who often do not have the requisite specialized expertise. An appropriate mechanism is needed for supporting these facilities from combinations of indirect costs and user fees.

2.6. Career Center

Several departments mentioned the inadequacy of the Career Center in helping graduates locate first jobs.

We recommend that a qualitative and cost-benefit analysis be conducted to determine whether the funds used to support the Career Center might be better invested elsewhere.

3. Information technology and research infrastructure

Although the College appeared a decade and a half ago to be in the forefront of this area (*e.g.*, in the “Mathematica across the Curriculum” initiative), we now seem to lag well behind our peers and need to examine our commitment to continual improvements in our management of information technology.

3.1. Support for information infrastructure and facilities

An investment-oriented strategy is clearly needed to bring our IT infrastructure up to the appropriate level, particularly in departmental and College offices.

- 3.1.1 Computerizing College administration. Nothing shows our IT weakness more clearly than the fact that the College still operates with a largely paper administrative system. We need to put all routine administrative functions including student evaluations, minutes of College meetings and course enrollment information on the Web, eliminate paper distributions from the CAS, and provide all data for departmental analysis in downloadable electronic form.

This is a University-Central issue more than just a College one. We agree fully that Vanderbilt is behind many other universities in this regard. We recommend that University Central move quickly to bring our information technology infrastructure into the 21st century. This may require a significant financial investment, accompanied by a change in the culture.

- 3.1.2 Acquiring up-to-date scheduling software. OASIS was designed a long time ago and is no longer adequate. It is inflexible and provides little feedback in electronic form to faculty and administrative staff. The College should move more aggressively to acquire a 21st century software package for these functions. *We agree wholeheartedly. See 3.1.1 above.*

- 3.1.3 Pushing for a paperless University. At long last, some grants accounting information is being made available over the Internet to researchers. The College should take an aggressive stance with respect to computerizing all University-related administrative functions, including purchase requisitions, personnel action forms, and property accounting functions. *See 3.1.1 above.*

We support attempts to convert Vanderbilt into a paperless university with all University-related administrative functions computerized. We recognize, however, that with regard to Human Resource Services (Personnel), a significant decrease in the error rate is required lest mistakes proliferate more widely and rapidly than is already the case.

- 3.1.4 Centralized research support. In the sciences, certain centralized services should be provided on a recharge basis for analytical and shop functions. Business plans for these facilities probably need to be approved at the Provost's level (presumably by the Associate Provost for Research) to avoid waste and duplication of effort and facilities. Computer support is particularly lacking! *See the analysis of the Caucus 4 report.*

- 3.1.5 Instructional laboratory facilities. Departments should be challenged to demonstrate that the instructional laboratories (in all disciplines, not just science!) keep pace with facilities available at our peer institutions. This could be done, for example, by asking traveling faculty to take a look at the status of instructional facilities at the host institutions and to report back. This issue should also be a frequent agenda item for the University's development staff.

We recommend that College departments be challenged to see that Vanderbilt instructional laboratories and classrooms are equal to if not better than facilities at our peer institutions.

- 3.1.6 Faculty use of information technology. The College has been developing more and more electronically equipped classrooms but a surprising number of faculty still do not make use of these resources. We need to find out why. Is it that we are naturally hospitable to Luddites? Or do faculty need more help and opportunities to learn to use these resources effectively?

We agree that the faculty needs to be encouraged to utilize information technology, but as we discuss in our review of the Caucus 4 report, there needs to be a larger University commitment to supporting the academic information infrastructure.

3.2. *New IT resources for the College*

Catching up in information technology will require investments in some new resources, many of which can probably be funded through grant or in-kind contributions.

- 3.2.1 Digital media center. Such a center would provide expert resources to faculty from all departments for development of instructional materials. Financing for such a center--e.g., backcharging to departments--will be a ticklish issue here. *See the analysis of the Caucus 4 report.*
- 3.2.2 Digital services center. This center would be available to faculty and staff for handling routine service requests. The tradeoffs between such a center and departmental-level capacity for handling information or digital services will have to be studied carefully. *See the analysis of the Caucus 4 report in Section III.C and the discussion of the Undergraduate Library and Technology Center in Section III.F.9.2.*
- 3.2.3 Automating University functions. Many aspects of procurement, property accounting, general ledger functions and other research-related administrative functions remain manual or semi-manual, leading to mistakes and extra work for faculty and staff. The College should press for upgrades of administrative systems in University Central. *Also see 3.1.1 above.*

We recommend that the College press for upgrades of administrative systems in University Central, particularly with regard to procurement, property accounting, general ledger functions and other research-related administrative operations.

- 3.2.3 Web-site development. Most of the work involved in Web site development for departments, courses and scholarly enterprises is now being done by faculty and students. This is not usually an effective use of faculty time. A modest investment

in staff would have a huge payoff in enhancing Vanderbilt's appearance on the Web. *See the analysis of the Caucus 4 report.*

4. Clever but inexpensive initiatives

Many enhancements of the College's productivity and reputation are not expensive. Nevertheless, they require some budgeting and, in some cases, restructuring of programs.

4.1. Research stipends for students

Undergraduate and graduate research fellowships for the Robert Penn Warren Center and other College centers would be an important and relatively inexpensive way to signal the partnership between faculty and students in the scholarship that informs the life of a university college. *We have already addressed this issue.*

4.2. Scholarship policies

There is no mechanism in the College of Arts and Science for awarding first-time merit-based financial aid to students after matriculation. Reserving a few Honors scholarships for top performers after the freshman year could aid in the retention of our best students when they have shown that they in fact can do exceedingly well. One way to do this is to earmark funds offered to incoming freshmen but not used (because they go somewhere else) for a competition for sophomore scholarships.

We recommend for immediate implementation that a few honors scholarships be reserved for otherwise unsupported top performing freshmen as an aid in the retention of our best students.

4.3. Admissions policies

More targeted admissions searches are needed to change the mix of student interests, generate a more differentiated and diverse student body, and [recruit] for specific talents and experience. [In plain text, fewer pre-professional students] *We have already agreed that the College needs a more diverse student body, and believe that modest adjustments to the recruiting and admission policies may contribute to achieving this goal.*

4.4. Web sharing of faculty expertise

Development of a Vanderbilt intranet-based, searchable interdisciplinary clearinghouse for research and teaching interests (a different kind of "faculty registry") would make it easier to develop intra-University collaborations. This is in principle already possible through searches of the Web but requires that all faculty have up-to-date Web résumés. *See 4.5 below.*

4.5. *Web sharing of specialized facilities*

Creation of a Web-based, searchable index to Vanderbilt research facilities and service capabilities that can be searched from both inside and outside the University. This could be particularly useful in generating external support for specialized analytical or research facilities.

We recommend the development of a web-based Vanderbilt Research Index that covers faculty expertise, research facilities, and service capabilities.

4.6. *Grantsmanship in the humanities*

Although grant awards in the humanities tend to be small, more entrepreneurial activity in this sphere can be encouraged and rewarded. Sponsored Research could be asked to help identify funding sources and programs. The SR search capability for faculty research interests is a big help here.

We recommend that the College or the University provide specialized staff support for pursuing grant opportunities in the arts and humanities.

4.7. *Intellectual outreach to Nashville*

Possibilities include: Student docents at the Frist Center for the Visual Arts, faculty speakers for the Rotary Club, the Chamber of Commerce, and local professional clubs and associations, more faculty interaction with the local entrepreneurial community, development of flexible mechanisms for initiating collaborations with local industry, Web-based and paper information on specialized Vanderbilt expertise, etc. The list might be extended.

The Senior Steering Council encourages an expansion of Vanderbilt's outreach efforts to the Nashville community.

F. Additional Recommendations

In addition to those items specifically outlined in the charge to SAP-CAS, the Senior Steering Council has identified several other areas worthy of further exploration by the College and University Central.

1. Proposals Worthy of Continued Development

In other sections of the report, particularly the review of the Caucus 3 Report in Section III.D, we have recommended the continued development of a number of proposals. There are other proposals, considered by Caucus 1, that should be merged to form a stronger proposal:

We recommend that work continue on the development of the proposed Program in Gender and Sexuality, possibly through the Warren Center Program for 2001-2002.

We recommend that the faculty involved in the proposal for the Interdisciplinary Program in International Relations coordinate their efforts with the faculty involved in the proposal for further development of the Center for European Studies.

We endorse the idea of a Masters in Public Policy, and strongly recommend that the faculty proposing it pursue possibilities through existing channels with the Graduate School, and explore potential overlaps with the Graduate Program in Social and Political Thought.

We recognize the importance of training teachers of English as a Second Language, but believe that the College of Arts and Science should not assume primary responsibility for this activity. We encourage our foreign language departments to support relevant endeavors by Peabody College, as appropriate.

We recommend that work continue within the College of Arts and Science on the development of the proposed Vanderbilt Institute for Medicine, Health and Society, and that a dialogue be maintained with related programs under discussion within the School of Medicine.

There is potential value in the proposal for a Center for Nashville Studies. We recommend that its authors work with the authors of the proposal for a Vanderbilt Institute for Research in Popular Music to develop a joint proposal on locally grounded cultural studies for presentation to the Academic Venture Capital Fund.

2. Financial Aid

Caucus 7 (Siegfried [Chair] and Christensen) examined possible changes in the financial aid strategy for the College. We summarize their analysis here, described in more detail in Appendix B.

In order to improve the academic quality of its undergraduate students and enhance their racial, geographic, and economic diversity, the College of Arts & Science supports efforts to enhance grant (or “scholarship”) aid in need-based financial aid awards conditional on academic credentials. For academically strong students, reduced family and student contributions and smaller loans should be replaced by increased grants. This change should enhance matriculation rates of students from among those with SAT scores exceeding 1320 and family incomes below \$100,000, a group for which Vanderbilt currently is not competitive. Quietly increasing grant assistance to needy students with high academic potential can broaden the economic diversity of the undergraduate population without sacrificing academic quality. It can be an effective strategy accomplished at reasonable cost because students eligible for need-based aid are likely to be responsive to modest increments in financial aid awards. This financial aid strategy should help

attract talented students who have financial need in a way that is affordable to the University and is unlikely to provoke significant off-setting responses by competing institutions. It can make Vanderbilt accessible to more students from lower and middle income families.

We recommend that academically strong students who qualify for need-based aid should receive increased grants so that loans and family/student contributions may be reduced sufficiently to make Vanderbilt accessible to a more economically diverse population.

3. Residential Colleges

A system of residential colleges at Vanderbilt would do more to change and elevate the profile of the University than any other single initiative. Residential colleges would simultaneously sharpen the intellectual focus of undergraduate life, increase the substantive involvement of faculty in that focus, and improve the quality of student experience in general. As one student on the original College committee for this purpose put it, “Residential colleges would fix everything.” They will not do everything, of course, but they will change the culture and character of Vanderbilt.

Consistent with our goal of moving Vanderbilt University forward in research and scholarship, we enthusiastically endorse plans for a residential college program that includes all undergraduates and continues for the full four-year period. Such a system will build on existing strengths of Vanderbilt, including the commitment to undergraduate education, our compact residential campus, and the fine housing program already in place. Residential colleges will enhance opportunities for faculty-student interaction outside the classroom; create a robust and inclusive intellectual atmosphere on campus that will increase Vanderbilt's appeal to the best students; and make good on our responsibility to educate the whole person.

4. Continuing Studies and Part-Time Graduate Programs

A number of other universities, most notably John Hopkins, offer high-profile continuing studies and part-time graduate programs. The SAP-CAS Senior Steering Council asked Professor Carol Burke, formerly a graduate dean at Johns Hopkins, to examine the feasibility of such programs at Vanderbilt. Appendix C is based upon her report.

In 1992, the College of Arts and Science initiated the Masters in Liberal Arts and Science as a program in continuing education that provided much-needed community outreach. This program has been a success by all counts and continues to be well-subscribed, with thirty-five faculty from fifteen departments teaching MLAS courses to approximately 150 adult students, with a total of fifty MLAS degrees awarded. The MLAS provides some income to the College, but not of the magnitude that might be expected for a more professional program in continuing education and part-time graduate studies whose tuition might be paid in part by employers seeking to retain or train their staff.

The Law School and the Owen Graduate School of Management recognize the potential financial benefits of such programs, and have proposed the creation of an Executive Conference Center to allow expansion of their present offerings. The extent to which the College could benefit from mounting a similar endeavor is as yet undetermined. The Senior Steering Council imagines that some part-time graduate programs could enhance smaller departments but might detract significantly from other well-established graduate programs, particularly at a time when a major effort is being mounted to enhance the quality of existing graduate programs.

Issues to be resolved include whether the surrounding community could support a part-time graduate program centered in the College of Arts and Science, the extent to which a fraction of the program faculty could be drawn from outside of Vanderbilt, whether there are competing programs at other Nashville colleges and universities, how the tuition income would be distributed among participating faculty and departments and the College, and whether teaching in such programs might count toward a faculty member's teaching load. Whether the intellectual and managerial costs would be justified by the financial return and increased public outreach would have to be determined.

We recommend that the College of Arts and Science determine the relative costs and benefits of embarking on an initiative to offer, either independently or as part of a larger University Central effort, opportunities in continuing studies and in part-time graduate programs.

5. Early Admission for Undergraduate Students

A number of other universities have established innovative early-admission programs targeted at attracting very strong undergraduate students.

We recommend that the Provost's office, the College of Arts and Science, and the Admissions Office work together to evaluate the merits of allowing prospective Vanderbilt freshmen to matriculate at the end of the junior year of high school and complete requirements for the diploma with the first-year Vanderbilt curriculum.

6. Robert Penn Warren Center for the Humanities

In light of the Steering Council's recommendations for the creation of several new interdisciplinary centers involving the humanities and social sciences, we believe that the College would benefit from the coordination of the activities among the new and existing academic centers. An academic director for the Robert Penn Warren Center for the Humanities could serve admirably in this role.

We recommend that the College move to appoint or recruit a faculty member to fill the vacant Directorship of the Robert Penn Warren Center for the Humanities and adjust the constitution of the advisory board of the Center to reflect the increased interdisciplinary activity within the College.

In light of our expectation of the appointment of a Director of the Warren Center, we recommend deferral of action on the proposal for a Center for Critical Studies until its authors have the opportunity to consult with the new Director.

7. Graduate School

As indicated by many of our recommendations, we strongly support major investments in graduate programs at Vanderbilt. Because a University committee is examining the role of the Graduate School at Vanderbilt, we did not address issues of management of the graduate programs.

8. Professional Schools

The Senior Steering Council recognizes that there is a great opportunity at Vanderbilt for closer coordination of activities between the College of Arts and Science and the professional schools. It would be foolish not to take full advantage of our compact campus and a tradition of inter-school interactions in developing revised admission procedures and timing, cross-listing or cross-enrollment for professional courses, and enhancement of as-yet-unfocused interests in interdisciplinary subjects, such as ethics in the professions.

We recommend that the Provost's Office, each of the schools in University Central, and the Medical and Nursing Schools work together to create enhanced opportunities for greater interaction between preprofessional undergraduate education and the professional schools.

We recommend that the Provost's office, the College of Arts and Science, the Graduate School, and the professional schools at Vanderbilt work together to ascertain the merits of allowing early admission of our undergraduates into Vanderbilt graduate and professional degree programs.

9. Vanderbilt Conference, Research, and Lifelong Learning Center

As part of the strategic planning process the Owen School has proposed that the University establish an Executive Conference Center. The primary tenants of the Conference Center would be the professional schools, which would use the facilities to expand their executive education offerings. But the proposal also foresees that the Center would provide a university-wide opportunity to establish other continuing education programs. Because of ample hotel space nearby, the proposal does not include provisions for sleeping accommodations. The stated preference is to maximize the space dedicated to learning and physical interaction. Such space would include a high-quality dining room that would offer excellent food service throughout the day. It would also include a number of small break-out rooms, a set of five to seven classrooms accommodating between 30 and 70 students, and a spacious common area. All classrooms would be outfitted with state-of-the-art teleconferencing equipment and wireless technology. Some classrooms would be reserved for individual schools on a continuous basis.

Staff offices would also be supplied for the individual schools. There would be a small business center and enclosed parking on-site.

The proposed new building presents the University with the opportunity to consider other functions it might serve that would enhance its usefulness and attractiveness for faculty and students as well as for the clientele that the Owen School hopes to cultivate.

For conceptual purposes, the SAP-CAS Senior Steering Council imagines the new building to have six stories--sorted by function, arranged for flow--above an underground parking garage:

Ground Floor:	Bookstore and coffee bar or restaurant
Floors 2 and 3:	Undergraduate Library and Technology Center
Floor 4:	Vanderbilt Institutes for Advanced Study
Floor 5:	Lifelong Learning Center: Continuing Education and Part-time Education
Floor 6:	Executive Conference Center

The basic objective would be to bring into contact usually separated segments of Vanderbilt and the larger community in order to dramatize the commitment to the kind of innovative, diverse, and dynamic educational environment that the Chancellor regularly invokes in his vision statements for Vanderbilt. The proposed building would produce a flowing confluence of executives and undergraduates; high level oversight of research and lifelong education; commerce and reflection.

We recommend that the University examine the merits and feasibility of expanding the concept of the Executive Conference Center to form the Vanderbilt Conference, Research and Lifelong Learning Center, which would include the Executive Conference Center, the Vanderbilt Institutes for Advanced Studies, the Vanderbilt Center for Continuing Graduate Education, an Undergraduate Library and Technology Center, and the Vanderbilt Bookstore.

9.1. Bookstore and Coffee Bar or Restaurant

Plans are already underway to build a new bookstore. Its location on the site of the International House of Pancakes at the intersection of Broadway and 21st Avenue would be ideal, significantly remote from Borders, yet close enough to campus to draw students and members of the community. It would provide intellectual and commercial anchorage for the north end of campus, particularly at nights and weekends when the main campus is relatively deserted and direct automobile access would be desirable for reasons of both safety and convenience.

The commercial goals of a bookstore might appear to conflict with the academic objectives of a library, but we believe that creative forethought could design a bookstore/library combination to bring undergraduates out of their dorms and educate them to appreciate the seamless connection between the world and the library, as between books and digital technology. The bookstore/library complex would be a place of recreation and reflection, solitary study and group interaction. There are economic benefits as well, in that the revenue stream of the bookstore would help defray the costs of the building and its below-ground parking; customers would use

the parking garage primarily during the day; other users would benefit from it at nights and on weekends.

9.2. The Undergraduate Library and Technology Center (ULTC)

Construction of the ULTC would respond to two of the professed needs of the Central Library: 1) a versatile and attractive space for students to study in solitude and in groups; 2) a technology service center that would complement other proposed digital centers on campus by providing assistance to faculty and students in the preparation of web-based instructional programs and projects, as well as in the digitization of various textual materials.

The ULTC would occupy two stories of the proposed building in a manner that would benefit all building users and the larger Vanderbilt community by combining study and viewing spaces: assembly spaces (perhaps including a small coffee bar); a digital service center; one small, digital classroom; the relocated Microform and Media Center; a reserve room; a current periodicals collection; and a small but useful collection of books (perhaps a recent arrivals collection).

The construction of the ULTC would not solve all of the problems of the Central Library. Substantial renovation would still be necessary; additional staff would have to be hired. Yet it would add important functions, attract students, and free up space in the Central Library for graduate and faculty study areas as well as for additional stacks.

We recommend that the University evaluate the merits and feasibility of creating an Undergraduate Library and Technology Center (ULTC).

9.3. The Vanderbilt Institutes for Advanced Study (VIAS)^a

Although we have developed a structure for sponsoring initiatives from the faculty, there is no overall structure for providing administrative support to newly established centers, for monitoring their progress, for assessing their status, and for matching faculty from successful ventures with potential outside funding sources. Nor is there an organizational structure for the incubation of promising projects over a set term where faculty could develop proposals worthy of significant support.

Vanderbilt has a number of existing institutes and centers, many of which operate in isolation of or even in competition with each other. An informal umbrella organization, which we term the Vanderbilt Institutes for Advanced Studies (VIAS), could aid in the coordination of activities of these institutes and centers, and would provide a common organization to support the many centers whose proposals have sprouted through this strategic planning process. Many of these proposals define interesting ways of encouraging collaboration among faculty, but few of them require the extensive administrative structures they propose (full-time directors and administrative assistants). VIAS could provide administrative support for transinstitutional, inter-school, multi-school and even interdivisional programs and eliminate redundancies and inefficiencies in coordination and staffing, leaving the participating faculty free to conduct research. An Institute director could also

^aThis section benefits from detailed suggestions provided by Professor Carol Burke.

work with the University Development Office to raise money for these endeavors in a coordinated fashion.

VIAS could administer specially assigned interdisciplinary faculty and graduate student lines. It could promote the interests of graduate study by raising funds for named fellowships (*e.g.*, a year's stipend for dissertation fellowships in the humanities and social sciences; a year's stipend for the science student to study another discipline, such as law or business). Graduate support is not easy to raise, but prospective donors might be intrigued by contributing to the Institutes for Advanced Studies. VIAS could organize searches for faculty with broad constituencies. It could be a mechanism for making joint tenured appointments between research centers and departments.

VIAS could be an excellent attractor for senior faculty recruits offered appointments as a Fellows of the Vanderbilt Institutes for Advanced Studies for one to two years while completing a transition from previous positions to full-time status at Vanderbilt. With endowment funds, VIAS could become part of a package to attract eminent scholars by providing research and writing time without teaching, advising and committee duties.

Most important, VIAS would bring prestige to Vanderbilt by representing it to the outside world as an ambitious, progressive research institution with a unified vision--a version of the university that would attract both prospective faculty and donors. Too few Southern universities are on the map as major centers of research, and VIAS could provide a clear perceptual if not strategic advantage to Vanderbilt.

Finally, an Institute for Advanced Study could offer an interesting answer to questions under discussion about the future of the graduate school. At institutions like Johns Hopkins, founded as a graduate school, and at Harvard, Yale, Princeton, Cornell, Stanford and a number of the large public research universities, whether or not a graduate school continues to exist as a separate administrative entity seems to have little effect on research. Stanford did away with its graduate school a few years ago, and graduate education and research continued to flourish. At universities that historically placed priority on their undergraduate programs, graduate schools have served as advocates for graduate education and research.

For many years, the tasks of monitoring graduate education and research have fallen to the same dean. Vanderbilt, like many other institutions, separated those functions by hiring a Vice Provost for Research. The Senior Steering Council does not believe that those functions should be merged into a colossal, unmanageable structure. The demands of identifying, promoting, and supporting sponsored research that would summon a research administrator frequently to Washington, and the need to advance technology transfer certainly would keep a single person busy enough, too busy to invest great amounts of time in foundation and private donor fund raising, in fostering innovative collaborations, and in tending to the graduate program.

The tasks currently assumed by the Graduate School, together with innovative, inter-departmental and inter-divisional research efforts that link not just faculty but their post-docs and their graduate students could form the basis of a productive set of Institutes operating under the umbrella of VIAS.

The governance of VIAS might consist of a board chaired by an academically qualified director and including the Provost (or the Vice-Provost for Research), the Vice-Chancellor for Medical Affairs (or his designate), one representative from each institute or center, and one representative from each of the three divisions of the College of Arts and Science. VIAS would also recruit a visiting board, composed of past or prospective fellows, to meet with the governing board annually. Permanent staff for VIAS would include an administrative assistant, a development officer, and clerical staff assigned to assist the directors of the centers and institutes.

Program and budgetary responsibilities of VIAS would include:

Providing support staff for established and incubating centers and programs.

Compensating departments for faculty release time to participate in interdepartmental programs.

Supporting visiting fellows who would participate in the centers, institutes, and working groups.

Allocating selected graduate lines to centers and institutes.

Housing joint appointments.

Monitoring progress of working groups.

Assessing the success of centers or programs with sunset provisions.

Conducting Delphi studies to predict future transinstitutional and interdivisional research projects.

Seeking outside funding to sustain and expand successful centers and institutes.

Sponsoring symposia and lectures.

In the proposed building, VIAS would require offices for staff and visiting fellows, two conference/seminar rooms, and a central lounge.

We recommend that the University evaluate the merits and feasibility of creating the Vanderbilt Institutes for Advanced Studies (VIAS).

9.4. The Lifelong Learning Center

The Lifelong Learning Center would house the offices of Continuing Education and Part-time Education. Continuing Education would run on the model of the College's Masters of Liberal Arts and Sciences (MLAS), albeit more ambitiously, and would develop courses for members of the community who have an interest in the kind of intellectual stimulation that a classroom experience conducted by Vanderbilt faculty can provide. Part-time programs, discussed in more detail in Section III.F.4, would be degree-granting programs established and supervised by individual departments and programs in the University. Courses would be designed to attract a clientele from the health, software, and music industries whose career opportunities would be enhanced by a postgraduate degree from Vanderbilt. Both the curriculum and the personnel involved would be subject to quality control by academic departments. Because the degree would be a true MA or MS rather than an MLAS, the costs of tuition would be significantly higher than for Continuing Education and the returns to individual faculty, participating departments, the schools, and the university proportionately greater. Because we could expect that employers would in part subsidize their employees' tuition, we could be reasonably certain that a

well-designed, responsive part-time program would be successful and eventually generate substantial revenue per annum.

We recommend that Vanderbilt investigate the intellectual merits, economic benefits, and logistical requirements for creating continuing education and part-time graduate degree programs to be managed by the Vanderbilt Lifelong Learning Center.

9.5. Executive Conference Center

The uppermost floor of the building would house the Executive Conference Center proposed by the Owen School. We believe that the kind of mixed-use building we have proposed would not only provide essential services for the executives who would participate in the Owen programs; it would be a positive attraction to them to carry on their activities in a dynamic conspectus of the University rather than in an appended satellite. As with the interdisciplinary programs discussed above, this building with its shared facilities would be a creative response to the Chancellor's charge to integrate the professional schools and the College.

The Senior Steering Council endorses the construction, with modifications, of the Executive Conference Center proposed by the Owen School.

G. Proposals Not Currently Recommended

In the course of reviews by the several caucuses and the Senior Steering Council, a number of programs were evaluated but not recommended for investment at this time. Critiques of unsuccessful proposals should help proposal authors to refine both the concept and design of the proposed activity. We urge each of the participants in the construction of these proposals to work within the structure of ongoing strategic planning for the College to produce stronger proposals that better match the strengths and needs of the College of Arts and Science.

While the concept and the proposal were excellent, the Institute for the Study of Popular Music does not fit within the Center for the Creative Arts as presently designed. Hence we cannot evaluate the strengths and weaknesses of that proposal relative to other components of the Center. The Masters in Fine Arts in Creative Writing in the proposed Center for the Creative Arts does not adequately meet a sufficient number of the stated selection criteria to merit inclusion. We hope that our recommendation for the establishment of a Center for Creative Arts and the recruitment of a director for this program will provide a mechanism that will lead to joint programs with Blair, and to the inclusion of writing programs within the Center.

Although an inclusive Program in Law, Humanities, and Politics is recognized as being worthy of vigorous future development, the proposed program in Law and Politics does not meet a sufficient number of the stated selection criteria and hence was not recommended. We affirm the conclusion of Caucus 1 that the Proposal for a Center for Research on Economic Development and Information Technology is not appropriate for further SAP-CAS or SAPG consideration. The proposal for a Center for European Studies was not considered to be of a strategic nature and hence was not recommended. The proposal on Ethics and the Professions is not at the point where

it could be recommended for implementation. The issues of certification raised in this proposal are not strategic and should be addressed through the College Committee on Educational Programs. We do not recommend at this time any further action by the College of Arts and Science on the development of a program in E-Communication and Commerce, or an Interdisciplinary Ph.D. in Culture Studies.

IV. THE BIG PICTURE: THE FUTURE OF STRATEGIC PLANNING AND THE COLLEGE

The preceding analysis and recommendations were motivated not only by specific requests from the Provost's Strategic Academic Planning Group, but also by the recognition that the faculty of the College of Arts and Science are poised to make bold proposals for the future of their College. The College faculty mobilized itself for this project in an unprecedented manner and has presented and then iterated a large number of proposals. The Senior Steering Council has recommended many of these, has suggested continued development of others, and has withheld endorsement of some. We have also reviewed a large number of suggestions for improving both the College and the University, and have recommended that most be implemented. However, a successful strategic plan must articulate a philosophical approach to guide the College along an optimum path for the future. In this section we analyze a number of broad-reaching issues and provide recommendations that may help as the faculty of the College of Arts and Science strive to move Vanderbilt to a higher level of accomplishment and recognition.

A. Ongoing planning

We believe that the College would benefit from the establishment of a working group of senior faculty to serve as a clearing house for proposals on a continuing basis. This working group would meet three to four times a year to provide a forum for discussion of new or reworked proposals. This new committee will also provide a mechanism for iteration and further review of proposals previously submitted.

We recommend that the Dean of the College of Arts & Science create a Standing Committee for Academic Planning.

The Standing Committee for Academic Planning should be a group of senior faculty in the College of Arts & Science charged with encouraging the strategic development of new ideas originating within the College. This group would solicit and support faculty proposals for innovative programs in research and scholarship, particularly interdisciplinary ones that might not fit within a single department. The group would identify ideas worthy of pursuit, and recruit faculty from the College and the larger University to bring these ideas to fruition. The Committee would need funds to support the cost of developing proposals aimed at obtaining higher levels of funding from the College, the Provost's office, or external sources. Activities worthy of support include, for

example, planning workshops, external consultants, and possibly national or international conferences.

We recommend that the Dean of the College of Arts & Science create a fund, comparable to the College Venture Fund for instructional innovation, that would enable the Standing Committee for Academic Planning to support the strategic development of proposals for innovative and creative programs in research and scholarship.

The SAP-CAS Senior Steering Council recognizes the significant effort expended by authors of the successful proposals recommended by SAP-CAS. The College should encourage the formation of working groups to explore new ideas for academic endeavors and should invest resources to help these groups meet the high standard of proposal-writing required by the College, the University, and external agencies.

We recommend that the College move vigorously to identify an appropriate academic officer whose primary responsibility would be to provide enhanced advisory, technical and programmatic support for the identification of sources of funding, the development and refinement of research and curricular proposals, and the launching and coordination of new academic endeavors.

B. The College Commitment to Teaching

All future strategic planning for the College must include provisions for the continual strengthening of Vanderbilt's commitment to first-class teaching at all levels — undergraduate, graduate, and professional. Preservation and perpetuation of our tradition of teaching excellence is and must remain of paramount importance. As at the best research institutions, however, innovative teaching and pioneering research go hand in hand: intense application in the library or laboratory complements imagination and vigor in the classroom. The improved quality of faculty research in the College must and will manifest itself in the improved quality of faculty instruction. But the equilibration of these two essential College missions cannot be achieved and maintained without vigilance, renewal and endowment. The College must continue to employ the best teachers, provide state-of-the-art pedagogical space, equipment, training, and counseling, upgrade teaching evaluative instruments, and liberally reward demonstrated excellence in teaching. It must also search for creative new ways to ensure that research and scholarship appropriately contribute to pedagogical refinement. In short, that teaching is a fundamental responsibility and privilege of the College must be internally and externally recognized by the allocation of investment dollars, by qualitative enrichment, by programmatic and personnel enhancement, and by high-profile publicity.

We recommend that the faculty continue to regard teaching as a professional responsibility equal in importance to research.

C. The Interface of the College of Arts and Science and the Medical and Engineering Schools

The structure of SAP-CAS and its Caucuses permitted little formal communication with representatives, planners or administrators from the Medical School during our deliberations. While SAPG has representation from the Medical School, it is, essentially, a University-Central planning group. Because collaborative projects that cross the Medical School-Arts and Science interface are of interest to many College departments and programs and are particularly important for the development of the Natural Science departments, a permanent planning group for consideration of trans-institutional proposals would serve an important function for Vanderbilt. No administrative planning group of this kind, composed of a healthy mix of individuals from the two areas, was in place during our deliberations although in the past such a group produced plans for several major “trans-institutional” investments. We understand that such a planning group is currently being formed, the Trans-institutional Academic Priorities Committee (TAC) with faculty and administration representatives from both the Medical School and the University Central.

The Senior Steering Council supports the formation of a Trans-institutional Academic Priorities Committee with the hope that it will encourage and support transformative initiatives that build upon existing strengths and that identify new areas for investment.

Institutes that span the Medical School-Natural Science interface might have a positive impact on the development of Natural Science departments in the College. Institutes that bridge the College and Medical School interface might serve to create a cushion between the different Arts & Science and Medical School cultures of research and teaching. Such trans-institutional institutes might be used to offer faculty the opportunity to mix the Medical School and Arts and Science models for faculty activities at Vanderbilt. This would offer both Arts & Science and Medical School faculty more flexibility in defining their career goals and their contributions to Vanderbilt, and this model could also possibly bring more outstanding scientists into Arts & Science classrooms. Similar creative structures might prove useful in developing interdisciplinary programs between Arts and Science and the School of Engineering.

We urge the Trans-institutional Academic Priorities Committee to consider opportunities for the development of additional initiatives and institutes that span the Medical School-Natural Science interface.

D. Evaluating Existing Graduate Programs

While composing the recommendations that fulfill the charge to identify as worthy of increased investment 3-5 graduate programs in the humanities and social sciences and any additional natural science graduate programs, the SAP-CAS Senior Steering Council became aware that two aspects of the process of strategic planning for the future of graduate education will require continued study and assessment. First, because the College of Arts and Science is small in comparison to most of its peer institutions, it cannot compete in every discipline in which, in principle, graduate education might be offered. This fact raises a strategic

question: should the College continue to offer advanced degrees in nearly all humanistic and social scientific disciplines, even if doing so portends a continuation of its uneven record of achievement, or should it instead concentrate its resources on a smaller number of programs that thereby might perform at a more distinguished level? The Senior Steering Council ultimately made no recommendation about this matter, but in the preamble to Section III.B on Targeted Investments in the Humanities, Social Sciences, and Natural Sciences based upon the Caucus 2 report, we acknowledge that any reallocation of resources aimed at raising the reputation of one group of graduate programs will unavoidably require that other programs be trimmed. The consequences of such choices must be faced directly.

A second and related strategic issue arises in connection with the possible reduction of the number of graduate degree-granting programs. As the Senior Steering Council also notes in the preamble to our analysis of targeted investments, no graduate program can thrive in complete isolation from flourishing programs in cognate disciplines. To believe otherwise is inconsistent with the turn toward interdisciplinary teaching and research in the humanities and social sciences that is otherwise so heavily marked in this report. For this reason, it is crucial to the future of graduate education in the College that if there should be a smaller set of degree-granting programs, then that set must be crafted with the aim of establishing cogent and mutually supportive intellectual and institutional relations among its constituent programs. To neglect issues of synergy among graduate programs would be to squander scarce resources in a context which calls for a much greater focus in planning graduate training than Vanderbilt has hitherto mustered.

Both of these strategic issues — the possible decrease in the number of graduate degree-granting programs and the enhanced importance of the relations among them — became clear to the Steering Council because our charge forced us to adopt a position of oversight in regard to the future of graduate education. While we take no stand on how to prepare for this future, we are certain that the importance of these issues is inexorable and that to fail to address them from a continued position of oversight will be hazardous for the College.

We recommend that the absolutely central issues of the possible reduction decrease in the number of graduate degree-granting programs and the enhanced importance of the relations among graduate programs be taken up either by the proposed Standing Committee for Academic Planning or by a special Committee on Graduate Programs, advisory to the Dean of the College.

E. Coherence and Balance in the SAP-CAS Recommendations

The SAP-CAS Senior Steering Council has forwarded to the Dean four interdisciplinary proposals and a ranked list of departments in which it believes strategic investment would reap high rewards. These interdisciplinary proposals and the graduate programs of traditional departments were considered individually. The interdisciplinary proposals build on current strengths in various departments. The departments identified for new investment converge on the interdisciplinary programs. English is involved in all four recommended interdisciplinary proposals. Spanish and Portuguese and Anthropology play a central role in the Center for the Americas proposal.

It is not clear, however, whether the recommendations adequately span or meet the intellectual needs of the college, or whether we have accumulated a series of parts not yet suitably fit together. Three of the five departments ranked by SAP-CAS are in the Humanities Division (English, Spanish and Portuguese, and Philosophy), and the other two are in the Social Science Division (Anthropology and History). Of the four interdisciplinary proposals recommended by SAP-CAS, three are primarily humanities proposals (Law and Humanities, Creative Arts, and Religion and Culture), while the fourth (Center for the Americas) relies heavily upon both History and Anthropology. In these proposals, other social science departments are represented only on the periphery, although their participation in the various initiatives would be welcome should they choose to pursue research interests compatible with the projects of those centers. Whether and how social sciences should be better integrated into the overall strategic plan will be determined in part by the research directions chosen by the faculty of these departments, and also by the reviews of proposals and programs by our successors and the College and University administration.

On the other hand, the concentration of interdisciplinary proposals in the humanities runs the risk of creating redundancies, or of spreading current faculty strengths so thinly across projects that none achieves its potential.

We cannot evaluate the potential coherence of the sum of our recommended proposals because we do not know which will be funded. Nor can we anticipate what additional proposals might arise from subsequent strategic planning by the College of Arts & Science. The SAP-CAS proposals subsequently recommended by SAPG might contribute to either an imbalance in the disciplines targeted for development or a redundancy in funding for particular departments and programs, both of which consequences would have to be addressed by yet another round of reviews by the College and University Central.

In addition to evaluating the coherence and balance of the scholarly aspects of the interdisciplinary proposals, it will also be necessary to assess the impact of the proposed centers on the curriculum. This impact will take several forms, including implications for teaching loads, and the match between undergraduate student interests and the graduate programs targeted for investment.

V. EPILOGUE

The Strategic Academic Plan of the College of Arts and Science would not be complete without an epilogue. The Epilogue cannot be written today to be placed between the end covers of this document; it must instead be written by the faculty of the College of Arts and Science in one year, or at most two. Very few of our recommendations can be implemented without substantial effort and money; the great progress made by the College of Arts and Science in the past several decades is a testimony that most easy changes and many challenging ones have already been accomplished. Within the next year or two, we should be able to discern whether the faculty of the College of Arts and Science, our new Dean, and the higher administration at Vanderbilt University have the strength of character, determination, and

intellectual and financial resources to bring our recommendations to fruition. Too often academic strategic plans rot on a dusty shelf where the epilogue becomes the next strategic plan, written a decade later. It would be a travesty were this the fate of our current project.

Were nothing to come of our report, one might readily blame the “Administration” for not implementing our many and well-reasoned recommendations. What will make all of the difference in the content of this report's Epilogue will be the role of the faculty of the College in implementing our recommendations. It is often said that the planning process is more important than the planning product: today the faculty is energized, a large number of excellent ideas have been brought to the table, new collaborations have been established, and opportunities identified. Whether this momentum is maintained or dissipated is truly the choice of our faculty. No administrative or development officer can raise sufficient funds to meet our stated ambitions; were that possible, our original ambitions must have been too modest. The strongest guarantee of a favorable Epilogue will be that an energized faculty continues to press itself, the administration, our alumni, and the many individuals, foundations, organizations, and agencies that might support the strengthening of the College of Arts and Science. Historically, the faculty of the College of Arts and Science has been a collegial and rather complacent body with a reassuring and outwardly calm demeanor. If we wish to move the College of Arts and Science to a higher plane at a rate that exceeds our historical pace, we must shed this complacency but in a manner that does not risk destroying either the collegiality or charm of the College of Arts and Science. We can best do this by continuing the broad and intense dialogues engendered by the SAP-CAS planning process. We should hold the Administration and ourselves accountable for progress toward implementing our recommendations.

Implementation of our recommendations will be expensive: residential colleges might cost one hundred million dollars; the endowment for our many recommended activities might cost several hundred million more. The faculty can and should advocate for and participate in the vigorous pursuit of the required funds. Many of our goals can be realized by writing proposals to outside agencies, but this will take dedication, perseverance, and a level of enthusiasm that are the hallmarks of an enterprising academic researcher. Administrators seldom write proposals, but they can be instrumental in identifying funding sources, in motivating and facilitating the writing of proposals and meeting with donors, and in demonstrating to the funding agencies the unfaltering commitment of the University to make best use of the resources it has been granted. Although the University Administration maintains a Development Office charged with raising funds from a broad spectrum of benefactors, our faculty cannot sit back and merely wait for the funds to arrive, but should be active in identifying and encouraging donors.

This Strategic Academic Plan of the College of Arts and Science should be viewed not as a blueprint for a better College, but as a reservoir of ideas from which the Vanderbilt community can draw in its attempt to make all of Vanderbilt a better place. Ideally, when the Epilogue to this report is written, we will be able to congratulate ourselves and the Administration on two years of hard work that has produced a steady flow of ideas through the strategic reservoir and a documented improvement in the intellectual, cultural, and artistic productivity and profile of the College of Arts and Science and the entire University.

Respectfully submitted,

Professor John Wikswo, Chair, A.B. Learned Professor of Living State Physics, Professor of
Physics

Professor Jerome Christensen, Centennial Professor and Chair of English

Professor Marshall Eakin, Associate Professor and Chair of History

Professor Paul Elledge, Associate Dean, *ex officio*, Professor of English

Professor Gregg Horowitz, Associate Professor of Philosophy

Professor Ned Porter, Stevenson Professor of Chemistry

Professor John Siegfried, Professor of Economics

Professor Susan Wiltshire, Professor of Classics, Chair of Classical Studies

VI. APPENDICES

A. Important Documents

- 1. Charge**
- 2. Committee Structure**
- 3. Premises**
- 4. Criteria**
- 5. Glossary**
- 6. Letters to the Faculty of the College of Arts & Science**

B. Caucus 7 Report on Financial Aid Goals

C. Caucus 8 Report on Continuing and Part-Time Studies

D. List of items posted at www.vanderbilt.edu/AnS/strategic

E. Center for the Americas

E. Program in Law and Humanities

F. Center for the Creative Arts

G. Center for the Study of Religion and Culture

APPENDIX A.1 — CHARGE TO SAP-CAS

4 December 2000

TO: Senior Steering Council for College Strategic Planning (Professors Wikswo, Chair, Christensen, Eakin, Horowitz, Porter, Siegfried, and Wiltshire)

FROM: John H. Venable, Dean

SUBJ: Charge to the Council

In light of Provost Burish's extension of the timetable for the University's strategic planning process, the College of Arts and Science has another opportunity to consider its own long-term plans and to propose additional initiatives to the University Strategic Academic Planning Group (SAPG). As you probably know, the SAPG has provisionally approved existing and proposed interdisciplinary initiatives in Law and Business, the Learning Sciences, Nanometer-Scale Materials, Biophysical Sciences and Bioengineering, the Culture of the Americas, and Environmental Risk and Resources Management, and transinstitutional initiatives in Neuroscience and Structural Biology. But central areas of College inquiry—discipline-centered and interdisciplinary foci of research and teaching—are not yet represented among the SAPG's favored programs. While I support these several initiatives recommended by the SAPG, and will entertain other scientific proposals for development within the College, I am deeply concerned by the virtual absence, to date, of humanities and social science representation in the SAPG-approved academic plans, and the imbalance of College or University emphasis that might be inferred from it. I therefore welcome the opportunity provided by the Provost to commission a second phase of the College planning process with the purpose of expanding its vision and widening its embrace—of rendering it inclusive, representative, and faithful to the College's total mission.

I am very grateful to you for agreeing to serve the College in this effort by joining the Senior Steering Council for Strategic Academic Planning for the College of Arts and Science (SAPCAS). Your work will begin immediately and continue until a plan acceptable to the Dean and to the Provost has been designed, no later than the end of the Spring 2001 term. The Council should consult documents produced in the earlier phase of the College's academic planning but should not feel constrained by them. The Council will report to me.

The Council is charged with the following tasks:

- (1) In consultation with the College faculty, to formulate a set of priorities for the College, for the next five to ten years, which will serve as a foundation for the construction of a strategic academic plan;

- (2) To solicit ideas for strategic academic initiatives from members of the College faculty;
- (3) To conduct a review of these proposals against the criteria for strategic initiatives established by the SAPG, and to recommend those deserving adoption to that body;
- (4) In the same context, to assess and, if approved, to develop three multi-school initiatives—Law, Literature, and Politics; The Culture of the Americas; and The Center for the Creative Arts—suggested by my office for possible recommendation to the SAPG ;
- (5) To consult the departmental strategic academic plans produced for Dean Infante and consider their recommendations;
- (6) To identify three to five strong graduate programs in the humanities and social sciences, as prescribed by the SAPG, and additional graduate programs in the natural science division, for emphasis and investment, adhering to the following guidelines: such programs should have critical mass; they should have attracted and suitably placed superior students; and they should have on-going financial support.
- (7) To work closely with the SAPCAS sub-committees of my appointment (in consultation with Professor Wikswo) and any other faculty groups it may assemble for expert or specialized advice;
- (8) To take particular notice of proposals from and in the humanities and social sciences in order to guarantee fair and balanced representation of College interests in the academic plan;
- (9) To recommend to me at any time additions to this charge that have the support of a majority of the Steering Council;
- (10) To draft a Strategic Academic Plan for the College of Arts and Science.

No more important task than this one currently faces the College. It is crucial to our future that it be addressed with intelligence, imagination, vision, energy, and a collegial spirit. I trust you to bring these assets to the assignment. I am very grateful for your willingness to accept it, and I look forward to working with you on it.

Please find attached an outline of the SAPCAS sub-committee structure that I am proposing. In most cases, one Steering Council member is assigned to a sub-committee. Sub-committees report, of course, to the Steering Council.

I welcome your responses to this Council charge.

APPENDIX A.2 — SAP-CAS STRUCTURE

STRATEGIC ACADEMIC PLANNING for the COLLEGE OF ARTS AND SCIENCE (SAP-CAS)

Caucus Structures, Proposals, and Possible Initiatives

SAP-CAS Senior Steering Council:

Professor John Wikswo, Chair
Professor Jerome Christensen*
Professor Marshall Eakin
Professor Gregg Horowitz
Professor Ned Porter
Professor John Siegfried*
Professor Susan Wiltshire
Professor Paul Elledge, Associate Dean, *ex officio*

*Also members of the expanded SAPG

Caucus 1: Charge: To solicit, review and/or design possible College contributions to multi-school, interschool, and transinstitutional research/educational initiatives (including those listed below):

Caucus: Burke, Christensen, Eakin, Horowitz, Kreyling (Chair), Porter

A. Law, Literature and Politics

Sub-caucus: Christensen (*Chair*), Oppenheimer, Zeppos

This Caucus should consider existing strengths in Law and Literature, build on a newly designed cooperative program between Political Science and Law, and develop an academic proposal for exploiting both at the graduate and undergraduate levels.

B. The Culture of the Americas

Sub-caucus: Eakin (*Chair*), Fitz, Gregor, Kreyling, Outlaw

This Caucus should begin with the proposal already accepted by the SAPG and develop it into a fully-fledged initiative, with potential contributions from the various schools and programs stated and documented. Emphasis should fall upon opportunities for graduate students.

C. Center for the Creative Arts

Sub-caucus: Burke (*Chair*), Clayton, Daniels, Hallquist, Horowitz, Murphy, Sloop, and Dean Mark Wait (Blair)

This Caucus should work toward an expansion, intensification and centralization of creative arts activity at Vanderbilt, with attention to the opportunities for creativity afforded by recent technological advances. It should consider the plausibility of offering a graduate degree in writing, building upon existing strengths in English, but including educational opportunities in film-making, digital composition, imaging, on-line journalism, photography, scene-design, studio arts, and music. “Writing” is here broadly conceived to include not merely fiction and poetry but non-fiction, science, law, play- and screen-writing.

Caucus 2: Charge (Revised): To develop a single, long, unranked list of strong, existing departmental or interdisciplinary graduate programs in the College of Arts and Science qualified for increased development. This list should include a brief rationale supporting each selection

Caucus: Bahry, Bell, Gay, Siegfried, Staros (*Chair*)

This Caucus should solicit and review proposals from departments and programs for the enrichment of graduate curricula, instruction and other training, and forward with the report those data used to form this list.

Caucus 3: Charge: To review and select departmental or interdisciplinary proposals, graduate or undergraduate, for recommendation to the SAPG.

Caucus: Haglund (*Chair*), Hancock, Jrade, Wiltshire

This Caucus should review the original departmental academic plans submitted to Dean Infante (and any graduate plans not recommended by Caucus 2), select those appropriate for forwarding to the SAPG, and counsel other promising units on how their proposals might be refurbished for reconsideration.

Caucus 4: To review or create over-arching proposals—*e.g.*, on teaching, technology, research innovations, etc.—not identified with particular disciplines but embracing several.

Caucus: Ayers, Doyle (*Chair*), Hancock, Jrade, McNamara, J. Plummer, Sapir, Weintraub, Wikswo

A. Technology

Sub-caucus: Ayers, Plummer (*Chair*), Sapir

B. Teaching

Sub-caucus: Jrade, McNamara, Weintraub (*Chair*)

C. Library

Sub-caucus: Doyle (*Chair*), Hancock

Caucus 5: Charge: To research the “strategic academic plans” or similar documents from other institutions, particularly colleges of liberal arts within research universities, for additional ideas on initiatives appropriate to and plausible for implementation in the CAS.

Caucus: Ayers, G. Graham, Harris, Weintraub (*Chair*)

Caucus 6: Charge: To conduct an in-depth review of curricular offerings, programs, research projects, specialized knowledge and other academic activities in our sister Vanderbilt colleges for opportunities for additional synergistic collaboration with CAS at the undergraduate and graduate levels.

Caucus: Cornfield, Damon (*Chair*), Marcus, Russell, Scott

Caucus 7: Charge: To determine how the financial aid goals College might be optimized in light of the goals of this strategic planning exercise.

Caucus: Siegfried (*Chair*), Christensen

Caucus 8: Charge: To examine the feasibility of instituting part-time graduate programs at Vanderbilt.

Caucus: Burke

Other support: Russell McIntyre, Associate Dean of Arts & Science, served as a consultant to the Senior Steering Council and several of the caucuses. Administrative support was provided by Cheryl Cosby of the Department of Physics and Astronomy and by Melissa Wocher, Patricia Landers, and Diane Hampton of the Office of the Dean of the College of Arts and Science. Don Berry of the Department of Physics and Astronomy was the SAP-CAS webmaster.

APPENDIX A.3 — SAP-CAS PREMISES

Premises for Strategic Academic Planning for the College of Arts and Science (SAP-CAS)

January 13, 2001

These seven premises will guide us in formulating and assessing proposals for shaping the aspirations and crafting the future of the College of Arts and Science.

1. Improving Vanderbilt University's eminence in research requires the strengthening of the faculty and graduate programs in the College of Arts and Science.
2. Vanderbilt University's tradition of pedagogical excellence is central to the growth and training of our students and the well-being of the entire institution. The College of Arts and Science must continue to support and reward the highest quality of undergraduate and graduate teaching.
3. As a liberal arts college within a major research university, the College of Arts and Science can provide undergraduates with extraordinary opportunities for learning through research.
4. Vanderbilt has earned a reputation for excellence in research. Now we should aim at even greater accomplishment and at more widespread recognition. The College of Arts and Science and University Central must develop and strategically support research initiatives by providing appropriate resources to those units where the opportunities for attaining distinction are most promising.
5. Because much of the most exciting research is occurring at the borders between traditional disciplines, promoting it requires significant investments that often exceed what can reasonably be expected from individual departments, programs, and schools. Beyond its benefits for research, reinforcing dynamic exchanges among disciplines is also a means of strengthening multiple academic units at once. To realize the future to which the College rightly aspires, the University must commit to create interdisciplinary, multi-school, inter-school, and transinstitutional initiatives that encourage collaboration among departments, programs, and schools and to support them liberally with central resources.
6. The academic mission of the College is advanced by engagement with larger communities. The College of Arts and Science must enhance its support for the innovative integration of service with research and pedagogy.
7. We must strive to make Vanderbilt a more diverse community. To this end, the College of Arts and Science must support enterprising academic and social initiatives to broaden perspectives, to transform the intellectual culture, and to recruit and retain faculty, post-doctoral fellows, graduate students and undergraduates from historically under-represented populations.

APPENDIX A.4 — SAP-CAS CRITERIA

Criteria for Strategic Academic Planning for the College of Arts and Science (SAP-CAS)

January 24, 2001

Prologue: Proposals should be consistent with the Chancellor's goal of advancing Vanderbilt to the front rank of American research universities, contribute to enhancing the intellectual environment of the College of Arts and Science, and strengthen Vanderbilt's covenant with the community. To accomplish this, the following ten criteria will guide us in formulating and assessing proposals.

1. Proposals should require significant investment in graduate education at Vanderbilt University and reaffirm our commitment to provide an unexcelled undergraduate experience.
2. They should involve a broad spectrum of faculty rather than a few individuals.
3. They should strengthen the disciplinary integrity and expand the interdisciplinary range of individual departments as well as the College and the University. They should forge effective faculty links within and across departmental lines, and, where appropriate, foster greater integration with the College of Arts and Science and its sister schools
4. Proposed investment in an interdisciplinary program or project should reinforce rather than weaken the core disciplines and departments.
5. A sufficient number of present Vanderbilt faculty should be firmly committed to participating in the project, although project realization may require recruitment of a specific external candidate, or in extraordinary circumstances, more than one individual.
6. Proposals should be bold. They should require significant new intellectual and financial investment.
7. The anticipated gains for the College of Arts and Science should be clearly identified and commensurate with the investment.
8. Normally, proposals should show promise of generating the funding necessary to sustain the project following its establishment. For programs with few or no external funding sources, however, the initial, dramatic impact from significant investment may obviate the need for continuous generation of new funding.
9. Proposals should contribute to the creation of a stimulating and enriching learning environment at all levels and assist in recruiting and retaining the very best scholars.
10. Proposals should recognize the need to recruit and retain an intellectually, racially, and culturally diverse student body and faculty.

APPENDIX A.5 — SAP-CAS GLOSSARY

CAS	The College of Arts and Science
Caucus	A sub-committee of SAP-CAS
Criteria	The criteria established by SAP-CAS for judging the appropriateness of an interdisciplinary initiative for acceptance into the University strategic plan
Interdivisional	An academic initiative that involves two or more divisions within the College of Arts and Science
Inter-school initiative	An academic initiative that involves two schools (exclusive of Medicine)
Interdisciplinary Initiative	An academic initiative that involves two or more disciplines
Multi-school initiative	An academic initiative that involves more than two schools (exclusive of Medicine)
SAP-CAS	The Strategic Academic Planning group for the College of Arts and Science, appointed by the Dean and charged with developing an academic plan for the College, for submission to SAPG
SAPG	The Strategic Academic Planning Group, appointed by the Provost, charged with developing an academic plan for the University for submission to the Board of Trust
SSC	The Senior Steering Council. The group of seven, appointed and charged by the Dean, responsible for overseeing SAP-CAS, receiving its recommendations, and drafting a strategic plan for the College, for submission to the Dean
Transinstitutional initiative	An academic initiative that includes the Medical Center and University Central

APPENDIX A.6 — LETTERS TO THE FACULTY

December 18, 2000

Dear Faculty Colleagues:

You will find attached to this letter another from Professor John Wikswo announcing the launching of a second phase of the College's strategic planning endeavor. We ask you to read it carefully, paying particular attention to the schedule it establishes for executing the process.

We cannot stress strongly enough the importance of two themes of Professor Wikswo's letter:

(1) Strategic planning for the College is a *collective, collaborative, consultative* effort: its success depends upon contributions from faculty at *all* ranks, in *all* departments and programs. Faculty silence will spell failure.

(2) Rapid response is essential. First call is last call. Successive deadlines for our working groups require prompt activity from the beginning by all participants in the planning process.

Strategic academic planning is for the immediate future the highest priority for the College, after teaching. It represents the most promising opportunity we are likely to have for at least a decade to effect major changes in the implementation of our mission. We have been extremely gratified by the faculty's early response to this opportunity. With sustained energy and excitement throughout the process, we will almost certainly be successful in significantly advancing the University.

Thank you for your thoughtful, energetic participation.

John H. Venable
Dean

Richard McCarty
Dean-designate

Enclosures

December 14, 2000

TO: Faculty, College of Arts and Science
FROM: John P. Wikswo, Chair, Senior Steering Council for College Strategic Planning
RE: Strategic Academic Plan for the College of Arts and Science (SAPCAS)

I am writing to request your help in our efforts to prepare a comprehensive strategic plan for the College of Arts and Science.

A brief review of the ongoing University planning effort will help place our project in an appropriate perspective. In the Spring of 1999, Provost Tom Burish initiated an effort by the Strategic Academic Planning Group (SAPG) to develop a strategic academic plan for University Central. I have been a member of SAPG since its inception. In September, 1999, Provost Burish wrote to the University Central faculty and deans, requesting that each school submit a strategic plan to him by March 31, 2000. On February, 1, 2000, Dean Infante requested that A&S departments provide him with their strategic plans by 18 February, and on April 31, he submitted to SAPG his strategic plan for the College. SAPG, working under a tight time schedule set by the Board of Trust, reviewed the seven school plans, organized a planning retreat in July, and requested white papers on interdisciplinary proposals that had been outlined in the various school plans. Through the summer, SAPG continued to review proposals and formulate its core recommendations. By mid-October, SAPG had completed its initial effort, and distributed to the retreat participants a draft of a portion of the University Plan. By late summer, it became obvious to SAPG and a number of other faculty that the College plan, and the portions of it that were appropriate for inclusion into the University Plan, did not adequately present a strategy for continuing to build the College and anchor its central position in the University. Fortunately, at meeting of the recent Board of Trust, the deadline for completing the University plan was extended until 25 April, 2001.

As a result of the extension of the deadline for SAPG, the College now has an opportunity to revisit and refine its strategic plan. Dean Venable has appointed a Senior Steering Council for College Strategic Planning, with Professors Christensen, Eakin, Horowitz, Porter, Siegfried, Wiltshire, and me as members. Dean Venable, Associate Dean Paul Elledge, and I have identified six sub-committees or Caucuses that will examine specific aspects of the College Planning effort. The Steering Council and the Caucuses comprise the group that will be responsible for Strategic Academic Planning for the College of Arts and Science (SAPCAS). Each department will have a faculty member serving on SAPCAS, not to act as a representative of departmental self-interests but to provide a bi-directional conduit of information between the faculty and SAPCAS.

We have a great deal to accomplish in a very short time. We anticipate having a draft report to Dean Venable by early March to allow for adequate review by the College faculty and the Faculty Council prior to the April submission of the complete College plan to SAPG. That in turn means that the Caucus reports must be in draft form by 1 February and final form by 15 February. Hence we need input from the College Faculty immediately!

I urge each of you to review both the enclosed documents (our Charge and the organizational plan for SAPCAS) and the strategic plan submitted last February by your department, and consider carefully how the College might best realize its potential for greatness. I would appreciate hearing from you in writing (Box 1807 Station B or john.wikswo@vanderbilt.edu) as soon as possible, and no later than January 15. In Dean Venable's words, "it is crucial to our future that [this project] be addressed with intelligence, imagination, vision, energy, and a collegial spirit."

Enclosures

March 20, 2001

TO: Arts and Science Faculty Members

FROM: John P. Wikswo, Chair, Strategic Academic Plan, College of Arts and Science

RE: SAPCAS Website and Caucus Reports

The Strategic Academic Planning Group of the College of Arts and Science (SAPCAS) has prepared a web site with information on the activities of our committee and, most important, the reports from most of our Caucuses. You can find these at www.vanderbilt.edu/AnS/strategic

This is a working website, in that over the next several weeks, we will be posting additional reports and making minor revisions and corrections to the existing ones. We will notify the faculty when the Final Report of the Senior Steering Council is posted.

Please visit that website at your convenience. There is an email button at the top of the home page that you can use to submit comments, or you can send them to me at john.wikswo@vanderbilt.edu. Comments received before March 26 will be given serious consideration by the SAPCAS Steering Council.

APPENDIX B — FINANCIAL AID GOALS

Report of Caucus 7 on Financial Aid Goals College of Arts & Science March, 2001

Over recent decades the role of financial aid in higher education has broadened from a traditional focus on providing opportunities for intergenerational mobility in income and wealth. It is now used also as a strategic tool by some colleges and universities to enhance the academic quality of the student body, to promote a diverse student population, and to strengthen the short-run financial condition of the institution. The College of Arts & Science is particularly interested in improving the academic quality of its undergraduate students and enhancing the racial, geographic, and economic diversity of the student body.

There are two types of financial aid: merit and need-based. Merit aid is awarded without regard to the financial situation of students or their families. It includes awards for academic, athletic, musical, or other types of achievement, as well as assistance to particular categories of students. Need-based aid is awarded to admitted students without regard to merit (other than that sufficient for admission). It is comprised normally of grants, loans, and work-study opportunities, and traditionally an expectation of a contribution from students and/or their families.

Colleges and universities that are "need-blind" in admissions are more attractive to applicants. To remain need-blind, the institution must provide all admitted students with a financial aid package that allows them to attend Vanderbilt. An institution does not have to offer an equal mix of grants, loans, and work-study opportunities to remain need-blind, however. "Preferential packaging" for students with stronger academic credentials is widespread. The distinction between need-based aid and merit aid is thus not sharp.

The College of Arts & Science offers both types of financial assistance. Merit aid is used primarily to shape the character of the undergraduate student population. Academic merit awards, in particular, are aimed at attracting students with truly superior academic potential. The justification for such awards rests largely on a belief in strong peer-effects in learning. Outstanding students also enhance faculty recruiting. The basic goal of need-based aid is to allow excellent students who could not otherwise afford Vanderbilt to attend. Need-based aid attracts students from diverse economic backgrounds.

Over the past twenty years, academic merit aid has evolved into an arms race, with more and more institutions offering increasingly generous merit-based grants. The arms race now is migrating to need-based aid. Princeton, for example, recently eliminated loans from need-based aid packages. Harvard and Yale have responded by increasing the grants in their need-based aid packages. In long-run equilibrium, financial aid arms races accomplish little other than redistributing income to targeted groups (*e.g.*, academically talented students) because enhanced aid packages from one institution often trigger matching responses from competitors. Competition for the top students is largely a zero-sum game. To the extent that merit awards succeed in

achieving their goals for a particular institution, they attract a student population with a strong preference for financial rewards.

In some cases, Vanderbilt need-based financial aid packages currently contain an average loan component in excess of the packages offered by our direct competitors. Need-based awards at Vanderbilt also contain an expected contribution from students and/or their families, some part of which may be less visible because it derives from a "cost-to-attend" figure below what aid recipients need to spend to fit in comfortably with other Vanderbilt students. Loans and expected student and/or family contributions that are less competitive than those offered by direct competitors may affect who applies to Vanderbilt and who among the admitted students receiving need-based aid offers decides to attend.

Even if our offers are "competitive," substantial reliance on students' and their families' financial contributions may contribute to attrition at Vanderbilt because a considerable proportion of our undergraduate students appear to have few financial constraints. Students on need-based aid who must survive on a limited budget may be unable to participate in typical student activities to the extent they wish, and therefore may feel socially stigmatized.

Vanderbilt does particularly well in attracting undergraduates from the population of those with SAT scores exceeding 1320 and coming from families with annual income exceeding \$100,000 (we enroll 3 percent of such students nationally). It does particularly poorly in attracting students from among those with SAT scores exceeding 1320 and coming from families with income less than \$100,000 annually (we enroll only 0.3 percent of such students nationally). Because of these different rates of success and because the latter group is much larger than the former group, there is a greater opportunity for effectively using additional financial aid resources to improve the academic quality of future classes if funds are devoted to improving the attractiveness of need-based awards to students with strong academic credentials.

Vanderbilt appears to fare rather poorly in terms of enrolling "middle-class" students from families in the \$40,000 to \$100,000 annual income category. This implies a greater opportunity to attract academically strong students from this socio-demographic group with enhanced financial aid awards.

Accordingly, we support an effort to reduce the family and student contribution and the amount of borrowing expected of students on need-based financial aid. Harvard has just announced a move in this direction by adding a \$2,000 grant to all of its need-based awards. For academically strong students a reduced family and student contribution, and a reduction in loan assistance offered should be replaced by increased grants. Such a strategy is less expensive for Vanderbilt today than for most of its competitors because of Vanderbilt's current relatively low proportion of students on need-based aid.

Less reliance on family and student contributions and on loan assistance implies larger cash grants for need-based aid students. Such a change should increase matriculation rates among needy admitted students, leading to a larger share of the student population on financial aid, and

increased need-based financial aid costs. Calculating that cost is important, but is beyond our capabilities here.

If some part of family and/or student contributions and loan assistance is replaced by grants for all admitted students who are eligible for need-based aid, the yield rate on all needy students should rise. The goal, however, is to increase Vanderbilt's matriculation rate from its current 0.3 percent of the potential student population with SAT's exceeding 1320 and family incomes of less than \$100,000, not to increase the matriculation rate from any and all students from families with annual incomes less than \$100,000.

Consequently, we endorse enhancing grant aid in need-based awards conditional on academic credentials. Such a policy effectively adds a merit aspect of aid on top of baseline need-based financial assistance. To implement this "merit in addition to need" approach, we recommend an aggressive effort to reduce loans and expected student and family contributions in the aid packages of prospective needy students who are predicted to be above average academic potential. For various reasons (work experience, federal government subsidization, responsiveness to student financial need) we believe that work-study opportunities should continue to play a significant role in most need-based financial aid packages. Work study opportunities are particularly valuable when the required tasks enhance the learning experience of students.

Quietly increasing grant assistance to high academic potential need-based students has the advantage of broadening the economic diversity of the undergraduate population without sacrificing academic quality. It can accomplish this objective at reasonable financial cost because need-based aid students are likely to be relatively responsive to modestly more generous financial aid awards. This financial aid strategy responds to the more generous aid packages being offered by more prestigious universities in a focused, low profile manner that should not exacerbate the arms race. It should help to attract talented students who have financial need, but do so in a way that remains affordable to the University, is unlikely to provoke significant responses by competing institutions, and makes Vanderbilt more accessible to students from lower and middle income families.

John Siegfried
Jerry Christensen

February 28, 2001

APPENDIX C — CONTINUING AND PART-TIME STUDIES

Report of Caucus 8 on Continuing and Part-time Studies

The SAP-CAS Steering Council requested that Professor Carol Burke review for it the possibilities offered to the College by an increased emphasis on continuing studies and part-time graduate programs. The following text is based upon her report to SAP-CAS.

“Continuing studies” and “part-time graduate programs” differ in important respects. The former generally operates as an appendage to the university with a separate school or other administrative structure. Regular faculty may “moonlight” by teaching evening and weekend courses, but they generally have little to say about the program's content, the admission criteria for students, and program evaluation. Part-time graduate programs, on the other hand, have some faculty oversight and are tied in meaningful ways to the research missions of departments and centers. Tenured faculty design the curriculum, determine admission criteria, decide whom to hire as adjuncts, and modify programs as they evolve. Large and successful Continuing Studies programs generally design programs based on the market place. If consumers demand a degree, Continuing Studies administrators will put it together, hire the adjunct faculty, market it, and grant the degree. At Johns Hopkins, for example, the School of Continuing Studies offers a MBA degree even though the university maintains no business school, no full-time business faculty and thus no hope of ever achieving accreditation for the degree.

Part-time graduate programs also assess the market for new degree programs; they do not, however, develop programs in areas in which the university maintains no scholarly expertise. Again at Johns Hopkins, for example, the institution resisted pressure to develop a master's degree program in clinical psychology, since the department's research focused on experimental psychology. A developmental program on aging did emerge, and although it never attained the magnitude that a clinical psych program would have done, it was certainly profitable, and, more important, the department's expertise in this area undergirded it.

Part-time graduate program degrees are not the master's degrees typically earned en route to the Ph.D. They specifically address the needs of working professionals. A master's in biotechnology, for example, would be a professional degree designed for the large numbers of laboratory workers already in the biotech industry in a given area. CEO's of some companies might want to keep trained workers in labs, but ambitious employees could advance by switching to management after receiving a degree in management from a nearby university offering the graduate degree to part-time students. In order to make such a program work, cooperation from the impacted industries and interested local agencies would be highly desirable.

The standard degree of Continuing Studies, the Masters in Liberal Arts, was invented by the Johns Hopkins School of Continuing Studies. It generally provides a good liberal arts background to those unfortunate enough to have missed out on one as an undergraduate. A few senior faculty might offer interesting courses in the program, but they should be warned against the risk of pitching lectures at an undergraduate rather than a graduate level.

In planning any new degree program, it is important to determine who will administer it and whether in a centralized or decentralized structure. The decentralized example at Johns Hopkins produced modest profits for the continuing studies programs offered by the School of Continuing Studies and profits of over 40% for part-time graduate programs run through the academic divisions. A centralized organization may avoid conflicts among potentially overlapping programs and squabbles about marketing funds and strategies, but it could also risk the loss of entrepreneurial zeal.

Areas at Vanderbilt where part-time graduate degree-granting programs might succeed are writing, biotechnology, communications studies, religious studies, and cultural studies, among others.

APPENDIX D — ITEMS AT www.vanderbilt.edu/AnS/strategic

The following items were posted at www.vanderbilt.edu/AnS/strategic for review by the faculty of the College of Arts and Science and other interested parties:

Dean's charge to the Senior Steering Council

SAPCAS Subcaucuses, with charges

Cover letter from the Dean

Wikswow letter to the faculty

SAPCAS Schedule

Scheduled Major Meetings and Report Deadlines

Listing of SAPCAS members and e-mail addresses

Glossary of terms

Premises

Criteria

Reports

Caucus 1 reports

Caucus 1 Final Report

Caucus 1a reports

Mission Statement for the Vanderbilt Program for the Study of Law and Politics

Proposal For A Law And Humanities Program

Caucus 1b reports

Center for the Americas: A Proposal

Appendix A. Proposed Budget for the Center

Appendix B. Current Faculty Working on Topics Linked to the Proposed Center

Appendix C. Current Interdisciplinary Programs that Would Contribute to the Center and Current Course Offerings

Appendix D. Similar Centers or Institutes

Caucus 1c reports

Caucus 1c Final Report

Appendix A. Studio Art Track

Appendix B. Expressionism 101

Appendix C. Garland Hall's microcomputer laboratory

Appendix D. Entertainment Robotics

Creative Arts Center Budget

Caucus 2 reports

Caucus 2 Final Report

Caucus 3 reports

Caucus 3 Final Report

Appendix

Caucus 3 Final Report

Initiatives to be Submitted to the Strategic Academic Planning Group

CAS area studies and the SAPG initiatives

Caucus 4 reports

Caucus 4 Final Report

Appendix A. Jean and Alexander Heard Library, Strategic Plan
Appendix B. ARL Library Rankings, 1998-99

Caucus 5 reports

Summary Report

Caucus 6 reports

Caucus 6 Final Report

Appendix I. Proposals Under Consideration

Appendix II. Disposition of Other Proposals

Appendix III. Key Elements of the Strategic Plans of our Sister Vanderbilt Colleges

Proposal Rankings

Proposed University-wide Program in Gender and Sexuality

Electronic Communication and Commerce

A Proposal for an Interdisciplinary Program in International Relations

MMP Proposal

Proposal: Center for Language Acquisition and Diversity Education

Vanderbilt Institute for Medicine, Health, and Society

Caucus 7 reports

Financial Aid Goals

Senior Steering Council reports

Analysis of the Caucus 3 Report

Analysis of the Appendix to Caucus 3 Report

Targeted Investments in the Natural Sciences

Targeted Investments - Humanities & Social Sciences

Initial Recommendations

Updates

APPENDIX E — CENTER FOR THE AMERICAS

THE VANDERBILT CENTER

for

THE AMERICAS

A Recommendation to the

STRATEGIC ACADEMIC PLANNING GROUP

from

THE SENIOR STEERING COUNCIL

of

The College of Arts and Science
Strategic Academic Planning Committee

Prepared for SAP-CAS Caucus 1 by

Marshall C. Eakin, Department of History and Latin American & Iberian Studies
Earl E. Fitz, Department of Spanish & Portuguese, Latin American & Iberian Studies, and
Comparative Literature Program
Thomas A. Gregor, Department of Anthropology and Latin American & Iberian Studies
Michael Kreyling, Department of English and American and Southern Studies
Lucius Outlaw, Jr., Department of Philosophy and African American Studies

CENTER FOR THE AMERICAS EXECUTIVE SUMMARY

What is being undertaken and what is the goal? The Center will bring together faculty and students in a variety of interdisciplinary programs and departments to create an umbrella organization designed to promote the study of all the Americas through interdisciplinary and comparative research. The creation of the Center will move Vanderbilt University to the forefront of one of the most exciting and dynamic fields of study at the beginning of the twenty-first century. The Center will also help faculty produce innovative and cutting edge research on a variety of themes; strengthen graduate and undergraduate programs by reinforcing existing departments and interdisciplinary programs while creating new interdisciplinary research, courses, and programs; and, finally, it will strengthen other regional and ethnic studies programs such as European Studies and East Asian Studies through the promotion of international studies and the study of the diverse peoples and cultures of the Americas.

Why is the work important and what is the opportunity for Vanderbilt? Many universities have centers for international studies or centers for regional studies (Latin America, Europe, Asia, or the Caribbean, for example), but no university has a Center for the Americas that brings together such a large number of faculty in a wide variety of disciplines at both the graduate and undergraduate levels studying all the regions of the hemisphere. Although primarily based in the College of Arts and Science, the Center would bring together faculty and programs across many schools of the university, notably in Blair, Owen, Divinity, Peabody, Engineering, and Medicine. Vanderbilt University is uniquely situated to become the leader of the emerging field of comparative studies of the Americas. With already strong programs in American and Southern Studies, Latin American Studies, Comparative Literature, and African American Studies, we are in a position to develop a truly integrated and cohesive center for the study of all of the Americas.

What will be done and who will do it? The Center will develop around six themes that will provide faculty and students with focus, support, and clear lines of program development: **(1)** Peoples of the Americas (Native Peoples, Europeans and Africans in the Americas); **(2)** Literatures of the Americas; **(3)** Arts and Expressive Culture in the Americas; **(4)** Religions of the Americas; **(5)** Economic and Social Integration in the Americas; and, **(6)** Education and Community in the Americas. The Center would serve as a means to attract funds, provide support, and facilitate the connections among faculty and students in the several departments and interdisciplinary programs that would form the core for each of these thematic lines. Approximately 100 faculty across most of the schools of the university already pursue research and teaching on these issues and they will be drawn together through the activities of the Center to participate in annual seminars, conferences, research, and teaching. Graduate fellowships, post-doctoral fellowships, and visiting scholars will help create new courses, and new lines of interdisciplinary and comparative research, and will strengthen both graduate and undergraduate training in traditional departments as well as interdisciplinary programs.

How will the proposed effort strengthen Vanderbilt as a whole? The Center will serve as a sort of “meta-interdisciplinary” program bringing together departments and programs in a series of interrelated activities, courses, and research in ways that will place Vanderbilt at the forefront of studies of the Americas. By doing this, the Center will strengthen our programs in African American Studies, American and Southern Studies, Latin American and Iberian Studies, Comparative Literature, European Studies, and all international programs. In the process, the Center will also help strengthen a number of departments, especially Anthropology, English, Fine Arts, History, Spanish and Portuguese, as well as developing new programs across schools (most notably A&S, Blair, Divinity, and Owen). In successfully carrying out this exciting initiative, Vanderbilt will become nationally visible as an institution promoting exciting interdisciplinary work in the humanities and social sciences involving all of the Americas. This Center could become one of the crown jewels of the university.

Table of Contents

Rationale	79
Components	80
(1) Peoples of the Americas	
a. Native Peoples of the Americas	
b. Europeans in the Americas	
c. Africans in the Americas	
(2) Literatures of the Americas	85
(3) Arts and Expressive Culture in the Americas	87
(4) Religions of the Americas	89
(5) Economic and Social Integration in the Americas	89
(6) Education and Community in the Americas	91
Planning and Implementation	93
Planning and Implementation	
Staffing and Relocation Timeline	
Organizational Structure	93
Physical Space	
Administrative Structure and Staffing	
Infrastructure Issues	92
Library	
Technology	
Program Initiatives	93
Endowed Chairs	
Special Conferences Series	
Regular Seminars	
Post-Doctoral Fellowships	
Graduate Fellowships	
Internal Grants Program	
Summer Research Funds	
Retraining Grants for Faculty	
Visiting Scholars Program	
Appendixes	101
A. Proposed Budget for the Center	
B. Current Faculty Working on Topics Linked to the Proposed Center	
C. Current Interdisciplinary Programs that Would Contribute to the Center and Current Course Offerings	
D. Similar Centers or Institutes	

"With leadership and commitment, this can be the century of the Americas."

**George W. Bush
Miami, Florida (25 August 2000)**

"Together, we can make this the century of the Americas."

**Fernando Henrique Cardoso
President of Brazil
Brasília (15 December 2000)**

Rationale:

Many universities have centers for international studies or centers for regional studies (Latin America, Europe, Asia, or the Caribbean, for example), but no university has a center for the study of the Americas that brings together a large number of faculty in a wide variety of disciplines at both the graduate and undergraduate levels studying all the regions of the hemisphere.

Vanderbilt University should seize the initiative and create such a center. Although primarily based in the College of Arts and Science, the Center would bring together faculty and programs across many schools of the university, notably in Peabody, Owen, Blair, and Divinity.

Vanderbilt University is uniquely situated to emerge at the forefront of comparative studies of the Americas. With already strong programs in American and Southern Studies, Latin American Studies, and African American Studies, we are in a position to develop a truly comparative center for the study of all of the Americas.

The Americas (North, Central, South) all share some common historical, economic, social, and cultural roots. Over the past two decades, studies in all academic disciplines have increasingly recognized these common patterns and begun to break down the traditional boundaries of studies of the different regions of the Americas. Clearly, future research on all regions of the Americas will increasingly emphasize comparative thematic and cross-regional studies. This is, and will continue to be, one of the most innovative and dynamic areas in academic research.

We propose developing this center around six thematic lines that would provide the center with focus, dynamism, and clear lines of program development:

- (1) Peoples of the Americas (Native Peoples, Europeans and Africans in the Americas);
- (2) Literatures of the Americas;
- (3) Arts and Expressive Culture in the Americas;
- (4) Religions of the Americas;
- (5) Economic and Social Integration of the Americas; and,
- (6) Education and Community in the Americas.

The Center would serve as a means to attract funds, provide support, and facilitate the connections among faculty and students (graduate and undergraduate) in the many departments and interdisciplinary programs that would form the core for each of these thematic lines.

The creation of a Center for the Americas would:

- place Vanderbilt University at the forefront of one of the most exciting and dynamic fields of study at the beginning of the twenty-first century;
- help faculty produce innovative and cutting edge research on a variety of themes;
- strengthen graduate and undergraduate programs by reinforcing existing departments and interdisciplinary programs while creating new interdisciplinary research, courses, and programs;
- strengthen other regional and ethnic studies programs such as European Studies and East Asian Studies through the promotion of international studies and the study of the diverse peoples and cultures of the Americas.

Fundraising and the Capital Campaign

In addition to its powerful intellectual rationale, and the national and international recognition that the Center would bring to Vanderbilt, this proposal offers an attractive opportunity for seeking a major donation to endow the Center for the Americas. Nearly all major area studies centers around the country have attracted a major donor (whose name then goes on the center) who provides a substantial endowment fund (from \$5 to 10 million) that then provides a substantial annual operating revenue for programs and activities. We should seize this opportunity to create this center, and to attract a major donor to provide the center with a name and a fund to support it.

Components:

(1) Peoples of the Americas

The Americas were created out of the collision of three peoples that began with the arrival of Christopher Columbus to the Caribbean in 1492. Before the so-called "Columbian Moment," tens of millions of native peoples of Asiatic origins populated nearly every region of the Americas. The European conquest and colonization of North, Central, and South America began the process of constructing the nation states that define the polities of the region today. From the beginnings of the process of colonization until the mid-nineteenth century, the Europeans brought some 15 million Africans across the Atlantic to work as slaves in the New World. It is the collision, mixing, and struggles of the three peoples that created and shaped the societies and cultures of the

Americas. In the twentieth century, the arrival of significant waves of East Asians, South Asians, and peoples from the Middle East have further diversified the ethnic composition of the Americas. The Center for the Americas will study each of these peoples as separate groups, and as part of the enormously diverse mixes that they produce throughout the hemisphere.

a. Native Peoples of the Americas

Rationale. The Americas were populated between 50,000 to 11,000 years ago through successive waves of migration from Asia over a land bridge that existed at the time, and possibly by boat across the Bering Straits. By approximately 9,000 years ago the New World was settled from Alaska to Tierra del Fuego, with the exception of the Amazon Basin. The Siberian and Asian origins of Native Americans, as well as diffusion of culture within the Americas, has created indigenous cultures that are both remarkably differentiated and also strikingly similar. The differences include socio-economic levels of culture which ranged all the way from complex, and in some cases highly literate civilizations in Mesoamerica (Mexico and Central America) and the Andes, to the hunters and foragers of North and South America. The resemblances (with the exception of the Inuit, who represent the last wave of migration) include physical characteristics and affinities of culture as well. These include shamanistic beliefs, strikingly parallel developments in both North and South America (such as the horse and warrior complex in the American Plains and the Pampas of Argentina), and, to an extent, roughly similar experiences in the tragic history of European conquest, disease, population collapse and subsequent renaissance of new local and pan-Indian ethnic identity.

Intellectual Significance. The similar origins and histories of native peoples as ethnic groups justify their appreciation and study, especially since after the original inhabiting of the New World, the Americas were cut off from Europe and Asia. The development of native American cultures is therefore an extraordinary opportunity for comparatively testing theories about adaptation to the environment and the evolution of human society. Further, there are remarkable achievements of native Americans in sciences that ranged from domestication to astronomy, and in architecture, art, literature, poetry and in all other kinds of expressive culture. So rich is the tradition that it forms a critical element in the understanding of human civilization. Moreover, the fullness of native American life ways necessarily engages scholars from the natural sciences, the social sciences and the humanities. It is fitting that the proposed Center incorporate the study of Native Americans within its purview.

The symbolic and social importance of Native America. In virtually all of the countries in which they live, native Americans have a special role and identity as part of the nation's origins, patrimony and traditions. Published research and popular studies are highly visible and regularly attract public attention, which should help make the Center activities we propose relatively successful and easy to fund.

Beyond this symbolic significance, contemporary native Americans actually make up the majority of the population in Andean countries and throughout highland Mesoamerica. They form significant minorities in the Western United States and cover substantial areas (the Navajo

reservation, for example, is the size of the state of West Virginia). In Canada, vast territories are held by increasingly autonomous "First Nations." From these sheer numbers and geography derive all kinds of issues potentially of interest to the Center, including those engendered by ethnicity, economy, politics, health status, and environmental adaptation.

The relationship of native Americans with their larger societies is a subject of great importance in itself. "Indian" identity is formed in the context of interaction with the larger societies and has very significant social, psychological and cultural implications. Economic engagement, also of critical importance to the larger societies, varies from virtual wage servitude to participating in extractive ventures (oil, coal, gas, uranium) and even running casinos [an extractive enterprise in its own right!]. Political involvement and confrontation with the larger cultures is highly visible and, in the highland areas of South America and Mesoamerica, crucial to the structure of entire governments.

Resources for the Study and Teaching of Native American Culture at Vanderbilt. Vanderbilt already has extraordinary strengths in the indigenous cultures of the Americas. In anthropology all of the faculty members study native American culture in one of three regional areas, including Mesoamerica (archaeology, cultural anthropology, ethnohistory, iconography) the civilizations of the Andes (archaeology and biological anthropology) and indigenous cultures of Amazonia (cultural anthropology). Department members currently conduct excavations of formerly unknown Maya cities (the Petexbatún and Cancuén projects), the lost city of Holmul (an early Maya urban center in northern jungles of Guatemala), the excavation of Ciudad Vieja, El Salvador (one of the earliest and best preserved colonial cities in the New World), the excavation of a major Tiwanaku city (a hitherto largely unknown culture of the Andean highlands), and ethnographic work on the modern Maya, as well as native Amazonian peoples in Rondônia and the Mato Grosso, Brazil. Faculty also edit the journal *Ancient Mesoamerica* (Cambridge University Press). The department also sub-specializes in native peoples of North America, with research work in southeastern archaeology and the Abenaki Indians of the northeast. Department graduate students take course offerings in North American Indian culture and archaeology. The department also curates the University's major collections of North American artifacts, including the spectacular Thurston Collection, which is, in part, now at the Tennessee State Museum.

The Vanderbilt Institute of Mesoamerican Archaeology, a research center at Vanderbilt, is another significant resource for this component of the Center. VIMA uses private donations and grants to support two distinctive enterprises among Native American peoples. These include exploratory archaeological expeditions, subsequent scientific research, and publications in monographs by Vanderbilt University Press. In addition, VIMA fosters community development programs to improve the health and well being of native populations and training and infrastructure for sustainable locally managed eco-tourism projects. VIMA has already brought credit to Vanderbilt through both international publicity in the national press and scholarly publications. Its program of "socially conscious archaeology" has already been recognized and given distinguished awards by the Guatemala Academy of History and Geography and two of Guatemala's National Museums.

The departments of Spanish and Portuguese also devote substantial resources to the study and research of topics related to native peoples. Earl Fitz (Spanish & Portuguese) is particularly

interested in Native American literature, both pre-Columbian and post-conquest. In the department of Art and Art History, Annabeth Headrick and Vivien Fryd publish and teach in the area of Native America. Headrick teaches courses on both North and Mesoamerican art and does research on iconography in Teotihuacan. Fryd teaches and has published on the image of Native Americans as seen in 19th-century art of the United States. In the History Department, Jane Landers has published on the Yamasee, the Seminoles and Black Seminoles of the Southeast, as well as currently consulting on two archaeological and historical projects in Florida. In the Graduate Department of Religion (and Divinity School), Howard Harrod has for many years published and taught about the cultures and especially the religions of native America.

The Nashville community also has resources, including the Tennessee State Division of Archaeology in Nashville and scholars affiliated with the Hermitage. The Association of Southeastern Tribes, which actually includes many tribal affiliations outside of this region, is also located in Nashville and can potentially contribute to and benefit from the Center.

Activities. In the course of writing this proposal, we came to see that there is substantial interest in the College faculty in the Native Peoples of the Americas. There are at least sixteen faculty whose work is directly engaged with this topic in at least five different departments and two schools. To a surprising extent, however, the faculty with these interests are not aware of each other's efforts. We see the Center as creating a community for these faculty and their students.

Our long-term goals would be to foster study, teaching and popular understanding of the importance of Native Americans, through such activities as presentations, conferences, visiting lectures and other scholarly activities. In this process, the Center would fund research on topics related to native peoples, and bring Native Americans to the Center to educate our membership and the larger community.

b. Europeans in the Americas

Rationale. The second major group to people the Americas were the Europeans who embarked on the process of conquest and colonization in the late fifteenth century. While the flow of Europeans to Latin America came primarily from Spain and Portugal until the nineteenth century, and in North America and the Caribbean primarily from England and France, peoples from all across the European continent flooded into the Americas in the nineteenth and twentieth centuries. In addition to the powerful and pervasive influence of Native Americans and Africans in the Americas, the Europeans have left a deep imprint across the region through the creation of new nations born out of European political ideologies, speaking European languages, and worshiping in religions of European (largely Christian) origin. Clearly, no Center for the Americas can ignore the powerful and pervasive influence of the peoples of Europe on the Americas from Canada to Argentina. In the broadest sense, it is the European conquest and process of colonization that provides the most common patterns and heritage across the Americas.

The study of the European heritage of the region is a truly transatlantic enterprise. In both cases, scholars must go back to the Old World origins of these peoples and connect those origins with

the impact and transformation of these peoples and their descendants in the New World. One cannot understand American literature (as it was traditionally studied) disconnected from English literature. Spanish American and Brazilian literatures are not complete unless one connects them to their roots in Spanish and Portugal.

Resources. The resources at Vanderbilt for studying the European heritage in the Americas are enormous. The European Studies program is one of the largest interdisciplinary programs in the College with some forty affiliated faculty crossing many departments and disciplines. The European Studies program, although not directly under the umbrella of the Center, would be a vital partner in its work. James Epstein in the History Department currently edits the *Journal of British Studies*. The Holocaust Lecture Series is also a major annual event that attracts international attention to Vanderbilt and provides important links to the surrounding community. Beginning next year, the German DAAD will fund a visiting professor for five years who will specialize in teaching European history.

In particular, the strong literature programs in Spanish (Peninsular literature), English (British literature), French, Italian, Germanic and Slavic Languages, would all play a key role in the study of the literatures of the Americas. The History Department has ten historians of Europe including several whose work is transatlantic in scope. The excellent faculty already in place in fine arts, political science, and economics, in particular, would also be essential to any programs or courses on the European heritage of the Americas.

c. Africans in the Americas

Rationale. From the beginnings of the European conquest of the Americas in the late fifteenth century until the mid-nineteenth century, the transatlantic slave trade brought some 15 million Africans in chains to the shores of the New World in the largest and longest forced migration in human history. A significant number of free Africans also crossed the Atlantic and played key roles in the process of conquest and colonization. Africans and their descendants have played a central role in the construction and creation of the societies and cultures in the Americas, especially in Brazil, the Caribbean, and the U.S. South. The influence of Africans can be seen across the Americas, and the diaspora of African peoples across the region forms one of the most important influences in the history of the New World.

The study of Africans and their descendants in the Americas will form one of the central thematic clusters within the Center for the Americas. African American studies must, like the heritage of Euro-Americans begin with the study of the origins of these peoples in the Old World, more specifically, with Africa. Center activities and programs will study Africans in the Americas through: a) histories of the continent and its peoples; b) geography; c) anthropology and the cultural: arts, religion, philosophy, music, dance; d) society, politics, and economics. Another key focus must be the slave trade across the Atlantic and the creation of new societies in the Americas formed out of the mixture of Africans, Native Americans, and Europeans in the Caribbean, South America, Central America, and North America.

Presents and future. As with each of the these major groups, the comparative approach to studying them in an interdisciplinary and collective process will force us to rethink the very nature of the current interdisciplinary programs. We will ask ourselves how are teaching and research on Africans in the Americas to be pursued? By whom? To what ends? We will pursue questions of the social production, organization, institutionalization, legitimization, and distribution of knowledge and art forms produced by African and African-descended peoples in the Americas. Certainly, such matters have been central to the development, institutionalization, and ongoing maintenance of African, African American, and Africana Studies. They will be of no less pertinence within a new Center devoted to studies of the Americas. These issues will form some of the major focal points for our discussions and planning for and actual development of, the Center.

Resources. The African American Studies Program includes nearly two dozen faculty in a variety of departments across the College and in several schools. The annual Martin Luther King, Jr. Lecture Series brings international attention to the programs in African American Studies. The strong programs in African American religion in Religious Studies and Divinity (scholars such as Renita Weems, Dennis Dickerson, and Lewis Baldwin) have already developed clusters of faculty. The Kelly Miller Smith Institute has attracted major funding. The current Vanderbilt consortium with Fisk and Meharry provides us with important ways to diversify the curriculum and build connections with the Nashville community. The support staff in African American Studies includes a part-time director and a secretary. The already existing major and minor programs would be strengthened, amplified, and rethought by cooperation with the development of cross-disciplinary courses, seminars, and programming in the Center. As with American and Southern Studies, and Latin American and Iberian Studies, the major and minor would undoubtedly be redefined and rethought through the collaborative ventures created by the Center.

(2) Literatures of the Americas

Rationale. The study of the literatures of the Americas is, without doubt, pivotal to this enterprise. The written record of cultures is one very widely shared. For most of its history, the production and study of literature in the United States, for example, has been arranged on an east-west, transatlantic axis. This axis, dominant in anthologies and departmental requirements, has always assumed a culturally English America. The study of American Literature is no longer so secure with such exclusivity in its origins and meanings. The emerging scholarly orientation is now largely hemispheric, north-south, rather than transatlantic--careful not to dismiss the older paradigm, but conscious, too, of its limits. Significant Hispanic, Asian, and African American populations have triggered a revision of the nation's literary history and character as ordained Anglo. Anthologies of American Literature, for example, used to begin with the writings of English colonists and ignored the rest of the continent--until the influence of New England could be detected. Now, Native American creation myths, Spanish cuentos and corridos, Portuguese crônicas, the journals of Cabeza de Vaca and Samuel de Champlain, are part of the mix of voices at the origins of the Literatures of the Americas. And De Soto's route of pillage and slaughter is as significant as the Puritan "errand into the wilderness."

Those who seriously intend to reinvent graduate studies in the research university, as Vanderbilt does, must cross the border from traditional departments and disciplines. The traditional model imported from European universities by Johns Hopkins in the nineteenth century has served well. But, like the Oldsmobile, even seemingly permanent fixtures need serious change--if not final retirement. No university can claim participation in the reinvention of graduate education without moving the "home" of its M.A. and Ph.D. beyond traditional academic departments. Cultural studies, generally conceived, and the cultural studies of the Americas more particularly, form the crucible in which new ways of teaching, learning, and research in the humanities and social sciences are begin refined. Vanderbilt, by virtue of its unexploited faculty resources in the borderlands of traditional disciplines, can help to push American higher education into the future. We need the acknowledgment of those resources and, of equal importance, we need a stand-alone, fully-fledged program to sustain collegial interaction, research, and graduate degrees (M.A. and Ph.D.) in fields shaped by the interdisciplinary codes of cultural studies.

What we propose under the banner of the Center for the Americas is a richly interwoven set of course offerings encompassing more traditional (i.e. field- and discipline-specific) courses and new courses in the subject matter and methodology of cultural studies. Sometimes this will mean wholly or dramatically innovative modes of thinking about traditional subject matters ("theories" that de-center familiar systems of inquiry and statement). Sometimes our goal will require "odd" or unfamiliar blends of courses and disciplines, more or less erasing the jurisdictions of established departments. Those of us charged with drafting this new proposal for the Center for the Americas believe that in general this new route to the graduate degree is vital to the future of graduate education at Vanderbilt, and in the American academy beyond our property lines, and in particular we believe that research, teaching, and learning in the interwoven aspects of the cultures of the Americas is fertile ground in which to begin.

In Comparative Literature, too, the concept of "American" literature is rapidly changing. With steadily increasing interaction between the literature of French and English Canada, the United States, Spanish America, and Brazil, the field of inter-American literary study has emerged as an exciting new area of criticism and scholarship. The director of Vanderbilt's Program in Comparative Literature, Earl Fitz (who has just completed a new book on the development of the novel in Brazil and the United States), is in the vanguard of this change; he created Penn State's doctoral program in inter-American literature and has taught and published in the area for more than twenty years. The Department of Spanish and Portuguese at Vanderbilt already has both graduate and undergraduate programs that require knowledge of both literatures and languages, and its recognized strength in both Spanish American and Brazilian literature will enable it to become a leader in the field of inter-american literary study.

Vanderbilt is poised between the phasing out of the older paradigm and recognition of the new. With the participation and cooperation of the departments of English, Spanish and Portuguese, French and Italian, and Comparative Literature as a core bundle rather than unit--and led by interdisciplinary programs in American and Southern Studies, Latin American and Iberian Studies, African American Studies, and Women's Studies, which--though under-supported--have kept the future alive, Vanderbilt is in a position to advance almost immediately among the universities remaking the literary and cultural history of the hemisphere.

Resources. Faculty in English, Spanish, Portuguese, French, Comparative Literature, and other language and literature departments already comprise a large contingent of more than three dozen scholars with an interest in the literature of the Americas. These departments, and the Comparative Literature program, will form a core for beginning a program in the literatures of the Americas. Our hope is to attract outstanding graduate students who will spend their first year or two at Vanderbilt taking courses that are interdisciplinary and comparative. This will provide them with a solid grounding in the literatures of the Americas before they begin to specialize in their specific, departmentally-based doctoral programs. The graduate fellowships controlled by the Center (see page 22) will attract these graduate students, and their departments to work collaboratively with the Center, its faculty, and programs. It will lead to the production of graduates who will move into the job market in their disciplines, but with a powerful interdisciplinary and comparative training that will make them more attractive to universities hiring recent Ph.D.s.

Latino Studies is also creating an interdisciplinary approach, as it allows for a conversation among departments that traditionally did not see each other as having common research interests. It is bringing together diverse departments such as English and Spanish and Portuguese. William Luis, for example, is a leading scholar in the literature of Latinos and holds a double appointment in the Departments of English and Spanish and Portuguese.

Courses already on our books virtually cover the emerging field. Many are regularly taught, and therefore need no special scheduling push. Others, taught as individual faculty have elective time in their schedules, would be freed if there were a programmatic impetus. Still others are in the planning stage. Appendix B contains a listing of courses currently offered in the interdisciplinary studies programs that we will bring together in the Center. The list of courses, at times, indicates faculty research interests and, indirectly, a direction for refashioning the B.A. from core through major courses. Almost certainly, one of the major contributions of the Center and its work will be to redefine the nature of the current curriculum in a variety of departments and programs to produce new courses that embody a larger comparative and interdisciplinary approach. We may create an M.A. and certificate programs that will provide students and faculty with a comparative and interdisciplinary training that strengthens the more traditional departmental and disciplinary Ph.D. programs.

(3) Arts and Expressive Culture in the Americas

Rationale. The cultures of the Americas do not exist solely in the written and published word. Painting, sculpture, objects made for use or worship, architecture, music, and dance make visibly and objectively palpable the wider cultural assumptions and aspirations of a society by tapping into and distilling its distinguishing ideologies -- e.g. its "knowledge" and "reality." By nature, any work of art is a synthesis of its time and place. This synthesis of time and place is given form and dimension, color and movement, and often the artifact that is produced engages more than one of the traditional five senses in reception and consumption. The visual and expressive arts are inter- and multi-disciplinary by definition.

Painting, sculpture, photography, architecture, city planning, furniture, objects made for everyday use, music, and dance also embody, crystallize, and reinforce cultures. The Americas, as the zone of collision where several established sets of cultural practice continue to encounter one another, constitute a rich field of study. The cakewalk, tales of Uncle Remus, jazz and spirituals, rice and beans are only a few of the cultural "texts" where competing systems of meaning negotiate for expression.

When we experience dance, a jazz riff, a Hudson River landscape or an abstract expressionist canvas, we experience a form moving through space and time, but we also process this abstraction and/or narrative through our politics, repressed psychic drives, and body language that our particular cultural moment makes available. A work of art in its cultural setting, then, not only happens in history, but IS history; it is not only a work of expressive "freedom" but also of interpretive limits. It possesses powers of agency and purpose that we depend on to instruct and challenge, comfort and delight us about who we are and where we have been as a civilization.

The arts and expressive cultures of the Americas have no particular claim to these qualities. All cultures everywhere are entitled to similar claims on meaning. Reflection on the power of the Mesoamerican pyramid to express statehood, the patterned weavings of Andean peoples to evoke kinship structures, the drip paintings of Jackson Pollock to record his/our existential terror, the way carvings by Arctic peoples pay homage to animal prey -- every civilization is a network of myriad systems of communication and reassurance. These systems create and record meanings largely on the sub-semantic level; that is, on the level of the unexamined, perhaps the trivial, the "goes-without-saying." Students looking for the infrastructure of nation and national history have traditionally gone to official documents and public events -- declarations, constitutions, battles, elections -- for the binding agreements and understandings that make national identity. The emergent inter-disciplinary approach of culture studies reveals a prior template or design into which these previously privileged texts fit as parts rather than wholes.

In our increasingly visually-oriented culture, awareness of sub-semantic systems of knowledge are vital to the evolving meaning of literacy. It is crucial that Vanderbilt refine its offerings in the allied fields that comprise arts and expressive cultures of the Americas. We must do so for several reasons: awareness of the eclectic ground of American culture and history as a shared enterprise is essential to a true diversity of outlook; an understanding of our culture and its interconnections is and will continue to be the bedrock of research and teaching in the humanities and social sciences; our students are already keenly aware of what it feels like to be conscious in an age when systems of reference and meaning can change with a single keystroke.

Resources. The most important resources here are more than two dozen faculty in Art and Art History, Anthropology, English, and the Blair School all with interests in art, film, and music in the Americas. In the Blair School, for example, Gregory Barz studies and teaches on African and African American music; Dale Cockrell and Melanie Lowe are specialists in North American music; and Helena Simonett is an ethnomusicologist specializing in Latin American and Caribbean music. In the Art and Art History Department, Leonard Folgarait, Amy Kirschke, Vivien Fryd, and Annabeth Headrick (to cite a few examples) all work on North American and Latin American art and art history. Many of these faculty have ties to the art galleries and museums in the

community. Kirschke, for example, has worked extensively with the Van Vechten Galley at Fisk University. We hope to bring these faculty together through Center Activities to promote graduate and undergraduate study across schools and departments.

(4) Religions of the Americas

Rationale. Religion is one of the major forces in the lives of most peoples in the Americas since precolumbian times. The many different Native American religions, the various forms of Christianity introduced with the conquest, the profound influence of African religions, along with Judaism and Islam, have clashed and contended for the hearts and souls of peoples across the Americas. The conquest of the Americas by European powers was ultimately successful in creating a European political order. The European spiritual conquest of the Americas succeeded only imperfectly as African and Native American religious practices and values clashed and blended with various forms of Christianity (the Jesuits and the Puritans, for example). Despite the Catholic religious orthodoxy in Latin America for nearly four centuries, today the region thrives with a diverse array of religions from traditional Catholicism to the Afro-Brazilian candomblé and Haitian vodun. Despite the overwhelming presence of Christianity in North America, elements of Native American spirituality and Asian religions have been persistent and durable. The Americas are an enormous laboratory of religious diversity. We expect this to become an area of special strength for Vanderbilt.

Resources. Vanderbilt University and the College of Arts and Science already have significant strengths in the study of religions, not only in the America, but across the globe. Religion would form one of the major thematic foci of the Center for the Americas, and the center would draw on the already strong faculty in the College and the Divinity School to make the interdisciplinary, comparative study of religions in the Americas a major strength of the university. At least two proposals have been generated by the strategic planning process focusing on African American religions and religious studies in general. We must draw on the strong faculty clusters in Religious Studies and Divinity, in addition to other faculty in other departments of the College and other schools. Victor Anderson, Renita Weems, and Forrest Harris (Divinity), Lewis Baldwin, Dennis Dickerson, Francis Doodoo, and Daniel Patte (A&S), to name a few key faculty, already form an important cluster for the study of African American religions. Most of the faculty in the Divinity School and the Department of Religious Studies pursue research and teach on American or European religions. The Divinity School and the Graduate Program in Religion rank among the top ten programs of their kind in the nation. The current proposal to create a "Center for the Study of Religion and Culture" would provide a strong program that could reinforce the programs and activities of the Center for the Americas in this thematic cluster.

(5) Economic and Social Integration of the Americas

Rationale. The dynamic forces of economic and social change have become powerful stimuli driving the interest in comparative studies of the Americas not only by academics, but also by politicians, the business community, and policy makers. Rapidly increasing trade within the

American nations, the migration of millions of people from Latin America and the Caribbean, and the integration of technology and information networks have convinced nearly everyone that the Americas will eventually become a highly integrated network of societies and economies over the next few decades. The peoples of the Americas have now surpassed 500 million and this forms one of the largest potential markets on the planet. Trade within the Americas has multiplied rapidly over the last decade with the creation of the North American Free Trade Agreement, the common market of South American nations (Mercosur), and the move toward the creation of a single hemispheric trading block by 2010. The illegal market in drugs has linked the hemisphere in intricate and tragic ways.

Resources. Vanderbilt University has in place a variety of faculty and programs that have already begun to pursue research on the economic and social integration of the Americas. The internationalization of the Owen School of Management, the longstanding success of the Graduate Program in Economic Development, key faculty in the Economics Department, and select faculty in the social sciences and the Law School can be brought into greater contact with each other to combine our strengths in the study of the economies and societies of the Americas. In particular, we have the opportunity to build on existing strengths in studies of economic and social forces in the U.S. with strong programs in Latin America.

The student population of the Owen School is now nearly one-quarter international students with a large contingent from Latin America. The Owen School already has important relationships with two of the finest universities in the two largest economies in Latin America--Brazil and Mexico. Two of the school's Founder's Medalists in the last decade have been Brazilians. A half-dozen Owen graduates teach in the business school of the most prestigious university in Brazil, the Universidade de S o Paulo (USP). Executive MBA classes from USP regularly spend a week each semester at Vanderbilt. Owen also has a strong exchange relationship with the most prestigious science and engineering school in Mexico, the Instituto Tecnológica de Estudios Superiores de Monterrey, widely considered to be the M.I.T. of Latin America. Owen has a joint M.A./M.B.A. program with the Center for Latin American and Iberian Studies that has had a regular stream of students over the past five years. The Center and the Owen School are perfectly positioned to apply for multi-year funding as a Center for International Business Education and Research from the U.S. Department of Education. These grants provide funding of more than \$250,000 a year over three-year funding cycles.

The Graduate Program in Economic Development (GPED) has operated at Vanderbilt for more than forty years and has hundreds of alumni around the globe in powerful positions in government and the private sector. The majority of the students until the 1970s came from Latin America, especially Brazil. James Foster, the current director of the program, is a development economist (who studied under a Nobel Prize winner) with strong ties to government officials and economics programs in Mexico. Along with the CLAIS and faculty in several schools, Foster is actively seeking funding from the United States Agency for International Development, for projects in Latin America and other regions of the globe. (Foster just received a major grant to work with projects in former Soviet republics in Central Asia.) Other development economists, and faculty who study the economy of the U.S., would form the core of a group to develop comparative studies of the economies of the Americas. Given the growing movement--promoted by Republican

and Democratic administrations in Washington, D.C.--to create a single hemispheric trading system over the next decade (an American Free Trade Association), focus on the comparative study of the economies of the Americas would place Vanderbilt at the forefront of this movement.

A comparative program that combines the strengths of the Owen School, the GPED, and the Department of Economics would help attract excellent graduate and professional students from the United States and the rest of the Americas, helping to internationalize the campus and making us a world-class university. The Center for Latin American and Iberian Studies is about to submit a grant to the U.S. Department of Education that would combine the efforts of Vanderbilt, Emory, and two major universities in Brazil to develop exchange programs of students and faculty. This grant could bring in \$200,000 over a four-year period.

The Departments of Political Science and Sociology have traditionally had their strongest faculty clusters in the study of U.S. society. The Center for the Americas could build on this traditional strength by bringing faculty who study the U.S. in a more sustained and systematic dialogue with faculty in Latin American Studies. Dan Cornfield (chair of Sociology) edits a major journal, *Work and Occupations*, that has begun to draw more directly on connections in Latin America. Cornfield speaks Spanish and regularly works with scholars in Latin America. Wayne Santoro, a recent hire in Sociology, works on Latino groups in the U.S. The Center would promote a stronger emphasis on programs and seminars that would produce more comparative research and publications.

(6) Education and Community in the Americas

Rationale. The pace of globalization has also begun to transform education practices across the Americas. International trade in education services, for example, is quickly becoming a focus of attention in commercial circles. With the migration of labor, bilingual 'educational passports' are now used in a dozen border states in Mexico and the U. S. The equivalence of degrees and the certification of professional programs is rapidly becoming an important issue for the increasing number of enterprises engaged in cross border commerce. As students are increasingly trained in both the College of Arts and Science and in Peabody College, the ties among the two faculties will grow and intensify. As the Owen School becomes more internationalized, its programs will increasingly transform the concept of "study abroad." This thematic focus on education and community will bring together faculty and students across departments and schools and help internationalize the campus. The need for more and more innovative English as a Second Language (ESL) teaching has never been more apparent. Initiatives shared by Peabody College and the College of Arts and Science in ESL and diversity education could be refined to collaborate with the proposed Center for the Americas.

Resources. Peabody College of Education and Human Development is well positioned to work with and learn from scholars of education policy in Latin America and the Caribbean and Latinos in U.S. schools. In the Department of Leadership and Organizations (DLO), James Guthrie, Director of the Center for Education Policy, concentrates on educational policy issues and resource allocation consequences. Stephen P. Heyneman, a professor of comparative education with over

twenty years of experience in education policy reform at the World Bank, is leading international research efforts in education policy. Dr. Heyneman's research agenda includes issues of education as a mechanism for social cohesion, education, commerce, and issues of labor mobility as these pertain to equivalency in education. DLO trains future superintendents of public instruction, future university rectors, future leaders of educational foundation, as local and national authorities in both public and private school systems. The department plays a significant role in U.S. debates over education and has strong international connections.

Within the area of Higher Education Administration, John Braxton and Michael McLendon are at the forefront of educational leadership and higher education governance issues. The Department of Teaching and Learning specializes in curriculum and instructional leadership and could ably contribute to work regarding educational quality. In addition, Peabody provides sound training of future researchers in the research methods critical to analyzing education systems.

Peabody already attracts students at all levels of higher education with interests in education policy, research and teaching who are interested in Latin American and Caribbean education and that of Latinos in the U.S. In sum, Peabody strengths would be further enhanced by the support that the Center for the Americas would allow. Indeed, it is well positioned to contribute to the research and practical work on education development in the region and the knowledge of how the influx of Latinos is changing the dynamic and considerations within U.S. education systems.

A comparative program that combines the strengths of the Owen School, the GPED, the College of Arts and Science, and Peabody College of Education and Human Development would help attract excellent graduate and professional students, from the United States and the rest of the Americas, thus helping to internationalize the campus and making us a world-class university. As noted above, the Center for Latin American and Iberian Studies is about to submit a grant to the U.S. Department of Education that would combine the efforts of Vanderbilt, Emory, and two major universities in Brazil to develop exchange programs of students and faculty. This grant could bring in \$200,000 over a four-year period. Moreover, the Peabody School is about to submit two applications to FIPSE for exchanges with other university programs in the field of higher education policy. The first program will be for universities in Brazil; the second will be for universities in Mexico.

The Community Research and Action (CRA) doctoral program faculty (Vera Chatman, Joe Cunningham, Paul Dokecki, Craiganne Heflinger, Bob Newbrough, Doug Perkins) in the Department of Human and Organizational Development at Peabody could form the core of an important faculty cluster joining with key faculty in the Medical School and the College of Arts and Science. Together these faculty would focus on "Community in the Americas." They would augment the CRA group with other HOD faculty (e.g., Sharon Shields) and with others from within Peabody (e.g., Steve Heynemann in Department of Leadership and Organizations) and the university (e.g., Leonard Hummel in Divinity) who would also be interested and doing work in the relevant areas. This group would be interested in social integration and social deviance inquiries in a range of village and urban settings involving Anglo, Hispanic, African and Native American cultures. The initial approach would be to take their current research questions and expand them into cross cultural settings, exploring their relevance to general American settings.

Planning and Implementation:

Planning Seminar (2001-2002)

The first step in the creation of the new Center will be the organization of a year-long seminar that will bring together eight to ten key faculty who will meet once a week through the 2001-2002 academic year. Using the model of the annual faculty seminar at the Robert Penn Warren Center for the Humanities, this group of faculty will read and discuss materials on interamerican studies. They will have two specific philosophical and programmatic objectives: to outline the mission statement of the new Center and its future development, and to develop a concrete working four-year plan for the implementation of programs and activities. This plan would be ready by June 1, 2002.

These faculty members would be carefully selected to represent the diverse interests that will play important roles in the proposed Center. They will receive a course reduction and a research stipend (\$4,000) as compensation for the time and energy they will invest in the project. The seminar will also have a fund (\$10,000) to be used to bring in visitors from other universities or to bring in consultants to work with the group.

Staffing and Relocation Timeline

Part of the task of the faculty seminar group will be the development of a timetable for hiring a director and staffing the Center. In particular, the group will develop a job description for the Center's director. The university should then pursue a national search beginning in the summer of 2002 for an outstanding individual who will come to Vanderbilt with a faculty appointment. The new director will then begin the process of assembling the key faculty, programs, and activities. The director will also begin to pursue grant opportunities and work with the development office to identify and pursue fundraising opportunities for the Center.

We believe that the new director would need a full-time administrative assistant to handle the coordination and implementation of the activities of the Center.

Organizational Structure:

Physical Space

The key to the success of an interdisciplinary center for the study of the Americas is a shared physical space for all its major components. The first step toward intellectual and programmatic exchange is to locate the offices, seminar rooms, and meeting space of the Center's participants in a single building. The ideal location would be the soon to be vacated and renovated Buttrick Hall. The offices of the Center director, program directors, and their staff must be housed together. We cannot continue the old Vanderbilt pattern of isolating interdisciplinary programs in marginal locations around the campus. Buttrick is at the center of the campus and would

provide the Center for the Americas with a location worthy of its importance; it would also bring the key components of the Center into a location that would provide for a true meeting ground of students, faculty, and staff.

We also believe that all international and interdisciplinary programs should be housed in the same location to provide the collective and communal support necessary for the development of all of these programs. The Center could serve as a powerful stimulus that would also help strengthen other interdisciplinary programs in the College and international studies across all regions. It would be wise to bring together the operations of international programs such as study abroad, European Studies, and East Asian Studies in the same location to facilitate the growth of international studies at Vanderbilt and coordination among all the area studies programs.

Administrative Structure and Staffing

The Center would serve primarily as an umbrella structure to bring together key participants and programs, to channel resources to them, and to promote interdisciplinary and comparative work. A director with an administrative assistant would lead the Center, serve as the key coordinator, and engage in grant writing and fundraising activities. The Center director would be assisted and advised by an executive committee composed of the directors of African American Studies, American and Southern Studies, and Latin American and Iberian Studies, as well as the associate provost in charge of international studies. The composition of this committee would, no doubt, shift in the years ahead as we redefine the nature of those programs and as new programs emerge out of the work of the faculty. Housing the three existing interdisciplinary programs in the same location would allow for greater sharing of resources and program coordination.

Infrastructure Issues:

Library

New resources for print and electronic information will be essential for the development of comparative, interdisciplinary programs on the Americas. We envision a library budget assigned to the Center. Departments and programs will apply to the Center for access to these funds to buy materials that are clearly within the interdisciplinary, comparative orientation of Center programs. This library fund would serve as a powerful mechanism to draw departments and programs into close work with the Center.

Technology

As with the creation of any new program or center, this one will require the normal information technology (hardware and software) for its offices. We will need assistance with the development of a website and software to link together the faculty, programs, and departments across the university.

Program Initiatives:

The program initiatives we describe below form the principal mechanisms that will bring about the collective, collaborative, interdisciplinary work that will be at the core of the Center's mission. These initiatives are instruments for fostering the work of an energized and creative faculty, redesigning graduate and undergraduate programs, and producing outstanding Ph.D.s. Although these programs will require a substantial investment of resources, they will also help the Center attract outstanding scholars, graduate students, grant monies, and a larger endowment.

We also recognize that these programs will be the beginning of an extended process of rethinking the organization and structure of existing interdisciplinary programs. One measure of the success of the Center will be the extent to which programs such as African American Studies, American and Southern Studies, Latin American and Iberian Studies, and Comparative Literature will be reconceptualized in another decade. This will have an important impact on the nature of graduate programs in departments (making them more interdisciplinary and comparative) and on the undergraduate curriculum (through new courses and redesigned interdisciplinary majors).

Endowed Chairs

The creation of three new endowed chairs will also be essential to the successful growth and development of the Center. If, at Vanderbilt, we could attract the top two or three inter-American scholars to our university, we would immediately propel ourselves to the front rank of this fast developing new field. Given our already existing strength in the requisite, or core fields, there is every reason to think that we would be quite successful in this endeavor. Because of the diverse nature of its intellectual and scholarly activities (our work covers a wide range of departments and disciplines), the Center must, in terms of its organizational structure, be able to select (and therefore balance) the recipients of these endowed chairs. Thus, a Center Executive Committee would, conceivably, select in any given competition, scholars working in the Humanities, the Sciences, the Social Sciences, or in another unit, such as Blair, Owen, or the Law School. The scholars selected as endowed chairs would be expected to teach seminars on a regular basis, to interact with students (and, serving on doctoral committees, serve as mentors to them), and to give at least two public lectures per year. The Center would have control over these chairs and with each successive vacancy in them, would decide where to best locate them to maximize the synergies among the programs. Examples of key intellectual areas that we envision as central to the work of the Center are studies of slavery, borderlands and frontiers, inter-American literature, and indigenous literatures. Key chair appointments in any of these areas would bring in faculty who would have an impact that would provide powerful cross-departmental and cross-school connections.

Using an estimate of \$2.5 million to endow a chair, this would require \$7.5 million in endowed funds for the creation of three chairs.

Special Conference Series

The Center would have a budget for academic conferences that would be international in scope and would be annual or bi-annual in scheduling. Funds would be set aside to invite outside participants representing new and established trends in inter-American scholarship. Since many of these individuals would presumably teach at universities abroad, an endowment could be sought to defray all or part of the expenses. Planning and administering the conferences could be shared by staff and graduate students associate with the Center. The format of the conferences would be the familiar Thursday-Saturday schedule. We could consider a date that coincided with an alumni function or with the week between the end of exams and commencement in order to open the traditional borders of the meeting.

These annual conferences would serve as one of the most important vehicles for bringing national and international attention to Vanderbilt and the College of Arts and Science.

Special arrangements would be made to include a local component. Metro and private school teachers and administrators would be urged to attend Center faculty and graduate student workshop sessions that would explore ways to add Center approaches to K-12 classrooms. Stipends could be offered to enhance the invitation. We estimate that the cost of this annual seminar will be around \$25,000 to bring in speakers from the United States and abroad.

Regular Seminars

The ongoing success and viability of a center devoted to the study of the Americas cannot be assured by its current curricula and its resident faculty, no matter how well developed the former, nor how well accomplished and dedicated the latter. And in both cases, we will never be able to have in permanent residence all persons who, by their work and accomplishments, are our colleagues; nor, in our own work, be the generating sources for all research and scholarship, creative production, presentation, and performance pertinent to the Center's agendas. Rather, we will have to engage other questions and work, to a significant degree regularly bringing into our midst for extended stays persons who are producing, or have produced, work that sustains and advances the enterprises of the Center. The model here is the Robert Penn Warren Center for the Humanities.

Among the various means to these ends to be considered, two, in particular, must be well-secured, robust ventures serving the constituents of the Center: an annual series of seminars and a program hosting visiting post-doctoral fellows. We believe that this type of program cannot be found at any other institution of higher education in the United States of America. This ground-breaking venture thus will demand more of all programmatic units coming together to form it than each faces on its own, especially with regard to working out issues of methodology; subjects and objects of inquiry; justifications, validations, and legitimations of research, scholarship, creative production; and teaching. These will be among the most compelling challenges to be faced in building the Center.

Vital, too, will be efforts to establish formal arrangements to consider presentations and to engage in vigorous discussion and debate. These ends we will pursue by means of an annual seminar series focused on and organized around semester- or year-long themes and issues, with input from each of the Center's programmatic constituents. For example, a possible inaugural thematic, to be taken up during our first years of planning and development, might be "The Americas: 'Discovery' or 'Invention'?" or "The Peopling of the Americas." The format of the seminar series would be varied: single-person presentations; panels; symposia, with key personnel drawn from Center faculty and fellows; Vanderbilt faculty; faculty from other local institutions; presenters invited from throughout the Americas. Series events are to be held throughout the academic year, with planning and development for each year's series to be undertaken during the preceding spring semester and summer and carried out by a standing group composed of representative persons from the Center's constituent programs and departments. Funding must be sufficient, each year, to underwrite feature participants (honoraria for non-Vanderbilt participants, travel, accommodations), hosting each event (facilities, receptions), public relations (printed media, mailings, and other such outreach; web-site design, development, and hosting); post-series production of publications (electronic and printed) of presentations; support staff. We estimate that the annual cost of these conferences and seminars would be \$25,000 with invited speakers from across the Americas and the Atlantic.

Post-Doctoral Fellowships

With our success in realizing the Center as fully envisioned, it will become a powerful magnet for junior, mid-level, and senior scholars, researchers, and teachers concerned with studying some aspect(s) of peoples, culture, environments, economies, political systems, histories, within and among the Americas. Moreover, those of us who will comprise the resident faculty of the Center will need the stimulation and nurturing that can only come from especially promising and accomplished visiting colleagues of other institutions and organizations, in other countries in the Americas (and elsewhere) especially, who have completed their formal training leading to degrees and can contribute to the enrichment of the work of the Center by drawing on and sharing from their ongoing and completed work. Such persons would be invited for an entire calendar or academic year, or some appropriate portion thereof. Funding must be sufficient to underwrite the costs for each fellow, including: round-trip travel to and from Nashville for the period of the fellowship (one such trip); salary; health benefits; research funds and secretarial assistance; private office with normal and expected equipment (computer, phone, etc.); and other support required by the fellow's project (specified in applying, considered by the Center's selection committee and appropriate university officials, and agreed to with the awarding of the fellowship). Total support for each fellow to be negotiated by appropriate parties with the amount of Center's award to be determined by other support a fellow will have, including sabbatic support, other fellowships and awards, etc., with the total amount coming to a fellow, the Center's/Vanderbilt's award included, not to exceed what would be appropriate compensation were the fellow a regular member of the Vanderbilt faculty. We estimate that each post-doctoral fellow would require a budget of approximately \$35,000 in salary (plus fringe benefits and moving expenses).

Graduate Fellowships

Graduate degrees in the humanities and the social sciences at Vanderbilt are granted by fourteen departments (Anthropology, Art and Art History, Classics, Economics, English, French, German, History, Philosophy, Political Science, Religion, Sociology, Spanish and Portuguese, and Psychology) and two interdisciplinary programs (Comparative Literature, Latin American Studies). We propose the creation of ten new graduate fellowships (five-year support) controlled by the Center and distributed among these graduate departments and programs through an internal competition organized by the Center's advisory committee. These fellowships would go to graduate students (in these sixteen departments and programs) if their work promises to be truly interdisciplinary and comparative dealing with the Americas. Graduate students would be recruited through the normal departmental processes and admissions committees with special attention given to those who express an interest in interdisciplinary study. Teaching duties, when applicable, would occur in courses especially designed by the Center. The dissertation committees would include but not be limited to faculty from the Center.

We see these fellowships as one of the most powerful vehicles for mobilizing the support of departments and faculty to participate in the activities of the Center, and to encourage their graduate students to do interdisciplinary and comparative work on the Americas.

With an annual stipend of \$17,000, and the usual insurance and fees, and an average of 18-24 credit hours per year (approximately \$25,000), the annual cost of each fellowship would be about \$42,000 (or \$420,00 per year for all ten combined).

Internal Grants Program

One of the most powerful instruments for drawing faculty and students into a community of scholars discussing and researching common issues is an internal grants program. The Center will need to have an annual program to award small grants to faculty and students that will allow them to pursue research on issues that will advance the intellectual agenda of the Center. In addition to promoting and facilitating research that will eventually lead to publications, this fund will serve as a stimulus for faculty to initiate and continue research on the Americas in an interdisciplinary fashion and setting. It will also help them guide their graduate and undergraduate students into research and publishing on topics that advance comparative and interdisciplinary research on all of the Americas.

This grants program should have available at least \$15,000 a year for research proposals from faculty, graduate students, and (in exceptional cases) undergraduates to pursue research on topics that deal with the Americas in an interdisciplinary and comparative approach. Research that requires travel to foreign archives, conferences, and universities should be most highly valued. This grant program could be supplemented by funding from external agencies such as the Tinker Foundation in New York City, a program that provides up to \$15,000 a year matching funds for the type of research set out above.

Summer Research Funds

The ability to do research over the summer is essential to the success of our Center. For many faculty, research in this area will necessitate extensive expenditures of time and energy and will almost certainly involve travel, both foreign and domestic. Participating faculty must therefore be supported at this time of year to travel to conferences (some of which will be abroad), to travel to libraries to examine documents, to conduct interviews and surveys, to provide summer stipends for graduate students involved in particular research projects, and to the preparation of manuscripts for publication. Because our enterprise involves faculty not just from Arts and Science but from a number of other University units, the expenses incurred in the planning and completion of summer research will vary greatly; some projects will be more costly than others, but all will be essential to the growth and development of the Center. We believe that annual fund of \$15,000 would serve as a major instrument for attracting faculty to work with the Center as an active participant in programs and courses.

Retraining Grants for Faculty

The faculty is the Center's primary resource. Investment in the faculty will produce the dividends of research and teaching that are the Center's mission. We envisage retraining grants as an opportunity for faculty to acquire new skills and methods that will enable them to enlarge their view of the Americas. For example, faculty interested in topics that take them across national borders may participate in intensive summer study in a new language, including Portuguese, Haitian or Canadian French, Spanish or Native American languages and writing systems. Similarly, scholars may wish to take part in workshops that will train them in quantitative methods, computerized approaches to data, survey design and implementation, historiography, or field work methods. Our intention would be to foster grant applications that will allow faculty to work more freely across disciplinary boundaries, across the component units of the Center, and across national and geographic barriers.

Cost: Five retraining grants per year, @ c. \$4000 per grant, \$20,000 annually.

Visiting Scholars Program

Although Vanderbilt has substantial resources in all the component units of the Center, there are also missing specializations that can be filled in on a temporary basis by visiting scholars. We anticipate the need for two positions, one to be filled annually, to be chosen by the organizers of the annual seminar. The successful applicant would be a fellow of the Center, an individual whose current research contributed to the goal of the seminar, in which he or she would participate. The intended model is that of the Robert Penn Warren Center for the Humanities.

A second position, that of the Visitor to the Center, would be filled on an irregular basis. It would be reserved for individuals whose background and scholarship are of special interest to the Center. These could include individuals who may be, but are not necessarily, academics. For

example, they might be politicians, Native American leaders, creative artists and writers and others whose works represent or shape the culture of the Americas. These individuals, in applying to the Center, would propose a project that could reasonably be completed in the course of a year. Their responsibilities would include participation in the lectures and presentations of the Center, public performances or other appropriate contributions to the work of the Center.

Costs: Fellow of the Center Program, Annual Cost: One semester's salary up to \$35,000, c. \$30,000 annually (the assumption is that the successful applicant would have a semester's leave from the home institution).

Visitor Program. Annual stipend \$40,000, plus \$5000 in costs for research, travel, materials or other appropriate uses. If filled on a biannual basis, \$22,500 per year.

**Appendix A.
Proposed Budget for the Center**

	One-time Expense	Annual Operating Costs	Endowed Funds
Planning seminar (2001-2002)	50,000		
Salary for Center Director (2002-) [+ fringe benefits]		75,000 [18,750]	
Salary for Administrative Assistant (2002-) [+ fringe benefits]		25,000 [6,250]	
Endowed Chairs (3, fully endowed)			7,500,000
Annual Conferences Series		25,000	
Conferences and Seminars		25,000	
Post-Doctoral Fellowships (3 @ 35,000) [+ fringe benefits]		105,000 [26,250]	
Graduate Fellowships (10 @ \$42,000)		420,000	
Visiting Scholars Program [+ fringe benefits]		35,000 [8,750]	
Internal Grants Program		15,000	
Summer Research Funds		15,000	
Retraining Grants for Faculty		20,000	
Visiting Scholars Program		80,000	
Totals	50,000	775,000	7,500,000
[fringe benefits total]		[60,500] 805,500	

Budget Notes: (1) A permanent endowment for the center of \$10,000,000 would generate approximately \$500,000 per year for annual operating costs. (2) The majority of the annual operating costs budgeted above are for graduate fellowships. Many of these could come out of new endowed funds in the capital campaign. (3) The university should raise funds to fully endow three chairs that will bring prestige and cohesion to the work of the Center. Fringe benefits are estimated (generously) at 25%.

Appendix B. Current Faculty Working on Topics Linked to the Proposed Center

This listing offers a preliminary survey of faculty whose research and teaching would contribute to the activities of the Center. The list includes more than 100 faculty, primarily in the College of Arts and Science, but also in Blair, Divinity, and Peabody. We believe a number of faculty in Owen and the Medical School will also make important connections with the Center.

	AAS	AMST	LAS	EUS	ANTH	FA	CMS	EAS	ECOM	ENGL	FREN	GER	HIST	PHIL	PHYS	PSCI	RLST	SOC	SP/POP	WS	BLAIR	DF	GPC	
Andreas, Victor	*																						*	
Atack, Jeremy									*															
Baldwin, Louis	*																*							
Barz, Greg	*																					*		
Ball, Teresa		*								*														
Barquist, Francille			*										*						*					
Barr, Michael				*									*											
Blum, Deborah			*		*																			
Brown, Barbara				*							*													
Brunton, John																								*
Burr, J. Patrick																	*					*		
Burrus, Victoria			*																*					
Chelmon, Vera																								*
Chen, Tim		*						*		*										*				
Christensen, Jerry										*														
Cockrell, Dale																						*		
Collier, Simon			*										*											
Collins, William									*															
Cordis, Beth		*			*																*			
Covington, Pede			*																					
Crispin, John			*																	*				
Cunningham, Joe																								*
Cyran, Cynthia																						*		
Davis, Theodore	*								*															
Demart, Arthur			*		*																			
Denn, Anne		*					*																	
Dickerson, Denise	*												*											
Dudun, Francis	*																	*						
Dukecki, Paul																								*
Eckin, Marshall			*										*											
Ellis, Paul				*						*														
Epruin, Jim				*									*											
Ernst, David														*										
Estroff-Belli, F.			*		*										*									
Falton, Peter		*											*											
Fischer, Edward			*		*																			
Fitz, Earl			*																	*				

Con't

	AAST	AMST	LAS	EUS	ANTH	FA	CMS	EAS	ECON	ENGL	FREN	GER	HIST	PHIL	PHYS	PSCI	RLST	SOC	SP/POR	WS	BLAIR	DIV	GPC		
Folgarait, Leonard			•			•																			
Foster, James			•						•																
Fowler, William			•		•																				
Franklin, Jannie	•	•											•												
Friedman, Edward			•																•						
Fryd, Vivien		•				•															•				
Gay, Volney																		•							
Girges, Sam		•								•															
Goddu, Teresa	•	•								•											•				
Goodie, Sean		•								•															
Gregor, Tom			•		•																				
Griffin, Larry		•																	•						
Guthrie, James																								•	
Hamilton, Russell	•		•																	•					
Hancock, M. Donald				•												•									
Harris, Alice				•								•													
Harrington, Joel				•									•												
Harrod, Howard																							•		
Headrick, Annabeth			•		•	•																			
Heflinger, Craig Anne																								•	
Hegeman, Stephen																								•	
Hodges, Michael														•											
Hummel, Leonard																								•	
Hunter, Wendy			•													•									
Janssek, John			•		•																				
Jarman, Amy																							•		
Johns, John																							•		
Jones, Yvette	•												•												
Jrady, Cathy			•																	•					
Jrady, Fimon			•																•						
Kirschke, Amy	•	•				•																			
Kovalcheck, Kassian							•																		
Lacks, John														•											
Landers, Jae	•		•										•												
Lang, Jim			•																•						
Longwell, Bill	•												•												
Lowe, Melanie																							•		
Luis, William	•		•																	•					
Mhaeschi, Andrea			•						•																

Con't

	AAST	AMST	LAS	EUS	ANTH	FA	CMS	EAS	ECON	ENGL	FREN	GER	HIST	PHIL	PHYS	PSCI	RLST	SOC	SP/POR	WS	BLAIR	DIV	GPC		
Margo, Robert									•																
McCarthy, John				•								•													
McKoy, Sheila	•	•								•															
McLendon, Michael																								•	
Mede, Robert						•																			
Mulla, Charles						•																			
Nabers, Drayton										•															
Needham, Maurice																							•		
Nembrough, John																								•	
Nzabatsinda, A.													•												
Outlaw, Lucius	•													•											
Perkins, Doug																								•	
Ramsay, Matthew				•									•												
Rasico, Philip			•																	•					
Roy, James Lee																•									
Santoro, Wayne																		•							
Schwartz, Thomas				•									•												
Scott, Virginia				•									•												
Segovia, Elena			•																	•					
Shields, Sharon																								•	
Simonett, Helena																							•		
Sloop, John		•						•																	
Smith, Helmut				•									•												
Steinberg, Ronnie		•																•					•		
Tichi, Cecilia		•								•													•		
Wcislo, Francis				•									•												
Werner, Melke				•								•													
Weyland, Kurt			•												•										
Zamora, Andres			•																	•					
	AAST	AMST	LAS	EUS	ANTH	FA	CMS	EAS	ECON	ENGL	FREN	GER	HIST	PHIL	PHYS	PSCI	RLST	SOC	SP/POR	WS	BLAIR	DIV	GPC		
Total Participants	16	16	30	14	9	6	3	1	6	10	3	3	15	3	1	4	3	6	11	6	8	3	12		

Appendix C.
Current Interdisciplinary Programs that Would Contribute to the Center and Current Course Offerings

African American Studies
(www.vanderbilt.edu/catalogs/undergrad/africanamer.html)

American and Southern Studies
(www.vanderbilt.edu/catalogs/undergrad/american.html)

Comparative Literature
(www.vanderbilt.edu/catalogs/undergrad/complit.html)

European Studies
(www.vanderbilt.edu/catalogs/undergrad/european.html)

Latin American and Iberian Studies
(www.vanderbilt.edu/catalogs/undergrad/latinamer.html)

The following text from these websites has been reformatted for convenience. There may be minor formatting differences between what we include and the actual websites.

A&S; Catalog | Undergraduate Catalog | Catalog Home | Colleges & Schools | Vanderbilt Home

African American Studies

DIRECTOR Lucius Turner Outlaw, Jr.

THE African American Studies program offers courses that treat the experiences of African-descended people both on the African continent and throughout the diaspora. Since a number of the courses required by the program are offered every other year, students must consult the program director soon after they decide to participate in the program to design a feasible course of study. Students may take courses on an elective basis or as part of an interdisciplinary major or minor. Courses taken at Fisk University may be counted as electives in the program of study.

Program of Concentration in African American Studies

The interdisciplinary major consists of 30 hours of core courses and 6 hours of electives. Requirements for the completion of the major include:

1. African American Studies 101, Introduction to African American Studies.

2. (*African American History*) History 279-280.
3. (*African History*) History 253-254.
4. (*African American Humanities*) Three hours in the humanities, to be selected from: African American Studies 114 (Introduction to African American Philosophies of Religion), African American Studies 145 (Interfaith Dialogue and African American Culture), African American Studies 263 (African American Literature), African American Studies 294-01 (Contemporary Black Experience); Dance 114 (Black Dance in America); English 115W-41 (African American Autobiography), English 115W-49 (Afro-Caribbean Women's Literature), English 115W-50 (African American Literature), English 115W-55 (Toni Morrison), English 115W-56 (Harlem Renaissance), English 271 (Caribbean Literature), English 272d (Movements in Literature: The Contemporary Black Experience), English 273c (Problems in Literature: Reading Race in Nineteenth-Century America), English 273d (Problems in Literature: Marginality in African American and South African Literature), English 274-01 (Major Figures in Literature: Toni Morrison), English 350-01 (Special Problems in English and American Literature: Restoring Race in Nineteenth Century American Literature), English 355-01 (Special Topics in English and American Literature: Afro-American Literature-Diaspora and Dissension), English 355-02 (African American Novel); Fine Arts 293 (Senior Seminar: Twentieth Century African American Art), Fine Arts 294-01 (Special Topic: African American Art-Harlem Renaissance), Fine Arts 325 (Special Topics: African American Art); Music (MUSL) 148 (Survey of Jazz); Philosophy 294a-01 (Selected Topic: Philosophy of Race); Religious Studies 107 (African American Religious Tradition), Religious Studies 115-05 (Gandhi, Luthuli, and King), Religious Studies 204 (The Evangelical Movement in America), Religious Studies 205 (Black Church in America), Religious Studies 219 (Martin Luther King Jr. and the Social Roles of Religion), Religious Studies 250 (Black Islam in America); Spanish 294 (Afro-Hispanic Literature).
5. (*African Humanities*) Three hours in the humanities, to be selected from: English 115W-63 (African Literature and Theory), French 239 (The African Novel); Humanities 115-05 (African Literature); Music (MUSL) 160 (Musical Cultures of the Non-Western World), Music (MUSL) 171 (African Music); African American Studies 276 (Anglophone African Literature); Religious Studies 294 (Special Topic: Religions in Africa), Religious Studies 294 (Special Topic: Traditional African Religions, Christianity and Islam).
6. (*African American Social Sciences*) Three hours in social sciences, to be selected from: History 172 (Comparative Slavery in the Americas); Anthropology 219 (Origins of African American Culture), Anthropology 224 (Political Anthropology: Crosscultural Studies in Conflict and Power), Anthropology 237 (Ethnicity, Race, and Culture); African American Studies 255 (Racial and Ethnic Minorities in the U.S.), African American Studies 258 (Rise of the Iberian Atlantic Empires, 1492-1700), African American Studies 264 (Brazilian Civilization), African American Studies 279 (History of Black Americans), African American Studies 280 (African American History to Reconstruction), African American Studies 294-02 (African American Women since Reconstruction); History 295-01 (Black Protest), History

295-02 (Civil Rights Revolution), History 295-07 (African Resistance and Adaptation in the Americas), History 381 (African American History in the Twentieth Century); Political Science 115W-02 (Race and Gender Politics); Psychology 266 (Interpersonal and Intergroup Relations); Sociology 115-03 (Otherness in the U.S.: Images of Race, Gender, and Sexual Preference), Sociology 115-09 (Poverty and Inequality in the U.S.), Sociology 115-12 (Race and Race Relations in the Contemporary South), Sociology 258 (The South in American Culture), Sociology 262 (Interpersonal and Intergroup Relations), Sociology 294 (Special Topic: Race, Gender, and Sport).

7. (*African Social Sciences*) Three hours in social sciences, to be selected from: African American Studies 235 (Human Geography of Sub-Saharan Africa), African American Studies 253 (African History: Sub-Saharan Africa), African American Studies 254 (African History: Africa since 1800), African American Studies 294 (Special Topic: Genocides and Terrorisms in Africa); Anthropology 231 (Archaeology of Africa); History 115W-46 (Crises in the Horn of Africa), History 264, History 295-02 (Resistance and Adaptation to Slavery in Americas); Political Science 219 (African Politics); Sociology 275 (Sociology of Contemporary African Societies).
8. Six hours of elective credit selected from the approved lists of elective course offerings at Vanderbilt and Fisk universities. Consult the African American Studies program office for the approved lists of courses.
9. African American Studies 299, Senior Project in African American Studies. Students are required to complete an independent study in an area of interest to them during their senior year. This project will be selected in consultation with the program director and supervised by an affiliate faculty of the program. The focus will be on the use of interdisciplinary methods and materials that the students have accrued in their earlier courses. The project will involve independent readings and research, and result in a research paper on a salient aspect of the black experience, either across time or space (a spatial analysis could involve a comparative examination of the lives of African-origin people across the globe).

Minor in African American Studies

Students who select a minor in African American Studies must choose an emphasis either in African or African American studies. Each minor comprises 18 credit hours, and requires completion of the two-course (six hours) history sequence in the student's chosen geographic area (African or African American); and three hours each of humanities and social sciences course work in the respective geographic area. Six hours of electives must be chosen from the lists of approved courses offered by Vanderbilt or Fisk Universities, which may be obtained in the program office in 201 Garland Hall. Elective courses are not restricted to courses in the student's selected geographic area. Courses must be selected in consultation with the program director.

African American Studies 101. Introduction to African American Studies. Survey of the foundations of African American culture beginning with ancient African history and continuing

through contemporary issues in the African American experience. The characteristics, developments, and dynamics of African American culture in the United States. SPRING. [3] Staff.

African American Studies 114. Introduction to African American Philosophies of Religion. (Also listed as Religious Studies 114) Contemporary African American scholars. The idea of God, the problem of evil and suffering. The problem of divine revelation and religious knowledge, and the contributions of religion to problems of human identity, and difference. FALL. [3] Anderson. (Divinity School)

African American Studies 115W. Freshman Seminar [3].

African American Studies 145. Interfaith Dialogue and African American Culture. (Also listed as Religious Studies 145) An examination of the lives, thought, and activities of Malcolm X and Martin Luther King, Jr., with special attention to their significance as sources of dialogue for Christians and Muslims. Of particular importance are the constructive insights that these leaders provide for those who wish to understand the two great faith communities and culture in the African American context. SPRING. [3] Baldwin.

African American Studies 235. Human Geography of Sub-Saharan Africa. (Also listed as Social Science 235) Spatial manifestations of a resilient cultural heritage and focus on sustainability of informal communities. Topics include indigenous political institutions, traditional medicine, population distribution and movements, geography and gender, and environmental impacts. SPRING. [3] Garbharran.

African American Studies 253. Sub-Saharan Africa: 1400-1800. (Also listed as History 253) Pre-colonial history of West and Central Africa: the rise of early empires, cultural history of major groups, the spread of Islam, the Atlantic exchange, development of the Atlantic plantation complex, and the slave trade. FALL. [3] Landers.

African American Studies 254. Africa since 1800: The Revolutionary Years. (Also listed as History 254) Political, economic, and social patterns in SubSaharan Africa from 1800 to the present. The transition from traditional states and societies, through the colonial interlude and the quest for independence, to the modern national setting with its problems of development. Emphasis on the peoples of Nigeria and South Africa. [3] Longwell.

African American Studies 255. Racial and Ethnic Minorities in the United States. (Also listed as Sociology 255) Status of blacks, Asians, Hispanics, and other minorities. Migration, identity and association, and strategies to improve group status and reduce intergroup tensions. Comparisons to other countries. FALL. [3] Santoro.

African American Studies 258. Rise of the Iberian Atlantic Empires 1492-1700. (Also listed as History 258) Pre-Columbian societies; the formation of the early Spanish state and imperial expansion in the Americas; the formation of multiethnic transatlantic societies. FALL. [3] Landers.

African American Studies 259. Decline of the Iberian Atlantic Empires, 1700-1820. (Also listed as History 259) Reorganization of the Spanish and Portuguese empires, maturation of transatlantic societies; revolutions for independence. [3] Landers. (Not currently offered)

African American Studies 263. African American Literature. (Also listed as American and Southern Studies 263 and English 263) Examination of the literature produced by African Americans. May include literary movements, vernacular traditions, social discourses, material culture, and critical theories. FALL. [3] Smith McKoy.

African American Studies 264. Brazilian Civilization. (Also listed as History 264) From pre-Columbian times to the present. Class and fusion of Portuguese, Amerindian, and African cultures; sugar and slavery; independence and empire; the coffee economy; race relations; the search for national identity; industrialization; dictatorship and democracy in the twentieth century. FALL. [3] Eakin.

African American Studies 276. Anglophone African Literature. (Also listed as English 276) From the Sundiata Epic to the present, with emphasis on the novel. Issues of identity, post coloniality, nationalism, race and ethnicity in both SubSaharan and Mahgrib literatures. Such authors as Achebe, Ngugi, Gordimer, Awoonor, and El Saadaw. SPRING. [3] Smith McKoy.

African American Studies 279. African American History to Reconstruction. (Also listed as History 279) The political, socioeconomic, and intellectual history of African American people from their African backgrounds to the end of Reconstruction. Special emphasis upon the institutional history of the African American community. FALL. [3] Franklin.

African American Studies 280. African American History since Reconstruction. (Also listed as History 280) The political, socioeconomic, and intellectual history of African American people from the end of Reconstruction to the present. Special emphasis upon African American cultural and institutional history and the twentieth-century protest movements. SPRING. [3] Franklin.

African American Studies 280a-280b. Internship. Under faculty supervision, students from any discipline can gain experience in a broad range of public and private institutions on issues relative to the black experience. A minimum of 3 hours of background reading and research will be completed in African American Studies 280a concurrently with and regardless of the numbers of hours taken in internship training in 280b. Normally a 2.90 grade point average, 6 hours of prior work in African American Studies, and prior approval by the Director of African American Studies of the student's plan are required. A research paper and report must be submitted at the end of the semester during which the internship training is completed.

280a. Internship Readings and Research. Readings conducted under the supervision of a member of Vanderbilt's African American Studies Program and a substantial research paper are required. FALL, SPRING, SUMMER. [Variable credit: 1-6] **African American Studies**

280b. Internship Training. Graded on a Pass/Fail basis only and must be taken concurrently with 280a. These hours may not be included in the minimum number of hours required for the African American Studies major. FALL, SPRING, SUMMER [Variable credit: 1-9]

African American Studies 289. Independent Study. FALL, SPRING. [Variable credit: 1-3 each semester]

African American Studies 294a-294b. Special Topics. [3]

African American Studies 299. Senior Project in African American Studies. Supervised readings and independent research to produce an interdisciplinary research paper, topic to be selected in conjunction with the director of African American Studies. Open only to seniors. [3]

[A&S; Catalog](#) | [Undergraduate Catalog](#) | [Catalog Home](#) | [Colleges & Schools](#) | [Vanderbilt Home](#)

American and Southern Studies

THE American and Southern Studies program offers an interdisciplinary major for students interested in deepening and broadening their understanding of the American experience in all its aspects and dimensions. Students majoring in this field often define their intellectual interests in such areas of concentration as American politics and culture, American political and social thought, art and literature in America, race and ethnicity in America, modern America, and the cultural experience of the American South. Students are encouraged to integrate traditional subjects and disciplines in a manner that reflects their own interests, ambitions, and needs. The major is designed for those students with interests in interdisciplinary studies of the humanities and social sciences, prelaw training, or careers in communications, journalism, public service, and education. Students are also encouraged to place their studies of American culture in the context of historic changes occurring in cultures outside the United States, ranging from Eastern Europe to Central and South America, Africa, and Asia.

The program is directed by Larry Griffin, Professor of Sociology and chair of the College Committee on American and Southern Studies

Program of Concentration in American and Southern Studies

The interdisciplinary major consists of 36 hours of course work, to be distributed among various disciplines as indicated below. Emphasis is on political, cultural, economic, and related trends or events that contribute to the making of American culture and character in all its diversity. After completing the core requirements, students must concentrate on a theme, such as those named above, chosen in consultation with the director of the program. Students should expect to study the problems, developments, and crises of social history, technology, visual studies, gender, race, ethnicity, media, and political and literary culture. Each student will work with an adviser to design a program that meets his or her intellectual needs and interests.

Students should note that no more than 6 hours at the 100 level can count toward the interdisciplinary major and that often prerequisites exist for the courses that may be used in the

major. Independent study, research courses, and selected topics courses should have topics appropriate to the student's course of study. Students seeking a second major may count a maximum of 6 hours of course work to meet requirements in both majors.

Requirements for the interdisciplinary major in American Studies include completion of the following:

1. American Studies 100.
2. American Studies 295 or American Studies 250.
3. Core requirements (15 hours) to provide a background and foundation for the interdisciplinary study of American culture and character, to be selected from the fields and courses listed below.

AMERICAN STUDIES (3 hours):210, Perspectives on the American Experience: Art and Literature; 240, Topics in American Studies; 247, American Political Culture; 258, The South in American Culture.

ENGLISH (3 hours):211, Representative American Writers; 212, Southern Literature; 272, Movements in Literature (when an American topic is listed); 273, Problems in Literature (when an American topic is listed).

HISTORY (3 hours):268, The English Atlantic World, 1500-1688; 269, Cultural History of the First British Empire, 1707-83; 270, The Emergence of American Democracy; 272, The U.S. in the Era of the Civil War; 273, The Emergence of Modern America; 274, The U.S., 1916-1945; 275, Recent America: The United States since 1945.

SOCIAL SCIENCE (3 hours):Political Science 204, American Political Thought; Political Science 245, The American Presidency; Sociology 249, American Social Movements; Sociology 250, Gender in American Society (also listed as Women's Studies 250); Sociology 255, Racial and Ethnic Minorities in the United States.

An additional 3 hours of either American Studies or Social Science selected from the above core courses.

4. Concentrated program (15 hours) on a theme or topic to be developed and studied through an approved selection of courses from at least three departments, to be taken primarily from the following suggested courses.

AMERICAN STUDIES:104, Men and Women in American Society; 204, Self, Society, and Social Change; 205, Development of the American Theatre; 210, Perspectives on the American Experience; 212, Southern Literature; 220-221, Rhetoric of the American Experience; 222, Classical Tradition in America; 223, Women and the Law; 240, Topics in American Studies; 241, Rhetoric of the Mass Media; 247, American Political Culture; 258,

The South in American Culture; 263, African American Literature; 267, Desire in America; 268a-268b, America on Film; 270, The Frontier in Early America; 277, Asian American Literature; 278, History of Appalachia; 281, The United States and the Vietnam War; 289a-289b, Independent Readings and Research.

ANTHROPOLOGY:214, North American Indians; 219, Origins of African American Culture; 229, North American Archaeology; 245, Art of Pre-Columbian America; 255, Native American Art.

CLASSICALSTUDIES:222, Classical Tradition in America.

COMMUNICATIONSTUDIES:220-221, Rhetoric of the American Experience; 224, Rhetoric of Social Movements, 241, Rhetoric of the Mass Media.

ECONOMICS:212, Labor Economics; 226, Economic History of the United States; 246, Unions, Management, and Public Policy; 266, Economics of Poverty and Discrimination; 267, Problems in U.S. Economic History.

ENGLISH:211, Representative American Writers; 212, Southern Literature; 232, Modern American Novel; 234, Contemporary American Fiction; 259, Nineteenth-Century American Poetry; 260, Nineteenth-Century American Writers; 263, African American Literature; 265, Film and Modernism; 266, The Nineteenth-Century American Novel; 267, Desire in America; 268a-268b, America on Film; 269, Special Topics on Film; 271, Caribbean Literature; 272, Movements in Literature (when an American topic is listed); 273, Problems in Literature (when an American topic is listed); 277, Asian American Literature; 286, Twentieth-Century Drama.

FINE ARTS:240, American Art and Architecture; 241, Twentieth-Century American Art; 245, Art of Pre-Columbian America; 255, Native American Art.

HISTORY:205, Historical Perspectives on Women, Health, and Sexuality; 267, The Frontier in Early America; 268, The English Atlantic World, 1500-1688; 269, Cultural History of the First British Empire, 1707-1783; 270, The Emergence of American Democracy; 271, The Era of Reform; 272, The U.S. in the Era of the Civil War; 273, The Emergence of Modern America; 274, The U.S., 1969-1945; 275, Recent America: The United States since 1945; 276, The Old South; 277, The New South; 278, History of Appalachia; 279-280, African American History; 281, The United States and the Vietnam War; 282, The United States and the World; 283, The United States as a World Power; 284-285, American Social History; 286-287, Women's Experience in America: Colonial Times to the Present; 288-289, History of American Thought; 292, Historical Geography of the United States.

MUSIC:147, American Music; 149, American Popular Music; 294, Blackface Minstrelsy.

PHILOSOPHY:222, American Philosophy; 234, Philosophy of Education.

POLITICAL SCIENCE:204, American Political Thought; 222, American Foreign Policy; 223, The Making of U.S. Foreign Policy; 240, Political Parties; 241, American Public Opinion and Voting Behavior; 242, Political Communication; 243, Political Campaigns and the Electoral Process; 244, The Legislative Process; 245, The American Presidency; 247, American Political Culture; 261, Constitutional Interpretation; 262, The Judicial Process; 287-288, Selected Topics (when an American topic is listed).

RELIGIOUS STUDIES:107, Introduction to African American Religious Traditions; 145, Malcolm X and Martin Luther King Jr.; 204, The Evangelical Movement in America; 205, The Black Church in America; 217, The History of Religion in the United States; 219, Martin Luther King Jr. and the Social Roles of Religion; 252, Islam in America; 254, Native American Religious Traditions.

SOCIOLOGY:204, Self, Society, and Social Change; 224, Women and the Law; 230, The Family; 231, Criminology; 235, Contemporary American Society; 236, Class, Status, and Power; 237, Society and Medicine; 238, Social Problems of American Medicine; 240, Law and Society; 241, Art in Society; 246, Sociology of Religion; 248, Popular Culture Dynamics; 249, American Social Movements; 250, Gender in American Society; 251, Women and Public Policy in America; 253, Gender, Work, and Culture; 254, Schools and Society; 255, Racial and Ethnic Minorities in the United States; 256, Race, Gender, and Sports; 258, The South in American Culture; 261, Work and Family in American Life; 294, Seminar in Selected Topics (when an American topic is listed).

THEATRE:204, Development of the American Theatre.

WOMEN'S STUDIES:205, Historical Perspectives on Women, Health, and Sexuality; 224, Women and the Law; 250, Gender in American Society; 251, Women and Public Policy in America; 253, Gender, Work, and Culture; 256, Race, Gender, and Sports; 260, Nineteenth-Century American Women Writers; 261, Work and Family in American Life; 286-287, Women's Experience in America: Colonial Times to the Present.

Honors Program in American and Southern Studies

The honors program in American and Southern Studies is designed to afford superior students the opportunity to pursue more intensive work in their area of thematic concentration. The program requires (a) a 3.0 cumulative grade point average in all general University courses, and a 3.3 grade point average in American and Southern Studies courses, (b) 6 hours of independent research, 298-299 (Honors Research and Thesis) normally taken during the senior year, (c) an honors thesis to be completed in the spring of the senior year, and (d) successful completion of an honors oral examination on the topic of the thesis.

American Studies 100. Introduction to American Studies. An interdisciplinary approach to American culture, character, and life. FALL, SPRING. [3] Boyd (American and Southern Studies), Kreyling (English).

American Studies 104. Men and Women in American Society. (Also listed as Sociology 104 and Women's Studies 104) This course focuses on ideas about masculinity and femininity and how these ideas carry with them inequalities in the distribution of power and resources available to men and women. We examine how gender permeates seemingly neutral aspects of everyday life-how we date, sexuality, family life, work relationships, political life, media images. FALL, SPRING. [3] Boyd (American and Southern Studies).

American Studies 115, 115W. Freshman Seminar [3]

American Studies 204. Self, Society, and Social Change. (Also listed as Sociology 204) Problems and prospects for individual participation in social change; volunteering, community service, and philanthropy; role of individuals and voluntary associations in social change. FALL. [3] Cornfield (Sociology).

American Studies 205. Development of the American Theatre. (Also listed as Theatre 204) A study of theatrical activity in the United States from the Colonial period to the present. The course will include the reading of selected plays. Prerequisite: sophomore standing and Theatre 100 or 115W. [3] J. Hallquist (Theatre). (Not currently offered)

American Studies 210. Perspectives on the American Experience: Art and Literature. An interdisciplinary study of American cultural expression from the early national period to 1900, focusing on the interplay between art and literature. [3] (Not currently offered)

American Studies 212. Southern Literature. (Also listed as English 212) The works of southern writers from Captain Smith to the present. Topics such as the Plantation Myth, slavery and civil war, Agrarianism, and "post-southernism." Authors may include Poe, Twain, Cable, Faulkner, Welty, Percy, Wright. FALL. [3] Kreyling (English).

American Studies 220. Rhetoric of the American Experience: 1640-1865. (Also listed as Communication Studies 220) A critical and historical examination of the methods and effects of public debate and other attempts to influence the attitudes, affective response, and behavior of the American people. Attention to the rhetorical features of selected issues and speakers from colonial times through the Civil War. FALL. [3] Morris (Communication Studies).

American Studies 221. Rhetoric of the American Experience: 1865 to the present. (Also listed as Communication Studies 221) A critical and historical examination of the methods and effects of public debate and other attempts to influence the attitudes, affective response, and behavior of the American people. Attention to the rhetorical features of selected issues and speakers from 1865 to the present. SPRING. [3] Morris (Communication Studies).

American Studies 222. Classical Tradition in America. (Also listed as Classical Studies 222) Influences of classical Greece and Rome on the literature, politics, architecture, and values of the United States from the colonial period to the present. SPRING. [3] Wiltshire (Classical Studies).

American Studies 223. Women and Law. (Also listed as Sociology 224 and Women's Studies 224) History of laws subordinating women and efforts by feminists to achieve substantive and procedural equity. American historical examples augmented by comparative research. Examines employment law, laws making rape and domestic violence illegal, and tax law. FALL. [3] Steinberg (Women's Studies and Sociology).

American Studies 225. American Philosophy. (Also listed as Philosophy 222) A study of works of selected American philosophers from the colonial period to the present. SPRING. [3] Outlaw (Philosophy and African American Studies).

American Studies 240. Topics in American Studies. Topics of special interest on American culture or society, as announced in the *Schedule of Courses*. May be taken three times for credit when topics vary. FALL, SPRING. [3]

American Studies 241. Rhetoric of Mass Media. (Also listed as Communication Studies 241) A study of the nature, effects, and reasons for the effects, ethics, regulation, and criticism of contemporary mass media communication. Political causes, news reporting, commercial advertising, and similar sources of rhetorics are included. FALL. [3] Sloop (Communication Studies).

American Studies 247. American Political Culture. (Also listed as Political Science 247) Content, historical development, and political consequences of the American public's deeply rooted values concerning how the political system ought to work and the ends it ought to serve. Attention to regional variation. SPRING. [3] Pride (Political Science).

American Studies 248. Intentional Communities. (Also listed as Political Science 248) The utopian impulse in fact and fiction; formation of polities such as communes, cults, and ecovillages; alternative subcultures within the United States with special emphasis on the 1960s and 1990s. MAY. [3] Pride (Political Science).

American Studies 250. Senior Tutorial. Supervised readings, joint discussions, and independent research on a topic related to the American experience, to be selected in consultation with the director of American Studies. Open only to juniors and seniors. FALL, SPRING. [3] Staff.

American Studies 258. The South in American Culture. (Also listed as Sociology 258) The changing relationship between the South and the rest of the country and its effects on understandings and definitions of the South; changes in southern social structures and patterns, race relations, and economic and political institutions. SPRING. [3] Griffin (Sociology).

American Studies 260. Nineteenth-Century American Women Writers. (Also listed as English 260 and Women's Studies 260) Themes and forms of American women's prose and poetry, with the emphasis on alternative visions of the frontier, progress, class, race, and self-definition. Authors include Child, Kirkland, Fern, Jacobs, Harper, Dickinson, and Chopin. [3] (Not currently offered)

American Studies 263. African American Literature. (Also listed as African American Studies 263 and English 263) Examination of the literature produced by African Americans. May include literary movements, vernacular traditions, social discourses, material culture, and critical theories. [3] (Not currently offered)

American Studies 267. Desire in America: Literature, Cinema, and History. (Also listed as English 267 and Film Studies 267) The influence of desire and repression in shaping American culture and character from the mid-nineteenth century to the present. [3] (Not currently offered)

American Studies 268a. America on Film: Art and Ideology. (Also listed as English 268a and Film Studies 268a) American culture and character through film, film theory, and literature. FALL. [3] Girgus (English).

American Studies 268b. America on Film: Performance and Culture. (Also listed as English 268b and Film Studies 268b) Film performance in the construction of identity and gender, social meaning and narrative, public image and influence in America. SPRING. [3] Girgus (English).

American Studies 270. The Frontier in Early America: War and Cultural Interaction. (Also listed as History 267) Frontiers in North America, 1500-1763. War, trade, and cultural exchange among the native, British, French, and Spanish residents of North America. The meaning of cultural frontiers and of cycles of peace and war in borderlands. FALL. [3] Staff.

American Studies 277. Asian American Literature. (Also listed as English 277) Examines the diversity of Asian American literary production with specific attention to post-1965. Focus on topics such as gender and sexuality, memory and desire, and diaspora and panethnicity in the context of aesthetics and politics of Asian American experience. SPRING. [3] Chen (English)

American Studies 278. History of Appalachia. (Also listed as History 278) The region from first European intrusions to the present. Frontier era white-indigenous contact, antebellum society and economy, relations with the slave South, the Civil War and postwar politics, increasing social strainings, industrialization and labor conflict, poverty, and outmigration. Examination of mountain culture, tourism, and the construction of the "hillbilly" image. [3] (Not currently offered)

American Studies 280a-280b. Internship, Research, Reading, and Training. Under faculty supervision, students intern in public or private organizations, conduct background research and reading, and submit a research paper at the end of the semester during which the internship training is complete. Background reading and research will be completed in 280a concurrently with the completion of internship training, 280b; a minimum of 3 hours of 280a must be completed, independent of hours taken in 280b. 280a: Internship, research, and reading. FALL, SPRING, SUMMER. [Variable credit: 1-6]. 280b: offered on a pass/fail basis only and must be taken concurrently with 280a. FALL, SPRING, SUMMER. [Variable credit: 1-9] Griffin.

American Studies 281. The United States and the Vietnam War. (Also listed as History 281) Origins of American involvement, the reasons for escalation, and the Vietnamese response to

intervention. The impact on America's domestic politics, the growth of the anti-war movement, and the economic, social, and cultural effects of the conflict. [3] (Not currently offered)

American Studies 289a-289b. Independent Readings and Research. Independent readings and/or research on approved topics relating to American society and culture. [Variable credit: 1-3 each semester, not to exceed a total of 6 in 289a-289b combined] Staff.

American Studies 295. Undergraduate Seminar in American Studies. Advanced reading, research, and writing in a particular area of American Studies. May be taken no more than two times, and not twice from the same professor. Limited to juniors and seniors with preference given to American Studies majors. FALL, SPRING. [3]

American Studies 298. Senior Honors Research. Acquisition, reading, and analysis of primary source research material. Open only to senior honors students. FALL. [3] Griffin.

American Studies 299. Senior Honors Thesis. Writing an honors thesis under the supervision of the thesis adviser. SPRING. [3] Griffin.

American Studies 310. Topics in American Culture and Character. Topics as announced in the *Schedule of Courses*. May be repeated twice for credit when topics vary. [3] (Not currently offered)

Comparative Literature

THIS program familiarizes students with the global context of the Western tradition, as well as with the Western tradition in literature and culture. Students study European, American, and World literature, with an emphasis on theory and interpretation. The program is directed by Earl Fitz, Professor of Spanish, Portuguese, and Comparative Literature. Students should fulfill 36 credit hours, according to the following requirements.

*Program of Concentration in Comparative Literature *

I. Humanities, Tradition and the World

Three courses (9 credit hours) in literature in translation including Humanities 140 and 141 and one other course. The additional course of literature in translation can be a course in Humanities beyond 141, or can come from any Department or Program within the College as approved by the Program Director. (Examples include German 245-246, German Masterpieces in English Translation; Philosophy 210/Classics 210, Ancient Philosophy; Religious Studies 108, Themes in the Hebrew Bible; Russian 221-222, Survey of Russian Literature; Spanish/Portuguese 293, Contemporary Latin American Prose Fiction in English

Translation.) Selected Freshman Seminars (115s) may qualify if approved by the Director of the Program.

II. Primary Literature Field

Three courses (9 credit hours). A student who is also pursuing a major in the language chosen to satisfy the Primary Literature Field may count 6 appropriate hours of the language major towards the Primary Literature Field, and need not take the remaining 3 hours in the Primary Literature Field, but may take instead an additional 3 hours in the Secondary Literature Field.

Literature in the candidate's language of choice, other than the student's native language. Standard literary languages include (but are not limited to) French, Italian, German, Russian, Spanish, Portuguese, Latin and Greek. Courses may be selected from the attached list or in consultation with the Director of the Program, or with the Program's Director of Undergraduate Studies.

Courses based on texts studied in translation do not satisfy this requirement.

Courses satisfying this requirement include the following:

English: 208a-b, Representative British Writers; 210, Shakespeare; 211, Representative American Writers; 212, Southern Literature; 220, Chaucer; 221, Medieval Literature; 230, The Eighteenth-Century English Novel; 231, The Nineteenth-Century English Novel; 232a-232b, Twentieth-Century American Novel; 248, Sixteenth Century; 249, Seventeenth-Century Literature; 250, English Renaissance: The Drama; 252a-252b, Restoration and the Eighteenth Century; 253, The Age of Pope and Johnson; 254a-254b, The Romantic Period; 255, The Victorian Period; 256, Modern British and American Poetry, Yeats to Auden; 257, Seventeenth-Century Prose; 258, Contemporary British and American Poetry; 259, Nineteenth Century American Poetry; 260, Nineteenth-Century American Women Writers; 262, Literature and Law; 263, African American Literature; 264, Modern Irish Literature; 266, Nineteenth-Century American Literature; 271, Caribbean Literature; 279, Modern Drama; 280, Twentieth-Century British Drama; 281, The English Lyric; 283, Satire; 285, Restoration and Eighteenth-Century Drama; 286a-286b, Twentieth-Century Drama; 287, Love and the Novel.

French: 220, Introduction to French Literature; 222, Introduction to Francophone Literature.

Literature: 232, French Poetry from Villon to Malherbe; 235, Farce and Comedy; 236, Tragedy and *drame*; 237, The Early Modern Novel; 238, The Twentieth-Century Novel; 239, The African Novel; 240, Rabelais, Montaigne, and Their Times; 253, Literature of the Fantastic; 255, French Feminist Thought; 257, The Nineteenth-Century Novel and Society; 260, Enlightenment and Revolution; 261, Age of Louis XIV; 265, From Romanticism to

Symbolism; 267, Twentieth-Century French Literature; 270, The French Literary Tradition.

German: 221-222, Background and Main Currents of German Literature; 235, German Romanticism; 248, The German Lyric; 262, German Literature of the Middle Ages; 263, The Age of Goethe; 264, Nineteenth-Century Drama; 265, Twentieth-Century Drama; 266, Twentieth-Century Prose; 267, The German Novel of the Twentieth Century; 268, Modern German Short Story; 269, East German Literature; 280, *Sturm und Drang*.

Spanish: 203, Spanish and South American Literature; 230, Development of Lyric Poetry; 231, The Origins of Spanish Literature; 232, Literature of the Spanish Golden Age; 233, Modern Spanish Literature; 234, Contemporary Spanish Literature; 236, Contemporary Literature of Spanish America; 237, Contemporary Lyric Poetry; 239, Development of the Novel; 240, The Contemporary Novel; 244, Afro-Hispanic Literature; 246, *Don Quixote*; 251, Development of Drama; 252, Contemporary Drama; 260, Development of the Short Story; 281, Theory and Praxis of Drama.

Classical Languages and Literatures: Greek 204, Intermediate Greek: Homer's *Iliad*; Greek 215, The Greek Tragedians; Greek 216, Readings in Plato and Aristotle; Latin 201, Catullus and Horace; Latin 202, Ovid; Latin 206, Cicero and the Humanistic Tradition; 212, Roman Comedy; 215, The Roman Historians.

III. Secondary Literature Field

Two courses (6 credit hours). Literature in another language from that chosen for Primary Field, courses customarily chosen from attached list or in consultation with the Director, or the Program's Director of Undergraduate Studies. The language of study may be the student's native language, including English. If the language is English, course material should consist primarily of works originally written in English and not translated. American, British, or post-colonial literature in English are all eligible.

Courses based on texts studied in translation do not satisfy this requirement.

IV. World Literature

One course (3 credit hours) in literature in translation in Classics or Middle Eastern, Far Eastern, African or other non-modern or non-European Literatures, including Arabic, Chinese, Japanese, and Hebrew. Eligible courses may be taken in Comparative Literature or in other departments and programs.

V. Analysis and Theory

One course (3 credit hours) at sophomore level or higher, in methods and paradigms in interpretive disciplines including among subject areas Anthropology, Art History, Cognitive

Psychology (Peabody College), History, Political Science, Philosophy, Religious Studies, Women's Studies.

Courses fulfilling this requirement would, for example, include the following:

Anthropology: 203, Anthropological Linguistics; 206, Theories of Culture and Human Nature; 209, Human Diversity; *Classical Studies*: 227, Ancient Greek Art and Architecture; *Fine Arts*: 215, Formation and Power of Christian Images; 227, Ancient Greek Art and Architecture; *Philosophy*: 212, Modern Philosophy; 226, Phenomenology; 231, Philosophy of History; 241, Contemporary Issues in Aesthetics; *Political Science*: 206, Foundations of Marxism; 207, Liberalism and Its Critics; *Psychology and Human Development*: 1700, Social and Emotional Context of Cognition (Peabody); *Religious Studies*: 120, Religion, Sexuality, Power; 223, Ethics and Feminism 234, Post-Freudian Theories; 235, Freudian Theories and Religion; *Sociology*: 239, Men, Women and Society (this is the same as Anthropology 242 and Women's Studies 242); *Women's Studies*: 223, Ethics and Feminism; 246, Feminist Theory.

VI. Elective

One elective course (3 credit hours) from one of the categories in sections I-V. Particular "Selected Topics" courses may be approved upon occasion. Final selection of all courses satisfying requirements in sections I-VI must be approved by the Program's Director of Undergraduate Studies.

VII. Senior Seminar

One course (3 credits): Senior Seminar in Methods in Comparative Literature and Theories of Reading and Interpretation.

Honors

Students wanting to qualify for consideration for the Honors Program in Comparative Literature must have a grade point average of 3.000. To graduate with honors in Comparative Literature, a student must (a) complete all the requirements of the standard Comparative Literature major course work including 6 hours in Honors sections (299a-299b); b) maintain a 3.000 average overall and 3.300 in the major; c) be admitted into the Honors seminar (299a) of the fall of the senior year ; d) complete a thesis in the senior year (299b); e) pass an oral examination, based principally on the thesis, in the spring of the senior year.

Honors students are encouraged to take one graduate course in their primary literature field, or in Comparative Literature. Students taking the Honors seminar (299a) are not required to take the Senior Seminar in Methods in Comparative Literature and Theories of Reading and Interpretation, though they may choose to take this course as one of their electives.

Minor in Comparative Literature

The minor in Comparative Literature consists of a minimum of 18 credit hours. Students are required to take 3 courses (9 credit hours) in literature in translation, including Humanities 140 and Humanities 141 and one other course, as described in section I of requirements for the major. Students must also take two courses (6 credit hours) in primary literary field, as in Section II of requirements for the major, and the Senior Seminar in Methods in Comparative Literature and Theories of Reading and Interpretation (3 credit hours).

105W. World Drama. (Also listed as Humanities 105W) Representative plays of world literature with an examination of different styles and forms, including diverse formal concepts, and the relation of drama to cultural contexts. FALL, SPRING. [3] Staff.

106W. Literature of Argument and Persuasion. (Also listed as Humanities 106W) Modes of persuasion, focusing on the nature of persuasion and argument in nonfictional discourse. Aristotle's *Rhetoric*, Machiavelli's *The Prince*, Milton's *Areopagitica*, and Woolf's *A Room of One's Own*. FALL, SPRING. [3] Staff.

107W. Literature and the Interpretation of Culture. (Also listed as Humanities 107W) Modes of analyzing contemporary cultural phenomena, including advertisements, films, and novels. One novel (both canonical and popular) and one film are included. FALL, SPRING. [3] Staff.

108W. World Fiction: Short Stories. (Also listed as Humanities 108W) Short fiction from ancient to modern times, and from African, Asian, and European literary traditions. Concepts of transhistorical value encounter particular historical and social contexts. Aesop, "Anansi" stories, the *Bible*, *Thousand and One Nights*, Cervantes, Diderot, Mansfield. FALL, SPRING. [3] Staff.

115, 115W. Freshman Seminar. [3]

140-141. Great Books of the Western Tradition. (Also listed as Humanities 140-141) Discussion of a selected number of great books from the points of view of literary expression and changing ideologies. 140: classical Greece through the Renaissance. 141: the seventeenth century to the contemporary period. FALL, SPRING. [3-3] Staff.

150-151. Humanities. (Also listed as Humanities 150-151) Analysis and discussion of a selected number of the great works of literature, philosophy, and the arts, representative of the main periods and intellectual movements in Western civilization. The works are studied primarily in relation to the permanent humanistic values of our culture. 150: the Greek, medieval, and Renaissance periods. 151: the modern period from the seventeenth century to the present. 150 FALL [3] Staff; 151 SPRING [3] McCarthy (Germanic and Slavic Languages).

156. Images of Women. (Also listed as Humanities 156 and Women's Studies 150) An introduction to the study of images and roles of women in Western society as reflected primarily in literature and art. Readings and discussions will concentrate on modern works that draw for background on Greek and Roman mythology, the *Bible*, medieval and Renaissance materials. FALL, SPRING. [3] Staff.

160-161. Selected Topics. (Also listed as Humanities 160-161) [3-3] (Not currently offered)

175. The Classical Tradition and English Poetry. (Also listed as Classics 175 and Humanities 175) Survey of selected poetic genres, forms, and topics from Homer through Auden. [3] Staff. (Not currently offered)

202. Themes in World Literature. (Also listed as Humanities 202 and Religious Studies 248) Analysis and discussion of major themes in a selected number of the great works of literature, philosophy, and the arts which have been important to civilizations both Western and Eastern from antiquity to 1600. FALL. [3] Staff.

203. Themes in World Literature. (Also listed as Humanities 203) Analysis and discussion of major themes in a selected number of the great works of literature, philosophy, and the arts which have been important to civilizations both Western and Eastern from 1600 to the present. SPRING. [3] Staff.

215. Travel, Adventure, and Discovery in Western Literature. (Also listed as English 215 and Humanities 215) The significance and uses of imaginary travel in the western literary tradition, from the *Odyssey* to the present, with emphasis on the Enlightenment. Topics include scientific discovery, colonialism, and gender. [3] Bowen (French and Italian). (Not currently offered)

224. Dante's Divine Comedy. (Also listed as English 224, Humanities 224, and Italian 224) Reading and analysis of the complete *Inferno* and a study of selected cantos from the *Purgatorio* and *Paradiso*, all in English translation. [3] Franke (French and Italian). (Offered 2001/02)

225. European Realism. (Also listed as European Studies 225 and Humanities 225) Analysis of representative nineteenth-century novels which gave rise to current theories of realism. Balzac, Dickens, Clarín, Galdós, and Dostoevsky. [3] McCarthy (Germanic and Slavic Studies). (Not currently offered)

230. Contemporary Literature of Central Europe. (Also listed as Humanities 230) Fiction in translation from Czechoslovakia, Poland, Hungary, Yugoslavia, and East Germany. Kafka's vision of modernity from the tragic to the absurd, as interpreted by Kafka and his heirs, including Kundera, Schulz, and Schneider. [3] (Not currently offered)

237. Medieval Women in their Own Words. (Also listed as Humanities 237 and Women's Studies 239) European writers from the late classical period through the Middle Ages. Autobiographies, hymns, fictions in poetry and prose with attention paid to ethnic and linguistic difference, cultural background, religious and philosophical ideas. Focus on political influence, personal relations, health and other life concerns, condition in society, and self-perception as writers. SPRING. [3] Barrett.

239. Religious Autobiography. (Also listed as Humanities 239 and Religious Studies 239) The construction of identity in religious autobiography: motivations (personal salvation, witness, proselytism); relationships among self, God, and religious tradition; role of memory; cultural,

gender, and religious differences. Readings may include Augustine, Gandhi, Malcolm X, Angelou, Wiesel. SPRING. [3] Geller.

240. Literatures of Africa. (Also listed as Humanities 240) Literatures of Africa, including works originally composed in Arabic and in French, English, or other European languages as well as in various African languages. Cultural variations are emphasized, including differences in linguistic backgrounds and religious beliefs (Islamic, Christian, and indigenous). Texts taught in translation. Authors typically included: Mafouz, Achebe, Ngugi, Soyinka, Djébar, Sembene. [3] Nzabatsinda (French). (Not currently offered)

265. Theories of Imitation. (Also listed as Humanities 265 and Spanish 265) Classical and Renaissance theories of translation and imitation, as exemplified by sixteenth- and seventeenth-century literature, particularly Spanish pastoral poetry. Readings in the theory of imitation from Aristotle to Borges. Lectures and readings in English. For credit toward the Spanish major, readings and written work must be done in Spanish. [3] (Not currently offered)

278. Colonial and Post-Colonial Literature. (Also listed as English 278 and Humanities 278) Literature from countries colonized by Europe from eighteenth to twentieth century. Examines implications of colonial encounter, and formation of idea "post-colonial" culture. Subjects include language, freedom and agency, gender roles, representation of space, relation between power and narrative. Such authors as: Foster, Coetzee, Okri, Tagore, Chatterjee, Kincaid, Rushdie, Soyinka. [3] (Not currently offered)

284. The Comic Novel. (Also listed as English 284 and Humanities 284) Novels in the European tradition of humorous writing, including works by Rabelais, Cervantes, Fielding, Dickens, Joyce, and Amis. [3] Gottfried (English). (Not currently offered)

294. Special Topics. (Also listed as Humanities 294) Topics of special interest, as announced in the *Schedule of Courses*. Individual courses are at a more advanced level than 160-161 and may have prerequisites. [3]

299a Honors Seminar. Background for writing the Honors thesis. Comparatist methodologies, critical approaches, problems of interdisciplinary study. Methods of research, choosing a topic. Advanced writing exercise in preparation for Honors thesis. Limited to seniors admitted to the honors program in Comparative Literature. [3]

299b. Honors Thesis. Prerequisite: 299a. [3]

European Studies

DIRECTOR Joel F. Harrington

PROFESSORS Donna L. Bahry, Vereen M. Bell, James Booth, Barbara C. Bowen, Robert A. Driskill, Paul Elledge, James A. Epstein, Leonard Folgarait, Marc Froment-Meurice, Roy Gottfried, Larry J. Griffin, M. Donald Hancock, Alice C. Harris, Andrea Maneschi, John A. McCarthy, Luigi Monga, Helmut F. Pfanner, Philip D. Rasico, James Lee Ray, Dieter H. O. Sevin, John A. Vasquez, Patricia A. Ward,

FULBRIGHT DISTINGUISHED PROFESSOR Hermann J. Rupieper

ASSOCIATE PROFESSORS Michael D. Bess, Dan M. Church, Robert R. Ehman, Joel F. Harrington, Kassian A. Kovalcheck Jr., David A. Lowe, Robert L. Mode, Ljubica D. Popovich, Matthew Ramsey, Thomas Alan Schwartz, Virginia M. Scott, Helmut Walser Smith, Francis W. Wcislo, Kurt Weyland

ASSISTANT PROFESSORS Katherine Barbieri, Hervé François Allet, Laurie Johnson, Meike G. J. Werner

SENIOR LECTURER Tracy Barrett

THE Center for European Studies offers an interdisciplinary major in modern European studies, designed for students who want to broaden their awareness of the European experience and to prepare for advanced study and international careers.

European studies majors are encouraged to participate in one of the Vanderbilt study programs in Europe and residence in the International House on campus. Special activities of the center include lectures by European scholars and informal faculty-student luncheon seminars.

Program of Concentration in Modern European Studies

The interdisciplinary major consists of 42 hours of course work, to be distributed among various disciplines as indicated below. Emphasis is on political, cultural, economic, and related trends or events since the French Revolution. Students may elect to concentrate on a thematic or comparative topic (such as culture and society during a particular epoch), a regional or subregional topic (such as European integration or the Iberian peninsula), or the culture and society of a particular nation (such as France, Germany, Italy, England, Spain, Portugal, or Russia). Students select a particular focus and specific courses that will fulfill requirements of the major in consultation with the director of the Center for European Studies.

Requirements for the interdisciplinary major in modern European studies include completion of:

1. European Studies 201, European Society and Culture.
2. European Studies 250, Senior Tutorial. Students pursuing honors in modern European studies are required to take European Studies 299a-299b in lieu of European Studies 250. This exception is explained in the paragraph describing the honors program below.

3. Nine hours in European history, to be selected from the following list.

EUROPEAN STUDIES:260, European Cities.

HISTORY:100, History of Western Civilization to 1700; 101, History of Western Civilization; 115, Freshman seminar (with appropriate topic); 115W, Freshman seminar (with appropriate topic); 184, Nazi Germany and the Holocaust; 188, History of World War II; 202, Science and Society after the Enlightenment; 204, History of Medicine, 1750 to the Present; 212, Medieval Europe, 300-1000; 213, Medieval Europe, 1000-1300; 214, Europe in the Age of the Renaissance; 215, Europe in the Age of the Reformation, 1500-1648; 216, Europe in the Age of Absolutism, 1648-1789; 218, Europe in the Age of Revolution, 1789-1815; 220, Europe in the Nineteenth Century; 225, Europe from World War I to World War II; 226, Europe Since 1945; 227, Intellectual History of Early Modern Europe; 228, Intellectual History of Modern Europe; 231, Germany in the Twentieth Century; 232, History of Modern Italy; 234, History of France from the Renaissance to the Enlightenment; 235, Modern France; 236, France Since 1870; 237, Russia: Tsardom to Empire; 238, Russia: Old Regime to Revolution; 239, Russia: The U.S.S.R. and Afterward; 240, Medieval and Early Modern England; 241, Culture and Conflict in Modern Britain; 242, England under the Tudors; 243, Britain's Century of Revolution; 245, Victorian Britain; 260, History of Portugal and the Portuguese Empire 1415-1975; 294, Selected Topics (with appropriate topic); 295, Undergraduate Seminar in History (with appropriate topic); 296, Independent Study.

4. Nine hours in other social science fields, to be selected from the following list.

EUROPEAN STUDIES:240, Topics in European Studies; 260, European Cities.

ECONOMICS:249a-249b, Selected Topics (with appropriate topic); 262, History of Economic Thought; 263, International Trade; 264, Open Economy Macroeconomics; 271, Economic History of Europe; 287, European Economic Integration; 291a-291b, Independent Study.

POLITICAL SCIENCE:101, Comparative Politics; 102, International Politics; 103, Introduction to Political Theory; 203, Modern Political Philosophy; 205, Modern Political Ideologies; 206, Foundations of Marxism; 207, Liberalism and Its Critics; 210, West European Politics; 211, The European Union; 212, Politics in Russia and Successor States; 213, Democratization and Political Development; 218, Social Reform and Revolution; 220, Crisis Diplomacy; 221, Causes of War; 225, International Political Economy; 226, International Law and Organization; 227, Political Science, Economics, and Foreign Policy; 231, Contemporary Issues in Europe; 232, Evolution in French Foreign Policy under the Fifth Republic; 284, Contested Harmonies: Music and Political Thought; 287-288, Seminars in Selected Topics (with appropriate topic); 289a-289b, Independent Research.

SOCIOLOGY:291, Structure of Modern Spanish Society; 294, Seminars in Selected Topics; 299, Independent Research and Writing.

5. Nine hours in the humanities, to be selected from the following list.

COMMUNICATIONSTUDIES:294, Rhetoric of Irish Nationalism.

EUROPEAN STUDIES:225, European Realism; 240, Topics in European Studies; 260, European Cities.

ENGLISH:115W, Freshman Seminar (with appropriate topic); 221, Medieval Literature; 230, Eighteenth-Century English Novel; 231, Nineteenth-Century English Novel; 233, Modern British Novel; 235, Contemporary British Fiction; 244, Literary Criticism; 248, Sixteenth Century; 249, Seventeenth Century; 251, Milton; 252, Age of Dryden and Swift; 253, Age of Pope and Johnson; 254, Romantic Period; 255, Victorian Period; 256, Modern British and American Poetry; 264, Modern Irish Literature; 272, Movements in Literature (with appropriate topic); 273, Problems in Literature; 274, Major Figures in Literature; 283, Satire; 289a-289b, Independent Study; 295, Undergraduate Seminar (with appropriate topic).

FINE ARTS:110-111, History of Western Art; 115, 115W, Freshman Seminar (with appropriate topic); 211, Medieval Art; 212, Northern Renaissance; 216, Tuscan Art; 218, Italian Renaissance Art to 1500; 219, Italian Renaissance Art after 1500; 220, Renaissance-Baroque Architecture; 221, Baroque-Rococo Art; 222, British Art; 230-231, Nineteenth- and Twentieth-Century European Art; 232, Modern Architecture; 272a-272b, Survey of Film History; 289, Independent Research; 294, Selected Topics.

FRENCH:201, French Composition; 204, French for Business; 207-208, French Civilization; 209, Contemporary France; 210, French Cinema; 214, Advanced Conversational French; 215, La Provence; 216, Summer Study Tour; 218, The Contemporary Press and Media; 220, Introduction to French Literature; 226, Advanced Grammar; 232, French Poetry from Villon to Malherbe; 234, Medieval French Literature; 235, Farce and Comedy; 236, Tragedy and *drame*; 237, The Early Modern Novel; 238, The Twentieth-Century Novel; 240, Rabelais, Montaigne and Their Times; 251, Provence and the French Novel; 253, Literature of the Fantastic; 255, French Feminist Thought: Literary and Critical; 256, Contemporary French Philosophical Thought; 257, Nineteenth-Century Novel and Society; 260, Age of Louis XIV; 261, Enlightenment and Revolution; 262, The Avant-Garde in Modern French Theatre; 265, From Romanticism to Symbolism; 267, Twentieth-Century French Literature; 270, The French Literary Canon; 289, Independent Study; 294, Special Topics in French Literature; 295, Special Topics in French Language and Civilization.

GERMAN:171-172, German Culture and Civilization; 213-214, Intermediate German Conversation and Composition; 216, Business German; 220, Advanced Grammar; 221-222, Background and Main Currents of German Literature; 235, German Romanticism; 237, Women in Transition; 248, The German Lyric; 262, German Literature of the Middle Ages; 263, The Age of Goethe; 264, Nineteenth-Century Drama; 265, Twentieth-Century Drama; 266, Nineteenth-Century Prose; 267, German Novel of the Twentieth Century; 268, Modern German Short Story; 269, East German Literature; 270, German Film; 280, *Sturm und Drang*; 289a-289b, Independent Readings; 294a-294b, Selected Topics.

HUMANITIES:215, Travel, Adventure, and Discovery in Western Literature; 224, Dante's *Inferno*; 225, European Realism; 230, Contemporary Literature of Central Europe; 284, The Comic Novel.

ITALIAN: 201, Grammar and Composition; 202, Advanced Italian; 214, Spoken Italian; 215, La Toscana; 216, Summer Study Tour; 220, Introduction to Italian Literature; 230, Italian Civilization; 231, Readings from Dante's *Divina Commedia*; 232, The Literature of the Italian Renaissance; 289, Independent Study.

MUSIC LITERATURE:115, Freshman Seminar (with appropriate topic); 140, Introduction to Music Literature; 141, Survey of Music Literature; 144, Survey of Orchestral Music; 145; Survey of Choral Music; 183, Music, the Arts, and Ideas; 186, Women and Music; 242, Music of the Middle Ages and Renaissance; 243, Music of the Baroque and Classic Eras; 244, Music of the Romantic and Modern Eras; 247, Opera; 284, Contested Harmonies: Music and Political Thought.

PHILOSOPHY:211, Medieval Philosophy; 212, Modern Philosophy; 213, Contemporary Philosophy; 220, Immanuel Kant; 224, Existential Philosophy; 228, Nineteenth-Century Philosophy; 231, Philosophy of History; 247, Kierkegaard and Nietzsche; 252, Political and Social Philosophy; 253, Philosophy and Economic Policies; 254, Modern Philosophies of Law; 255, Philosophy and Literary Theory; 258, Contemporary Political Philosophy; 260, Twentieth-Century Continental Philosophy; 289a-289b, Independent Readings; 294a-294b, Selected Topics.

PORTUGUESE:200, Intermediate Portuguese; 201, Intermediate Composition; 207, Spoken Portuguese; 221, Culture and Civilization of the Portuguese-Speaking World: Portugal; 289, Independent Study; 294, Special Topics in Portuguese Language, Literature, and Civilization.

RELIGIOUS STUDIES:115, Freshman Seminar; 115W, Freshman Writing Seminar (with appropriate topic); 202, Natural Science and the Religious Life; 214, Modern European Christianity; 215, Formation of the Catholic Tradition; 216, Christianity in the Reformation Era; 228, Judaism and Modernity; 229, The Holocaust: Its Meaning and Implications.

RUSSIAN:203-204, Second-Year Russian; 213-214, Intermediate Russian Conversation; 220, Advanced Grammar; 221-222, Survey of Russian Literature; 223-224, Composition and Conversation; 238, Women in Russian Society and Culture; 247, Readings in the Russian Press; 257-258, Advanced Composition and Conversation; 289a-289b, Independent Readings; 294a-294b, Selected Topics.

SOCIOLOGY:291, Structure of Modern Spanish Society.

SPANISH:201, Intermediate Composition; 202, Spoken Spanish; 206, Spanish for Business and Economics; 207, Advanced Conversation; 208, Contemporary Spanish through Film; 212, Advanced Grammar and Stylistics; 220, Languages of Spain; 221, Spanish Civilization; 226, Film and Cultural Trends; 230, Development of Lyric Poetry; 231, The Origins of Spanish

Literature; 232, Literature of the Spanish Golden Age; 233, Modern Spanish Literature; 234, Contemporary Spanish Literature; 237, Contemporary Lyric Poetry, 239, Development of the Novel; 240, The Contemporary Novel; 246, *Don Quixote*; 251, Development of Drama; 252, Contemporary Drama; 260, Development of the Short Story; 289, Independent Study; 294a-294b, Special Topics.

6. One of the following language options:

- a. 6 hours of course work beyond the intermediate level in one European language;
- b. course work through the intermediate level in two European language
- c. demonstration of proficiency equivalent to either of the preceding options; or
- d. participation in one of the Vanderbilt study programs in Europe (students participating in the Vanderbilt-in-England program must complete course work through the intermediate level in one European language, or demonstrate equivalent proficiency).

Independent study and research courses and selected topics courses should have topics appropriate to the student's course of study.

Students majoring in modern European studies are urged to satisfy the 9-hour major requirements in the social sciences and humanities by completing courses in the area of their special interest. The remainder of the 42 hours required for the major may be selected from the preceding course lists or from among approved courses taken abroad. Normally, no more than 9 hours of work in 100-level courses may be counted toward the major; however, students offering two languages under option (b) above may also count toward the major the intermediate-level courses in one of those languages.

Students seeking a second major may count a maximum of 6 hours of course work to meet requirements in both majors.

Programs of Concentration in French and European Studies, German Studies, Russian and European Studies, Spanish and European Studies, and Spanish, Portuguese, and European Studies

The Center for European Studies also offers joint majors in French and European Studies, German Studies, Russian and European Studies, Spanish and European Studies, and Spanish, Portuguese, and European Studies with the Department of French and Italian, the Department of Germanic and Slavic Languages, and the Department of Spanish and Portuguese, respectively. For requirements, see French and Italian, Germanic and Slavic Languages, and Spanish and Portuguese in this catalog.

Honors Program

The Center for European Studies offers qualified majors the option of completing a portion of their major requirements in an honors program. Students have the opportunity to engage in interdisciplinary reading, consultations with faculty, and research on the central topic or theme

of their program of concentration. To be admitted to the program, students must have obtained a minimum grade point average of 3.000 and must submit a short description of their proposed program of study to the European Studies Executive Committee.

Requirements of the honors program are as follows: completion of 12 hours of independent research, including European studies 289a-289b, normally taken in the junior year, and 299a-299b, to be taken in the senior year; completion of a senior thesis in the context of 299a-299b; and completion of an honors comprehensive written and oral examination in the second semester of the senior year.

Information concerning the honors program is available from the director of the Center for European Studies. College regulations governing honors programs may be found in this catalog under Honors Programs, Special Programs for Arts and Science.

Minor in European Studies

The Center for European Studies also offers a minor in Modern European Studies. Students must choose a thematic focus and take 18 hours of approved European-content courses distributed as follows:

1. European Studies 201;
2. a minimum of 3 hours of modern European history;
3. a minimum of 3 hours of relevant work in social science; and
4. a minimum of 3 hours of relevant work in humanities.

Course selection must be approved by the director of the Center for European Studies. Neither independent study nor directed study courses may be used to satisfy requirements of the minor.

European Studies 201. European Society and Culture. An interdisciplinary survey of European society, culture, and politics since 1900. FALL. [3] Staff.

European Studies 225. European Realism. (Also listed as Humanities 225 and Comparative Literature 225) Analysis of representative nineteenth-century novels which gave rise to current theories of realism. Balzac, Dickens, Clarín, Galdós, and Dostoevsky. [3] Staff.

European Studies 231. Contemporary Issues in Europe. (Also listed as Political Science 231) Detailed analysis of the political, economic, and social issues facing Europe's post-Cold War period including regional integration, transitions to democracy, economic transformation, ethnic-national relations, industrial organization, environmental politics. [3] (Not currently offered)

European Studies 240. Topics in European Studies. Topics of special interest on modern European culture or society, as announced in the *Schedule of Courses*. May be repeated for credit when topics vary. FALL, SPRING. [3] Staff.

European Studies 250. Senior Tutorial. Supervised readings, joint discussions, and independent research on a modern European topic to be selected in consultation with the director of the Center for European Studies. Open only to juniors and seniors. FALL, SPRING. [3] Staff.

European Studies 260. European Cities. The history, politics, society, or culture of important European cities. Content varies according to location and disciplinary focus. The course is taught during the May Session in Europe with the cities themselves complementing daily lectures and site visits. Course requirements include preliminary work on campus, a research paper, and one or more examinations. May be repeated for credit in different cities. [3] Staff.

European Studies 289a-289b. Independent Readings and/or Research. Independent readings and/or research on approved topics relating to modern European society and culture. FALL, SPRING. [Variable credit: 1-3 each semester, not to exceed a total of 6 in 289a and 289b combined] Staff.

European Studies 299a-299b. Senior Honors Research. Open only to seniors who have been admitted to the European honors program. FALL, SPRING. [3-3] Staff.

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Latin American and Iberian Studies

DIRECTOR Jane Gilmer Landers

PROFESSORS EMERITI J. Richard Andrews, John Bingham, J. León Helguera, C. Enrique Pupo-Walker, Ronald Spores

PROFESSORS Simon Collier, John Crispin, Arthur A. Demarest, Earl E. Fitz, Leonard Folgarait, Edward Friedman, Thomas A. Gregor, Russell G. Hamilton, Cathy Login Jade, William Luis, Andrea Maneschi, Philip D. Rasico, Francisco Ruiz-Ramón

ASSOCIATE PROFESSORS Victoria A. Burrus, Beth Ann Conklin, Marshall C. Eakin, William R. Fowler Jr., Wendy A. Hunter, Jane Gilmer Landers, James J. Lang, John D. Monaghan, Kurt Weyland

ASSISTANT PROFESSORS Francisco Estrada Belli, M. Fräncille Bergquist, Deborah E. Blom, Edward F. Fischer, Annabeth Headrick, John Janusek, Andrés Zamora

SENIORLECTURERS Ramón Jade, Elena Olazagasti-Segovia, Casilda Rego

FOR more than thirty years Vanderbilt has shown a concern for and commitment to Latin American studies, becoming one of the first American universities to anticipate the national interest in Latin America. Vanderbilt's Center for Latin American and Iberian Studies seeks to advance fundamental and applied knowledge of Latin American countries through teaching, research, publication, and scholarly exchange. Participating in the specialized teaching and research activities of the Center are the departments of Anthropology, Economics and Business Administration, Fine Arts, History, Political Science, Sociology, and Spanish and Portuguese. The

Center faculty has built an invaluable asset in the form of personal and professional contacts in Latin America.

The Center has offered an interdisciplinary program of concentration for undergraduate students since 1973. An honors program is available, and students may participate in Vanderbilt study abroad programs in Argentina, Brazil, Chile, the Dominican Republic, or Spain.

Program of Concentration in Latin American and Iberian Studies

The interdisciplinary major in Latin American and Iberian Studies consists of 42 hours, including:

1. *Language Requirement.* A student must demonstrate ability in both Spanish and Portuguese by demonstrating advanced knowledge of one language and intermediate knowledge of the other. In Spanish, advanced knowledge may be demonstrated by taking Spanish 203 or any course with a higher number. In Portuguese, advanced knowledge may be demonstrated by taking one of the following courses: Portuguese 221, 222, 294. To acquire intermediate knowledge of Spanish requires completion of Spanish 104, Intermediate Spanish; in Portuguese, it requires completion of Portuguese 200, Intermediate Portuguese.

Upon petition, a student may offer a Native American language as a substitute for either Spanish or Portuguese. Nahuatl is offered in the Department of Anthropology. Normally, no more than 6 hours of work in 100-level courses may be counted toward the major. When students take intermediate-level courses in more than one language, however, one course in one of these languages may count toward the major.

2. *Core Area Requirement.* Students are required to complete 21 hours of core area courses, consisting of the following:
 - LAS 290, Interdisciplinary Research Methods; LAS 201, Introduction to Latin America; and History 160-161, History of Latin America.
 - Three of the following: Anthropology 210, Peoples and Cultures of Latin America or Anthropology 212, Ancient American Civilizations; Economics 222, Latin American Economic Development; Political Science 215, Change in Developing Countries, or Political Science 217, Latin American Politics, or Political Science 228, International Politics of Latin America; Portuguese 221, Culture and Civilization of Portugal, or Portuguese 222, Culture and Civilization of Brazil; Sociology 277, Contemporary Latin America; Spanish 203, Introduction to Spanish and Spanish American Literature, or Spanish 221, Spanish Civilization, or Spanish 223, Spanish American Civilization.
3. *Area of Concentration Requirement.* Students must complete 12 hours from one of the following areas of concentration. Courses that are employed to satisfy the language requirement or the core area requirement may not also count toward the 12-hour area specialization requirement.

History.

258, Rise of the Iberian Atlantic Empires, 1492-1700; 259, Decline of the Iberian Atlantic Empires, 1700-1820; 260, History of Portugal and the Portuguese Empire, 1415-1975; 261, Colonial Mexico; 262, Modern Mexico; 263, Southern South America since 1800; 264, Brazilian Civilization; 265, Central America from Conquest to Revolution; 266, Reform and Revolution in Latin America; 294, Selected Topics in History; 295, Undergraduate Seminar in History; 296, Independent Study in History.

Language, Literature, and Fine Arts.

SPANISH:203, Introduction to Spanish and Spanish American Literature; 213, Translation and Interpretation; 221, Spanish Civilization; 223, Spanish American Civilization; 230, Development of Lyric Poetry; 231, The Origins of Spanish Literature; 232, Literature of the Spanish Golden Age; 233, Modern Spanish Literature; 234, Contemporary Spanish Literature; 235, Spanish American Literature; 236, Contemporary Literature of Spanish America; 237, Contemporary Lyric Poetry; 239, Development of the Novel; 240, The Contemporary Novel; 244, Afro-Hispanic Literature; 246, Don Quixote; 251, Development of Drama; 252, Contemporary Drama; 260, Development of the Short Story; 289, Independent Study; 293, Contemporary Latin American Prose Fiction in English Translation; 294a-294b, Special Topics.

PORTUGUESE:221-222 Culture and Civilization of the Portuguese-Speaking World; 289, Independent Study; 294, Special Topics in Portuguese Language, Literature, or Civilization.

NAHUATL:Anthropology 243, Introduction to Nahuatl Language, Culture, and Literature; Anthropology 244, Intermediate Nahuatl Language, Culture, and Literature.

FINE ARTS:234, Twentieth-Century Mexican Literature, Film, and Art; 245, Art of Pre-Columbian America; 256, The Art of the Maya; 257, Mesoamerican Art; 289, Independent Research; 294, Selected Topics.

Social Sciences.

ANTHROPOLOGY:210, Peoples and Cultures of Latin America; 212, Ancient Mesoamerican Civilizations; 213, The Archaeology of the Ancient Maya Civilization; 220, Peoples and Cultures of Mexico; 224, Political Anthropology: Crosscultural Studies in Conflict and Power; 226, Myth, Ritual, Belief: The Anthropology of Religion; 245, Art of Pre-Columbian America; 247, The Aztecs; 248, Ancient Empires and Civilizations of South America; 249, Indians of South America; 250, Shamanism and Spiritual Curing; 256, The Art of the Maya; 257, Mesoamerican Art.

ECONOMICS:222, Latin American Economic Development; 288, Theory and Problems of Development; 291a-291b, Independent Study. Students who successfully complete an Economics course on this list numbered 260 or higher may also receive Area of Concentration credit for successfully completing Economics 231 or 232.

POLITICAL SCIENCE:215, Change in Developing Countries; 217, Latin American Politics; 218, Social Reform and Revolution; 228, International Politics of Latin America; 287-288, Seminars in Selected Topics; 289a-289b, Independent Research.

SOCIOLOGY:277, Contemporary Latin America; 291, The Structure of Modern Spanish Society (offered in Madrid); 294, Seminars in Selected Topics; 299, Independent Research and Writing.

Honors Program

Although the Center does not have its own courses for the honors program, a major may enroll in the honors program in one of the departments whose courses are listed in the areas of concentration. Portions of the 42 hours may be taken in the honors program and, in conformity with the general regulations of the College, each student enrolled in this program will be given an examination by a board of the Center faculty, chosen in consultation with the student and the advisers.

Minor in Latin American Studies

The Center for Latin American and Iberian Studies also offers a minor in Latin American Studies. Students must choose a thematic focus and take 15 hours of approved courses with Latin American content distributed as follows:

1. Latin American Studies 201;
2. a minimum of 3 hours of Latin American history;
3. a minimum of 3 hours of relevant work in the social sciences; and
4. a minimum of 3 hours of relevant work in language, literature, and fine arts.

In addition, students must demonstrate language competency in one of the following three ways. Courses taken to satisfy the language requirement may not be counted toward the 15 hours of core courses.

- a. Advanced knowledge in either Spanish or Portuguese. In Spanish, this requires taking one of the following courses: Spanish 203 or any course with a higher number. In Portuguese, this requires taking one of the following courses: Portuguese 221 or 222.
- b. Intermediate knowledge in both Spanish and Portuguese. In Spanish, this requires completing Spanish 104; in Portuguese, it requires completing Portuguese 200. Upon petition, a student may offer a Native American language through the intermediate level as a substitute for either Spanish or Portuguese. Nahuatl is offered in the Department of Anthropology.
- c. Full-time study in the fall or spring semester at Vanderbilt-in-Spain or Vanderbilt-in-Latin America.

Course selection must be approved by the undergraduate adviser of the Center for Latin American and Iberian Studies.

Latin American Studies 115W. Freshman Seminar. [3]

Latin American Studies 201. Introduction to Latin America. A multidisciplinary survey of Latin America from pre-Columbian times to the present emphasizing culture, economic and political patterns, social issues, literature, and the arts in a historical perspective. SPRING. [3] Staff.

Latin American Studies 234. Twentieth-Century Mexican Literature, Film, and Art. (Also listed as Fine Arts 234) The historical, social, and political dynamic as expressed in various art forms. The relation between social reality and aesthetic form. SPRING. [3] Folgarait (Fine Arts).

Latin American Studies 280a-280b. Internship. Under faculty supervision, students gain experience working in a variety of settings, such as civic, corporate, cultural, government, health, media, political, research, and social welfare organizations in the United States and Latin America. Background reading and research will be completed in Latin American Studies 280a concurrently with the completion of internship training, Latin American Studies 280b. A minimum of 3 hours of 280a must be completed, independent of hours taken in 280b. Students may earn up to 6 hours of 280a credit. A research paper and report must be submitted at the end of the semester during which the internship training is completed. A 2.90 grade point average, completion of 6 hours of Latin American Studies, and prior approval of the director of undergraduate students of the student's plans are required.

Latin American Studies 280a. Internship Research and Readings. FALL, SPRING, SUMMER. [Variable credit: 1-6]

Latin American Studies 280b. Internship Training. Offered on a Pass/Fail basis only and must be taken concurrently with 280a. Hours of 280b can not be included in the minimum number of hours counted toward the Latin American Studies major or minor. FALL, SPRING, SUMMER. [Variable credit: 1-9]

Latin American Studies 289a-289b. Independent Study. A program of independent readings or research to be selected in consultation with the Center's undergraduate adviser. Open only to juniors and seniors. FALL, SPRING. [Variable credit: 1-3 each semester, not to exceed 12 over a four-semester period]

Latin American Studies 290. Interdisciplinary Research Methods. Principal research methods and sources necessary for the study of Latin America in the social sciences and humanities. FALL. [3] Covington, Landers (History).

Latin American Studies 294a. Special Topics in Latin American Studies. Selected special topics suitable for interdisciplinary examination from the perspective of the social sciences and humanities, as announced in the *Schedule of Courses*. [3]

Appendix D.
Similar Centers or Institutes

Center for the Americas
(SUNY, Buffalo)
(<http://cas.buffalo.edu/centers/cfta/>)

The Hemispheric Institute on the Americas
(University of California, Davis)
(trc.ucdavis.edu/hia)

The following text from these two websites has been reformatted for convenience. There may be minor formatting differences between what we include and the actual website.

UNIVERSITY AT BUFFALO

CENTER FOR THE AMERICAS

Center for the Americas
College of Arts and Sciences
University at Buffalo
1010 Clemens Hall
North Campus
Buffalo, NY 14260-4630
(716) 645-2546
Fax: (716) 645-5977



B.A. in American Studies
M.A. in American Studies
Ph.D. in American Studies

Co-Director and Director of Indigenous Studies John Mohawk
Co-Director and McNulty Chair Dennis Tedlock

Administrative Assistant Yvonne Dion-Buffalo
Assistant Professor David Johnson
Secretary/Receptionist Kathleen Kosinski
Professor Oren Lyons
Associate Professor Ruth Meyerowitz
Lecturer Barry White

Courses offered in the Center
Indigenous Studies

The Center for the Americas offers the opportunity to take an interdisciplinary and cross-cultural approach to the understanding of the Americas. Faculty and students pursue ideas and carry out research projects that cross the boundaries separating nations, languages, media, and academic departments. They consider multiple representations of the Americas, using official documents, literature, oral traditions and histories, and the visual and performing arts. They explore the past and future place of indigenous cultures and societies, the utopian imagination, the social significance of technologies, the relationship between nature and culture, and questions of law and justice.

The Center for the Americas offers degrees in American Studies in collaboration with the Department of African American Studies, the Asian Studies Program, the Cuban and Caribbean Program, the Indigenous Studies Program, the Latino/Latina Studies Program, and the Department of Women's Studies, all of which share our commitment to an interdisciplinary approach. We do not seek converts to a disciplinary culture of our own. Rather, we are seeking

students who may already have some notions about the projects they would like to pursue or the problems they would like to address, but have discovered that traditional disciplines tend to stick close to predetermined agendas. We also welcome foreign students who seek to deepen their understanding of the cultural, historical, and natural complexity of the United States or the Americas more generally.

The Center for the Americas offers Bachelor of Arts (B.A.), Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees in American Studies.. Go to Page 2

Center for the Americas People

Professor Dennis Tedlock dtedlock@acsu.buffalo.edu

Associate Professor John Mohawk jmohawk@aol.com

Administrative Assistant Yvonne Dion-Buffalo ydb@acsu.buffalo.edu

Assistant Professor David Johnson dj@acsu.buffalo.edu

Secretary/Receptionist Kathleen Kosinski kmk@acsu.buffalo.edu

Professor Oren Lyons orlyons@acsu.buffalo.edu

Associate Professor Ruth Meyerowitz

Lecturer Barry White bwhite@acsu.buffalo.edu



An eighth-century Maya scribe (at left) evaluates the work of one of his pupils (right). The text of what he is saying has not been completely deciphered, but the bottom glyph reads *tatab*, which means "bad writing."

Go to Page 2

End of Page



UNIVERSITY AT BUFFALO CENTER FOR THE AMERICAS

Back to Page One

Courses in Latin American Studies applicable to B.A. in American Studies

Courses in African American Studies applicable to B.A. in American Studies

Courses in Caribbean Studies applicable to B.A. in American Studies
Courses in U.S. and Canadian Studies applicable to B.A. in American Studies

Courses in Indigenous Studies applicable to B.A. in American Studies
Courses in American Environments applicable to B.A. in American Studies

Undergraduate courses offered in the Center for the Americas

Master of Arts in American Studies
Doctor of Philosophy in American Studies

AMERICAN STUDIES B.A.

Acceptance Criteria:

Plus the following:

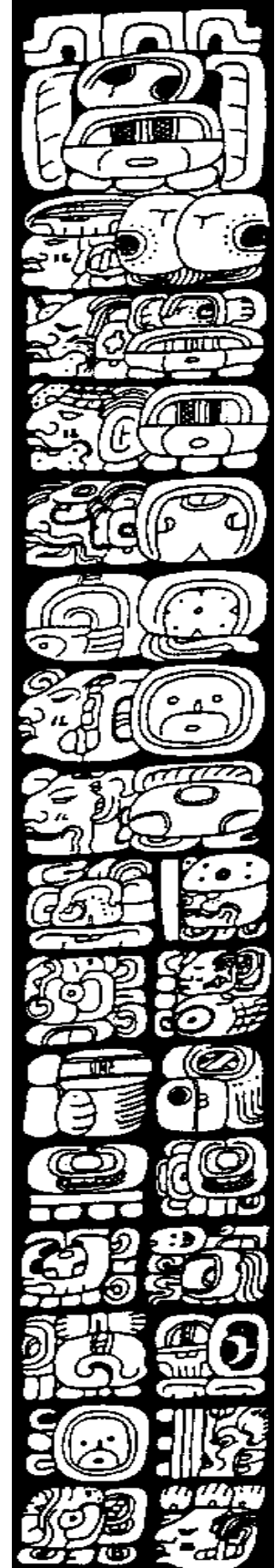
Thirty-three (33) credit hours including required courses as listed below.

Minimum 2.0 GPA overall

Minimum 2.5 GPA in the three courses described below:

Completion of AMS107 (Introduction to American Studies) and two of the following courses:

AMS162 New World Imaginations
APY106 Introduction to Cultural Anthropology
APY108 Introduction to Archaeology
DMS107-108 History of Film I and II
DMS109 Introduction to Film Interpretation
HIS161-162 United States History I and II
PSC101 Introduction to American Politics
SOC201 Structure of American Society
WS101 Introduction to Women's Studies
WS213 Women in Contemporary Society



PREREQUISITE COURSES TO ADMISSION AS MAJORS:

AMS107 Introduction to American Studies
AMS162 New World Imaginations

MAJOR REQUIREMENTS

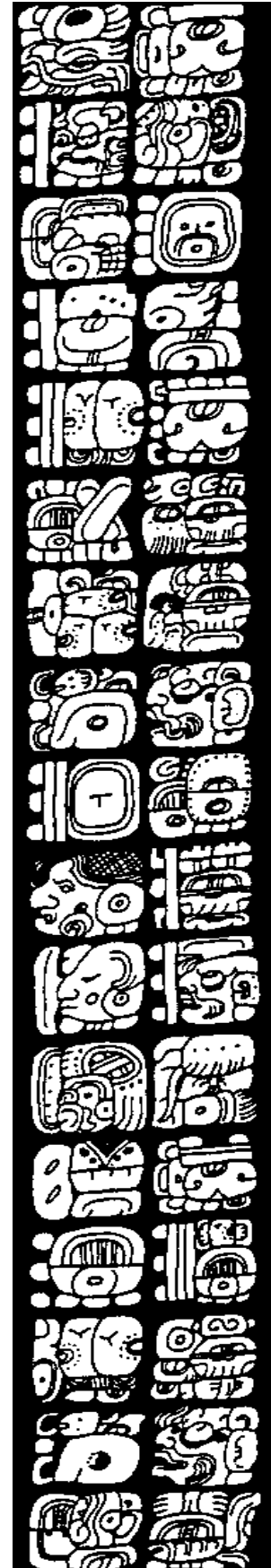
Eight additional courses, including AMS364, Seminar for Majors, and seven chosen from the following list (additional courses may be designated by the Director of Undergraduate Studies). At least four of the seven must be at the 300-400 level. Further, the seven must be distributed among at least four of the following six groups:

Indigenous Studies

AHI334 Native American Art: Socioeconomic Renewal or Ruin
AHI342 Photo and the Colonial Gaze
AMS100 Indian Image on Film
AMS179 Introduction to Native American History
AMS197 Seneca Language
AMS198 Language of the Seneca I
AMS231-232 Survey of Native American History
AMS272 Native American Literature
AMS281 Native Americans and the Colonist
AMS301 Introduction to Indigenous Women
AMS425 Native American Legal Situation
APY183 Peoples and Cultures of Latin America
APY250 Ancient Maya
APY302 Art and Cities of Central America
APY331 Archaeology of New World
APY333 North American Archaeology
APY449 Mayan Civilization: Past and Present
APY480 Collapse of Civilization
DMS405 Ethnographic Film
ENG343 Native American Literature
ENG382 Books of the Ancient Maya
ENG447 Mythology of the Americas
LIN275 Languages and Cultures of Native North America
WS219 Women of Color and the American Experience

Latin American Studies

APY183 Peoples and Cultures of Latin America
ENG277 Introduction to U.S. Latino Literature
HIS111 Latin America: Culture and History
HIS322 Latin America: Culture and History
PHI385 Latin American Thought



POR402 Brazilian Civilization
 PSC329 U.S. Latin American Relations
 PSC372 Latin American Politics
 SPA304 Early Spanish American Literature
 SPA311 Survey of Spanish American Literature
 SPA320 Contemporary Spanish-American Literature
 SPA328 Spanish American Culture and Civilization
 SPA330 Spanish American Themes
 SPA350 Spanish American Short Story
 SPA411 Spanish American Novel
 SPA415 Spanish American Poetry
 SPA416 Spanish American Theatre
 SPA418 Spanish American Literature: Main Currents
 SPA449 Latin Americans and Latinos in Film
 SPA450 Latina/o Literature in U.S.
 WS247 Women in Latin America

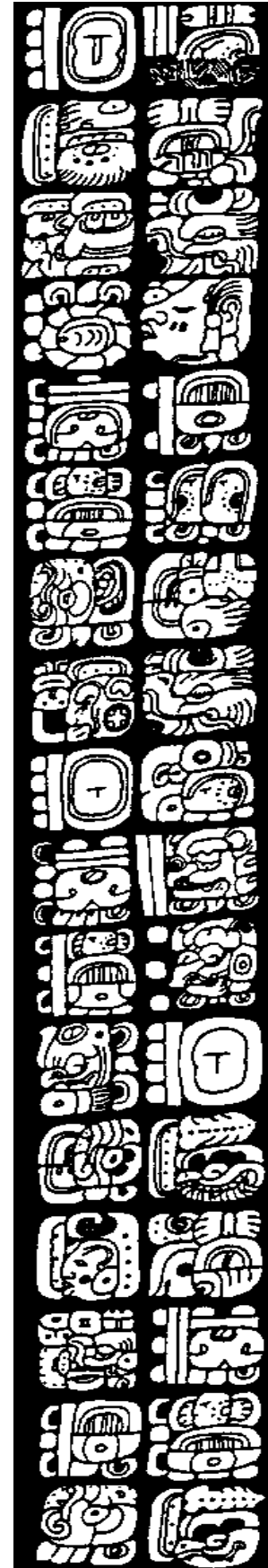
*Note: SPA411 and SPA416 have SPA210 or SPA310 as prerequisites.

African American Studies

AAS100 Introduction to African American Studies
 AAS118 Introduction to African American Music
 AAS184 Classic Black Prose
 AAS253-254 Blacks in Films I and II
 AAS290 Creating Black Art
 AAS361 Slavery and Underground Railroad
 AAS392 The Black Church
 AAS414 Health Problems in Black Community
 CPM250 USA Islam and Muslims
 CPM298 Religion in the Inner City
 CPM310 Black Writers
 CPM382 Law and Urban Problems
 ENG275 Black Literature
 ENG365 Black Literature
 ENG366 Studies in Black American Literature
 LLS200 Black Roots in Spanish American Literature
 SOC321 Race and Ethnic Relations
 WS219 Women of Color and the American Experience
 WS387 Black Female in Literature
 WS401 Black Women Writers

Caribbean Studies

AAS270 Major Issues/Caribbean Studies
 AAS377 Caribbean Literature
 AMS128 Afro-Latin Musical Praxis
 HIS414 Cuban Revolution



LLS200 Black Roots in Spanish American Literature
LLS204 Introduction to Puerto Rican Culture
LLS208 20th-Century Puerto Rican Literature
LLS301 Ethnicity and the Puerto Rican Experience
LLS303 Mainland Puerto Rican Experience
LLS305 Contemporary Afro-Caribbean Religion
LLS307 History of Ideas in Puerto Rico
LLS308 Black Presence in Latin America
LLS401 Seminar in Puerto Rican Studies
LLS402 Puerto Rican Literature
LLS404 Havana: City and Culture

United States and Canadian Studies

AHI365 Victorian America
AHI387 American Art
AHI390-391 American Architecture
AMS111 Contemporary Popular Music
AMS113-114 American Lives and Environments
AMS162 New World Imaginations
AMS167-168 Cross-Cultural Topics
AMS209-210 Musics of the World
AMS439-440 Contemporary American Fiction
AMS457 Problems in American Urban History
AMS488-489 Violence and Nonviolence
AS110 The Asian American Experience
AS117 Asians in American History and Culture
AS270 Asian American Women Writers
AS348 Asian Americans and Visual Media
ENG241-242 Major American Writers
ENG332 Early American Literature
ENG333 American Literature, 1828-1865
ENG334 American Literature, 1865-1914
ENG335 19th-Century American Novel
ENG336 Modern American Novel
ENG339 American Poetry
ENG342 Studies in American Literature
GEO231 U.S. Contemporary Problems
HIS361-362 American Intellectual History
HIS422 Topics in American Intellectual/Cultural History
HIS452 Topics in Colonial America
JDS255 Jewish Folklore
JDS401 Aspects of American Jewish History
MUS265 Rock Music
MUS300 Music Pluralism Since 1900



MUS313 American Music
PHI359 American Philosophy
PSC225 Equality and Justice in U.S.
PSC319 Media in American Politics
PSC384-385 American Political Thought
SOC334 Introduction to Mass Cultural Studies
SOC348 Urban Sociology
WS212 The American Jewish Woman
WS283 American Women Writers
WS353 Women and the Law
WS376 Gender and Hollywood Films

American Environments

AMS113-114 American Lives and Environments
AMS161 Natural World Perspectives
AMS285 Natural World vs. Legal World
AMS343 Human Ecology
APY276 Introduction to Ethnomedicine
ARC121 Introduction to Archaeology
ARC241 Introduction to Building Technology
ARC328 Historic Preservation
ARC465 Urban Planning and Design I
ARC470 Climate and Architecture
ARC476 Landscape Design
BIO102 Plants and their Uses
BIO200 Evolutionary Biology
BIO309 Ecology
BIO310 Ecology Methods
GEO355 Landscape Ecology
GEO356 Environmental Change
PD301 Perspectives on Land Use and Development
PD302 Local Change in the Global Environment
SSC118 Introduction to Environmental Studies
SSC238 Ethics of Survival
SSC315 Field Ecology
SSC317 Environmental Politics
SSC470 Ethnobotanical Surveys

Note: BIO309 and BIO310 have BIO200 as a prerequisite. PD301 and PD302 have PD120 or PD212 as a prerequisite.

Note: A maximum of two courses may be applied both to the major and to the general education requirement, and a maximum of two courses may be applied to a major or minor other than American Studies.

See "Baccalaureate Degree Requirements" for remaining university requirements.



AMERICAN STUDIES-MINOR

Acceptance Criteria: Overall average of 2.0 and the minor application to American Studies.

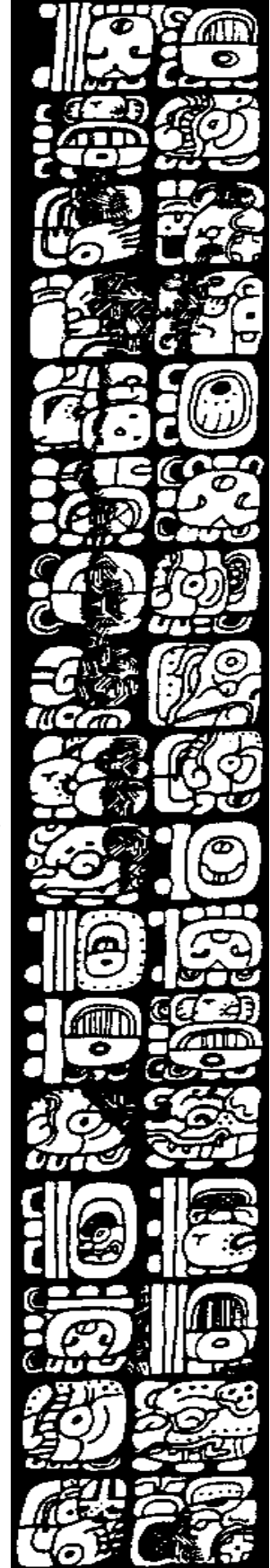
Required Courses: At least six AMS or other courses among those listed for the major (see above), including at least three at the 300-400 level. Further, the six courses must be distributed among at least three of the six groups in the major list.

M.A. IN AMERICAN STUDIES

The Center for the Americas requires candidates complete thirty-two (32) credits for the Masters of Arts Degree in American Studies, including eight seminar courses. Because the M.A. is focused on writing we require that five of your eight seminars be taken intensively. An intensive seminar is one in which the student is required to produce a substantial final paper. In addition, the Center requires a project as the final component of the MA program. This project may be a conventional M.A. thesis of 60 to 80 pages, directed by a faculty member of the candidate's choosing; or, as an alternative, the student may write a shorter paper of 25-35 pages and take an oral exam covering one field of his or her choice. The oral exam is based on a list of 15 texts chosen by the student in consultation with his or her committee. This committee consists of two members of the faculty chosen by the student, one to supervise the paper and one to supervise the examination. The faculty chosen for this purpose should be professors or hold Ph.D. degrees. At least one of these faculty members should be members of the faculty, full-time or adjunct, of the Center. Candidates are free to choose whichever of these options best suits their needs.

Ph.D. IN AMERICAN STUDIES

The Center for the Americas Ph.D. requirement consists of 72 credit hours of course work beyond the B.A., at least 40 of which are completed in addition to any previous master's degree. The 72-hour requirement must include at least ten seminars. Required courses include a fieldwork methods course and two semesters in Topics in Cultural History. We strongly urge that course work include courses in ancillary departments and at least 12 hours as a "minor" in a field outside the student's area of focus.



Students typically design a course in a major area of study of the cultures of the Americas which they may have the opportunity to teach. They are also urged to carry out fieldwork, which is intended to increase their awareness of social institutions and the culture determinants of consciousness. Usually this field experience takes place in a culture outside mainstream America; non-western fieldwork is especially encouraged. An exception to this might be students from outside the Americas whose interest might be mainstream American culture.

The Ph.D. program includes a comprehensive examination and a dissertation. The examination is developed in consultation with a faculty committee. Students design four examination questions that cut across all the topic areas in American studies and then answer them in written essays. An oral examination based on the essay questions follows. The questions take into consideration the student's overall course of study and dissertation plans.

The dissertation is normally a thesis or book of fifty thousand or more words. Dissertations are expected to be significant -- they should contribute to civic and world life as well as to the store of knowledge.

The kinds of research pursued by students is best illustrated by a sampling of theses and dissertation titles: "The Impact of Civil Jurisdiction on the Haudenosaunee: The Subversion of Native American Sovereignty," "Toward a Missing Link in the History of Italian American Women: Oral History of Sicilian and Sicilian-American Women," "Discursive Soul: Black Popular Music, Communal Critique and the Black Public Sphere of the Urban North," "The Re-Traditionalization of Indigenous Women as an Empowerment Strategy," "Making a 'Post-Industrial' Community: Jeanette, Pennsylvania Case Study," "Racism and Resistance in the Schooling of Afrikans," "TAINO, The Journal of Diego Colon: An Historical Reconstruction," "Concealed Weapons: Contemporary Black Women's Short Stories as Agents of Social Change, 1960s to the Present," "Four Generations: A Story of a Family of Plains Cree Women," "Community Radio and Public Culture," "An International History of the Black Panther Party," "Encountering Islam: Essays in Cultural History and Representation," "Indigenous and Iroquoian Art as Knowledge: In the Shadow of the Eagle," "The Rise and Fall of Salsa in New York City."

As these theses demonstrate, an interdisciplinary outlook is central to the educational aims of the Center for the Americas. Faculty are trained in traditional disciplines -- history, literature, anthropology -- as well as American Studies. The program is bound by the questions asked rather than the tools of a particular discipline. Within the Center, students have the choice of working with faculty in the Program in Indigenous Studies.



Students with other areas of interest work with faculty of the Department of African American Studies, the Latino/a Studies Program, and the Departments of History, English, Theatre and Dance, Media Studies, Art History, Philosophy, Anthropology, and Sociology, or in the Schools of Law, Social Work, Architecture and Education.

More on graduate requirements

COURSES OFFERED BY THE CENTER FOR THE AMERICAS

American Studies (AMS)

Note: Not all courses listed below are available in a given academic year; some occur regularly, while others are offered in rotation. Students can expect that most offerings will occur at least once within a three-year period.

100 Indian Image on Film (3) Discusses the fabricated image of Native Americans in American film history, the media process that perpetuates such images, the resulting stereotypes; relationship to social movements and alternatives for overcoming stereotypes. SEM

107 Introduction to American Studies (3) Introduces students to a variety of approaches that have been developed in American studies to assist understandings of how different people participate in this society and in the world. Includes consideration of how experiences continue to shape present thinking and future possibilities. LEC

111 Contemporary Popular Music (3) Outlines historical developments that helped formulate today's jazz and rock movements; emphasizes roots and foundations of the forms. LEC

113-114 American Lives and Environments: Folklore and Social Groups (3) Examines patterned stories, sayings, designs, and ways of living that have been created and are continuously being recreated by groups of people; historical and social meanings of folklore. LEC/SEM

128 Afro-Latin Musical Praxis (3) Uses basic musical techniques derived from various Afro-Western traditions. SEM



161 Natural World Perspectives (3) Speaks about ways of life of the original peoples of the North American continent; their history and contemporary issues; a Native American perspective. SEM

162 New World Imaginations (3) Studies the connection with all forms of life in evolutionary development and ecological processes, ecstatic experiences, social life before the domestication of plants, animals, and each other; utopian thinking. SEM

167 Cross-Cultural Topics (3) SEM

179 Introduction to Native American History (3) Introduction to the lives, histories, cultures, and characters of Native-American peoples of North America. Focuses on cultural assumptions and native visions of the land, of the environment, and of the spirit life. LEC

197 Seneca Language (4) Seneca is an unwritten language. In this course we will begin by learning the basic Seneca vocabulary for numerals, foods, geological features, the classification of society and the classification of nature, and will work up to reading myths and legends. LEC

198 Language of the Seneca I (4) LEC

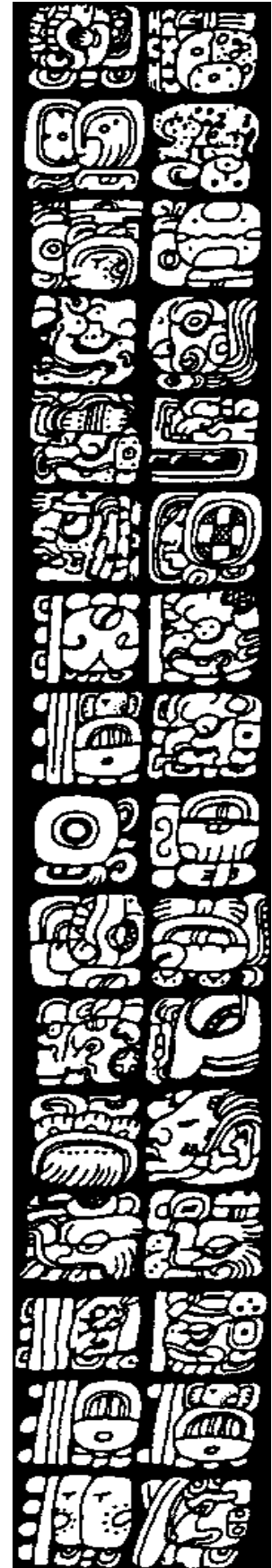
209-210 Musics of the World (3-3) Introduces ethnomusicology; studies musical styles in a variety of cultures. LEC

231-232 Survey of Native American History (3-3) Focuses on the spiritual side of the Native American; substance, motivation, and character of the American Indian. SEM

272 Native American Literature (3) Perspectives and philosophies of Native American writers are examined. This course provides insight into why the American Indian has the unique perspective of caring for what happens to the earth. LEC

281 Native Americans and the Colonist (3) Cultural interactions and values in collision during the major phase of the colonization of the Americas. Reviews contemporary texts in Native American history and culture in a seminar setting. SEM

285 Natural World vs. Legal World (3) Conflict between the natural world perspective of Native American culture and the legal world perspective of U.S. culture. LEC/SEM



343 Human Ecology (3) Social dimensions of space affecting human distribution and location of social activities; theoretical explanations. LEC

364 Seminar for Majors (3) SEM

425 Native American Legal Situation (3) Looks at the legal status of Native North Americans in relation to the United States and its governmental predecessors. LEC

439-440 Contemporary American Fiction (3) Considers problems in American fiction from a cultural, historical, thematic, and stylistic perspective. LEC

457 Problems in American Urban History (3) Studies aspects of urban development in the local community and more generally. SEM

488 Violence and Nonviolence (3) Introduction to the theory and practice of nonviolence. SEM/REC

499 Independent Study (1-16) Prerequisite: permission of instructor. Individually designed program of reading, research, or development of skills in close association with an instructor. TUT





The Hemispheric Institute on the Americas

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"Wars in
Colombia"
Conference,
May 17-19,
2001

Welcome to the website of HIA, the Hemispheric Institute on the Americas. HIA is an interdisciplinary group of faculty and graduate students at the University of California at Davis that focuses on transnational processes in the American hemisphere. Our project brings together people and promotes research to challenge the boundaries of disciplinary specialization and culture area studies. HIA explores the connections throughout the social, cultural, and economic landscape of the Western Hemisphere from an array of perspectives across multiple academic units, to redirect and redefine the study of Latin America from a broadly hemispheric viewpoint.

The premise of HIA is to move beyond both the national security and elite culture paradigms that have served as the foundation for area studies in the past. While retaining an interdisciplinary understanding of Latin America as an autonomous region with its own internal diversities, HIA focuses on the growing importance of such transnational themes as hemispheric flows of people, capital, consumer goods, images, and ideas. We bring Latin American studies into dialogue with theoretical and empirical work that 1) emphasizes cultural difference, 2) focuses attention on racial/ethnic and gender issues, and 3) highlights both the cultural face and the new social realities of political and economic disparities. HIA seeks to emphasize the voices of those who question and challenge the nation-state and the dominant cultural order from within, and of transnational forces of change that pose a parallel challenge from without.

HIA's membership is drawn from the fields of Anthropology, History, Sociology, Spanish, Native American Studies, Political Science, Chicana/Chicano Studies, Women's Studies, African and African-American Studies, Human and Community Development, Economics, Agricultural and Resource Economics, Environmental Science and Policy, Nutrition, and others.



HIA: Action Plan

HEMISPHERIC INSTITUTE ON THE AMERICAS (HIA):

An Action Plan

January 1999

Table of Contents

- I. Executive Summary
- II. Overview
- III. Organizational Structure
- IV. Recruiting a Director
- V. Faculty Recruitment
- VI. Teaching Programs
- VII. Existing Faculty

Authors

- Steven M. Sheffrin, Convening Dean for HIA Dean, Division of Social Sciences, College of Letters and Science
- JoAnn Cannon, Dean, Division of Humanities, Arts and Cultural Studies, College of Letters and Science
- David S. Reid, Associate Dean, Division of Human Health and Development, College of Agricultural and Environmental Sciences

HIA Faculty Steering Committee

- Stephen Brush, Human and Community Development (Co-Chair)
- Luis Guarnizo, Human and Community Development
- Neil Larsen, Spanish
- Martha Macri, Native American Studies (Co-Chair)
- Zoila Mendoza, Music
- Stefano Varese, Native American Studies
- Charles Walker, History

I. Executive Summary

In response to the Provost's call in fall 1997 for academic preproposals, a broad group of scholars from a wide variety of disciplines and colleges across the UC Davis campus have come together to endorse the creation of an expanded Hemispheric Initiative on the Americas. As the deans charged with implementing this initiative, we propose that the program be renamed as the Hemispheric *Institute* on the Americas (HIA) to reflect its larger scope and purpose. The Provost identified HIA in 1998 as a Stage 1 initiative and indicated that it "could be designed more like a center or organized research unit than an instructional unit. It could link common faculty interests in a number of departments and programs in the Humanities, Arts, and Cultural Studies and the Social Sciences. This program initiative should be able to be designed with a limited infusion of new faculty resources." In accordance with the Provost's vision, HIA will thus explore the connections throughout the social, cultural and economic landscape of the entire Western Hemisphere from a wide array of perspectives across multiple academic units.

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By institutionalizing HIA on campus first through the establishment of an Organized Research Program (ORP) with a Director and later as an Organized Research Unit, we will **create a bold and expanded research and teaching program with an undergraduate minor in Latin American Studies and a graduate program in Hemispheric Connections**. The ORP will serve as a mecca to draw scholarship and teaching to campus in a focused and heightened way.

- Creating the ORP and recruiting a director will **galvanize programs cutting across three divisions (Social Sciences; Humanities, Arts and Cultural Studies; and Human Health and Development) and two colleges (Letters and Science and Agricultural and Environmental Sciences)**. Faculty participants will come from across the campus, and the envisioned program will go far beyond the scope of any single division.
- HIA will **expand the campus outreach** to Latinos and other North Americans interested in hemispheric connections.
- HIA intends to partner with the Center for Latin American Studies at UC Berkeley to **create the preeminent program in the country dealing with hemispheric connections throughout the Americas**.
- The program has **broad-based support from the three deans of the participating academic units, the Vice Chancellor – Research, and the Dean of Graduate Studies**.
- The proposal calls for a **new Director's position in 1999-2000 plus a relatively small infusion of new faculty**. We expect to recruit for an

experienced external Director for fall 1999. We request that the position for the Director be funded from growth FTE. The other new faculty positions can come from a combination of growth and replacement FTE in conjunction with academic planning within each of the respective units. The faculty positions are currently designated as Black Atlantic History (History); Transnationalism, Citizenship and Identity Formation (Human and Community Development); and the Fiddymment Chair in Latin American Studies (Spanish). In keeping with the Provost's guidelines, future FTE additions will be closely tied to campus growth plans.

- All of this will be accomplished by **building on existing strengths**. The program will require only a relatively **modest influx of additional resources**, as detailed in the section entitled Financial Implications.
- We expect the HIA to **evolve to the status of an Organized Research Unit** (ORU) over time. Most likely this process will occur over the span of three to four years.
- HIA's recognition and status as an ORP/ORU will also allow us to **attract higher quality graduate students**. Furthermore, HIA anticipates being able to **cultivate training grants and heightened graduate student support** in a stronger manner than is currently possible.

II. Overview

The Hemispheric Initiative on the Americas is the existing area studies program for Latin America at UC Davis. The program has emphasized the expanding cross-national (global) ties in the Americas for more than five years. With the assistance of the HIA Faculty Steering Committee, the deans charged with implementing this initiative now propose an expansion plan that will:

- Institutionalize HIA's presence on campus as the Hemispheric Institute on the Americas;
- Create an undergraduate minor in Latin American Studies;
- Formalize a graduate program in Hemispheric Connections;
- Expand HIA's community outreach to Latinos and others interested in hemispheric connections; and
- Establish a partnership between UC Davis and UC Berkeley in Latin American Studies, situating the two campuses as the preeminent Latin American Studies Consortium in the country dealing with hemispheric connections in the Americas.

Our proposal requires:

- A shared search by several supportive departments across multiple colleges and divisions for a senior, experienced program director, and

- The strengthening of relevant departments and programs at UC Davis through systematic recruitment over time of faculty to expand our exploration of areas and issues in the Americas. Initially, this will involve the recruitment of three faculty positions within FTE allocations as described herein.

UC Davis has long had sufficient faculty and graduate students engaged in Latin American issues to make it one of the top Latin American Studies programs in the US. HIA has operated as a research cluster of both the Davis Humanities Institute and the Center for History, Society and Culture (formerly called the Center for Comparative Research) for five years, expanding our interests to fit the distinctive features of the UC Davis campus. It has created an innovative program that treats the social, cultural, and economic connections in the entire hemisphere (i.e., Latin America, the Caribbean, and North America). HIA involves Latin America specialists as well as scholars who are not normally involved in area studies programs. It includes Latin Americanists from disciplinary departments and faculty with Latin American interests from interdisciplinary programs and departments, such as the Hart Hall programs in ethnic studies and the Community Studies and Development faculty in CA&ES. The faculty and students in HIA focus on the connections between the different parts of an emerging region whose boundaries no longer fit within traditional scholarly disciplines or traditional area studies. HIA actually predated the UC Davis interest in globalization by three years and its members played a major role in giving substance to the globalization initiative. Here to date, HIA has been the Hemispheric *Initiative* on the Americas. The three deans now want to institutionalize HIA's presence on campus by having it become the Hemispheric *Institute* on the Americas.

Rationale

HIA faculty include more than 35 individuals from across the campus. The faculty come from the College of Letters and Science (the Division of Humanities, Arts and Cultural Studies and the Division of Social Sciences) and the College of Agricultural and Environmental Sciences (the Division of Human Health and Development). HIA's steering committee draws from all three units. HIA has not yet operated as either an Undergraduate Minor or as a Designated Emphasis. Yet with institutionalization it could provide a minor in Latin American Studies to some 25 to 50 students per year. The faculty in HIA already teach and advise hundreds of undergraduates per year with interests in Latin American studies.

Graduate students have also been a significant part of HIA's membership. Currently there are more than 25 graduate students who are interested in obtaining a designated emphasis in Hemispheric Connections. Graduate students who have obtained doctorates working with HIA faculty have acquired outstanding jobs and attribute their success to HIA-designed research projects. HIA has more than 100 people on its mailing list and regularly attracts to its events faculty and students from UC Berkeley, UC Santa Cruz, and Stanford, as

well as from the community colleges and state colleges in the vicinity of UC Davis. HIA members would now like to jointly teach a number of core courses that express its unique "area" and globalization interests.

The program's long-term goal is to become an innovative and high-ranking center among Latin American area studies programs in its own right. Such a center would be able to gain considerable extramural funding that could support more than 50 graduate students doing fieldwork and language training, and conducting community outreach. Such a center could also work together with other UC campuses to become a major consortium through which a large amount of extramural funding can be achieved--from the Defense Department for Title VI, the Tinker Foundation, the Mellon Foundation, Ford and others.

Most area-studies centers operate as regional consortia. HIA is now at a key moment with respect to this expansion because The Center for Latin American Studies at UC Berkeley no longer collaborates with its counterpart at Stanford University. The Berkeley Center wants to establish ties to HIA, yet HIA is limited in its ability to seek funds jointly with Berkeley because HIA is not constituted as a Center. Absent its establishment as an ORP/ORU, HIA will never be able to attain the stature of a full profile institute like its counterpart at Berkeley. The Berkeley Center's web site at <http://socrates.berkeley.edu:7001/> gives a flavor for the types of dynamic programs that can be accomplished here. The real advantage, however, is that by working collaboratively, HIA and the Berkeley Center can accomplish more than either one is likely to achieve on its own.

III. Organizational Structure

HIA intends to establish a center of excellence at UC Davis to redirect and redefine the study of Latin America from a broad hemispheric perspective. The premise of HIA is that there is a need to move beyond both the "national security" and "elite culture" variations on the paradigm that has served as the foundation for Latin American area studies over the past four decades. While retaining a broad, interdisciplinary focus on Latin America as an autonomous region, the new institute will focus on the growing importance of transnational forces on topics such as the hemispheric flows of people, capital, consumer goods, images and ideas. HIA will be organized to bring Latin American studies into dialogue with theoretical work that 1) emphasizes cultural difference, 2) focuses attention on racial/ethnic and gender inequity, and 3) highlights both the cultural face and new social realities of political economic inequities. It will emphasize the voices of those who question and challenge the nation-state and the dominant cultural order from within, and of transnational forces of change that pose a parallel challenge from without. Four broad themes organize HIA's initial program and activities. While by no means exhaustive, these categories are chosen because they correspond to established interests of the Davis core faculty and graduate students:

- The Third World in the First: Transnational Communities in the United States;
- Cultural Production, including Literary and Visual, in the Americas;
- Identity, Citizenship and Nation in Multi-ethnic Communities;
- Pan-American Social Movements.

Organization

The Hemispheric Institute on the Americas will be established on the Davis campus initially as an Organized Research Program and will grow to become an Organized Research Unit in approximately three years. HIA will be served by a Director who also has an academic teaching and research position in a department with established connections to HIA. In addition, HIA will have a part-time administrative assistant who will report to the Director. As discussed with the Office of the Vice Chancellor – Research, one of the avenues that HIA will explore is the possibility of combining its staff position with other ORU's to achieve economies of scale.

Activities

1. Scholarly Exchange. Program development in this area will allow HIA to promote intellectual exchange among a variety of groups within the UC system, as well as with visitors from the outside. There are four parts to our scholarly exchange program
 - a. Intra-campus workshops;
 - b. Visiting scholars;
 - c. Bi-Annual conference;
 - d. Pre-publication occasional paper series.
2. Support to Teaching Programs. While the Hemispheric Institute on the Americas is planned to be an Organized Research Program initially, it will directly support the teaching programs by providing a center for seminars, films, cultural activities and documentation. It is expected that the Director will take a leadership role in organizing and obtaining support for these activities.
3. Faculty and Graduate Student Research. This component is designed mainly

To:

- a. Provide small grants for graduate students;
- b. Establish a Hemispheric Dissertation Fellows Program;

- c. Provide Research Assistantships for faculty research.
4. Links to other Latin American Programs in Northern California. Three other campuses in northern California have extensive interests and programs in Latin American studies: UC Berkeley, UC Santa Cruz and Stanford. HIA has opened communication with these other institutions, especially with UC Berkeley, about creating a formal partnership or consortium. This consortium would:
 - a. Seek extramural support (especially Title VI funding and training grants);
 - b. Jointly sponsor speakers;
 - c. Provide means for student exchange among the four campuses; and
 - d. Establish an annual Forum of Hemispheric Issues for presentations by students and faculty from the four institutions.

Director of HIA on the Davis campus would be expected to take a leadership role in promoting and implementing this consortium.

5. Community Outreach. HIA will establish a Community Advisory Board comprised of faculty and representatives of community organizations that work with Latino, immigrant and transnational communities in the Sacramento area. The purpose of this Community Advisory Committee will be to identify opportunities and needs for community outreach. Community outreach will be promoted through collaboration with campus internship programs, to place students in community service organizations that work with immigrant and transnational communities. HIA will contact the International House in Davis to explore joint sponsorship of events and programs that will draw together members of the academic and non-academic community interested in Hemispheric issues and problems. Cultural expositions and a community bulletin board are vehicles for drawing these communities together.

Faculty Advisory Committee

The deans charged with implementing the HIA initiative will appoint a Faculty Advisory Committee for HIA. This committee will replace the HIA Faculty Steering Committee and will have cross-college representation to represent the academic departments and programs that are involved in HIA.

Director

During the ORP status, the Director will be given a two-course buyout, plus an ongoing stipend of \$3,000. When HIA becomes an ORU, the Director's position will shift to a .25 FTE appointment with OVCR and the balance of the appointment in the relevant academic department. The Director will continue to receive a \$3,000 stipend, as well.

The responsibilities of the Director will be to organize and manage the activities outlined above. In addition, the Director is expected to undertake extramural fund-raising to help build HIA's program. The specific duties of the Director include:

1. Oversee the creation of HIA as an Organized Research Unit;
2. Provide leadership to HIA activities as outlined above;
3. Establish liaison and collaboration with Latin American studies programs at UC Berkeley and Stanford, including the planning of joint activities;
4. Work with the Faculty Advisory Committee of HIA to define and support the recruitment of additional faculty members with HIA interests and involvement;
5. Work with the Master Advisers in the undergraduate and graduate teaching programs to plan and coordinate curriculum;
6. Develop links to other UC Davis programs and faculty with allied interests in international programs relating to Latin America.

Recruiting a Director

In order to expand our teaching capacity, and to gain extramural funding for HIA's teaching and research endeavors, we want to recruit for a Director of HIA's many activities. We expect the Director to be a prominent Latin Americanist who can help design designated emphases for graduate students in *both* Latin American Studies *and* Hemispheric Connections. We want to find an experienced fund-raiser with national prominence. In the recruitment, we plan to involve departments with a history of support for HIA and who are willing to allow the director to spend 50 percent of his/her time doing HIA-related activities. We have identified History, Spanish, Sociology, Native American Studies, and Political Science as the departments most likely to be involved in a competitive search. We anticipate that the History Department might coordinate the search, working with a committee composed of representatives from the departments named above and chaired by a person appointed independently of departmental representation.

Space

It is important that HIA have a physical as well as a personnel and curriculum presence. The minimum space needed is a Director's office, support staff office, and a meeting place for seminars, cultural events, and documentation. We have discussed this issue with the Office of the Vice Chancellor – Research, and it has agreed to provide some space for HIA, perhaps in collaboration with other ORU's.

Support

We recommend support for the Institute to include a part-time administrative assistant, who will report to the Director. Currently we envision a .25 FTE position. In addition, we suggest that one research assistant (RA) to support the work of the Director and the institute. Graduate Studies has committed a work study slot for this position. We believe that the RA support is important in recruiting a Director. The program will need some operating funds, which we have budgeted at \$5,000 annually. Normal costs for equipment and operations of the institute would include computers for the Director, administrative assistant, and RA, printer, fax machine and telephone facilities.

IV. Faculty Recruitment

Three FTE, in addition to the Director, are needed to strengthen the departments and/or programs that contribute most to HIA activities and to gain the type of scholars essential to a major Latin American Center. We recommend that the following positions be given priority for the additional FTE connected with institutionalizing HIA. Each of these positions has been discussed with the relevant department and each is high on the department's own priority list for new positions. We believe that these positions should be refined and pursued under the leadership of the Director for HIA. The positions will be further defined in the departmental plans to be submitted by June 1999:

- Specialist on Black Atlantic history (search conducted by History);
- Specialist in hemispheric transnationalism, citizenship, and legal pluralism (search conducted by Human and Community Development);
- Specialist in Latin American cultural studies to fill the Russell F. and Jean H. Fiddyment Chair (search conducted by Spanish).

The position descriptions for the searches are as follows:

The Black Atlantic (History)

The department will seek an historian of the Caribbean or Brazil, preferably with an interest in the African diaspora in the Americas. This position is designed to strengthen our graduate and undergraduate program in Latin American history and constitutes a crucial element in the development of the Hemispheric Initiative of the Americas. The department now offers no specialized courses and very little in the survey courses on these areas. The Caribbean is at the center of a number of global processes -- slavery stands out -- while Brazil is the largest Latin American country and a key trading partner with the United States. Both areas are currently the focus of much innovative research, and the department is confident that it will be able to find an outstanding scholar at the assistant professor level. This position compliments its current concentration on Mexico and Spanish South America, and the department's interest in global connections.

Undergraduates have expressed much interest in these regions and the number of students from these areas, particularly Brazil, is increasing. In order to produce top-level graduate students in Latin American history, the faculty need to train the students in these fields. HIA has prioritized this position because of the importance of the region and the transnational nature of the best historical research in the field.

This position is designed to further many of the History Department's interests and to fortify bridges with other departments and programs. To advance its goal of fostering the historical study of transnational processes, the department would especially like to recruit a scholar interested in the history of comparative slavery or other aspects of Caribbean or Brazilian history that involve issues of race, class, and gender. Such a scholar would contribute to the Borderlands program and would serve as a bridge between African and Latin American history. A scholar doing research on race and gender relations would also contribute to the Cross-Cultural Women's History program. A Caribbeanist or Brazilianist would fortify inter-disciplinary work and strengthen undergraduate and graduate training.

Transnationalism, Citizenship, and Identity Formation (Human and Community Development)

This position is for an interdisciplinary scholar in the sociology/anthropology/politics of citizenship and civil society under conditions of globalization. At the end of the 20th century, the national constitution of citizenship rights and obligations as well as national institutional arrangements of civil society are in flux because of a variety of global developments. These include increasing transnational migration flows across legal systems; the global diffusion of information and cultural understandings made possible by the development of new communication technologies that instantaneously transcend national borders; the rise of transnational social movements deploying the discourse of human rights to advance the interests of political refugees, indigenous people, women, and others lacking full citizen rights in their nations of origin; the growing significance of transnational non-governmental organizations (NGOs) advancing policy goals which articulate national policy making processes with supranational institutional arrangements and legal norms; and the creation of new forms of dual citizenship extending citizen rights and duties to transnational migrant communities in more than one nation state.

These processes are particularly significant in the Western Hemisphere. Transnational communities from other parts of the hemisphere are firmly established in California, and issues of citizenship are critical to the social organization, cultural discourse and political mobilization of these communities. Transnational communities in California are increasingly important economic, cultural and political actors in both their old and new homes.

The teaching and research for this position will focus on the ways in which these transnational developments are affecting the institutional arrangements of

citizenship rights, entitlements, and obligations across different socio-political systems in the Americas as well as the changing identities constructed around citizenship and nationality. Teaching expectations include the ability to teach comparatively on issues such as dual citizenship/nationality, the dynamics of transnational communities, social movements, and political participation; the articulation of super-and sub-national issue networks; the extraterritorial jurisdiction of nation-states; and, the emergence of hemispheric connections and rudimentary forms of transnational civil society.

Candidates for this position will be expected to conduct research on one or more of the following topics in the context of California: modes of political participation in transnational communities; cross-border interest group formation and organization; the development of issue-oriented transnational networks; the politics of globalization and transnational social movements; the changing character of national citizenship; and other related themes.

Applications will be welcomed from scholars with backgrounds in sociology, anthropology, or political science working from a cross-disciplinary perspective.

Russell F. and Jean H. Fiddymment Chair in Latin American Studies (Spanish)

The Russell F. and Jean H. Fiddymment Chair in Latin American Studies will be based in the Department of Spanish for a scholar in Latin American Studies. The addition of this endowed chair in the general area of Latin American culture and civilization will greatly enhance both the Department of Spanish and the campus-wide strength in hemispheric studies. Latin American Studies is the area which is in the highest demand at both the undergraduate and graduate level within the Spanish department, and it is the area of highest priority for recruitment in the department's academic plan. In accordance with the intent of the endowment, the department expects the research of the chair holder to promote cultural understanding between North America and Latin America.

This new addition to the faculty will be a person of scholarly renown, able to add intellectual depth to the program and also to attract the highest quality students and increased national and international visibility. While it currently offers training in the more traditional canons of Latin American literature, the department seeks to enhance its program by strengthening the interdisciplinary and comparative focus of this subdiscipline. This addition to the already distinguished but small group of Latin Americanists within the Spanish department will bring expertise in one of a variety of areas that fall under the general rubric of Latin American Cultural Studies. These areas include Latin American literature, language, film and visual culture, and Luso-Brazilian literature. The appointment of a senior scholar in Latin American Studies will greatly enhance the reputation and intellectual vitality of the highly-ranked Spanish Department (#14 in the U.S. according to National Research Council, 1993). It will accelerate the development of a targeted center of excellence at UC Davis.

V. Teaching Programs

Although in the future they may opt to develop a full-fledged undergraduate Hemispheric studies program, we believe that the best way to prepare for this longer term goal is first to give the initiative a strong conceptual foundation and institutional home within the university. HIA proposes to accomplish this in three ways:

1. Better coordination of existing Latin American/Hemispheric courses;
2. Creation of an undergraduate minor in Hemispheric Studies;
3. Formalization of a Designated Emphasis Hemispheric Connections, as a first step toward establishing a Graduate Group and M.A. degree.

Undergraduate Teaching: Minor

Minor in Latin American and Hemispheric Studies consists of five upper division courses totaling a minimum of twenty units. At least three of the courses must be taken in residence at UC Davis. Courses from Education Abroad Programs may account for two of the courses.

1. To complete the undergraduate minor, a student would need to take at least three of the following courses:
 - a. Anthropology 144
 - b. History 161A or 161B
 - c. Native American Studies 133
 - d. Spanish 157
2. Two additional courses should be selected from Anthropology, Chicana/Chicano Studies, History, Human and Community Development, Native American Studies, Political Science, Sociology, Spanish, and other departments as they add courses with Latin American or Hemispheric content.

Graduate Group and Designated Emphasis

A long-term objective of HIA is to establish a Graduate Group in Hemispheric and Latin American Studies at UC Davis and to offer an M.A. degree. Realizing that this requires significant planning and a long process of implementation, we propose the creation of a Designated Emphasis in Hemispheric Studies at the graduate level. The first step toward the establishment of a HIA Graduate Group is the creation of a Designated Emphasis in Hemispheric Studies. This will provide graduate students from different departments and graduate groups with the opportunity to explore new methods of inquiry and new areas of investigation on Hemispheric themes while earning their degree in their home department or graduate group. The requirements for a Designated Emphasis will include the

completion of four graduate level courses. One of these will be a new course, HIA 200, that will serve as the program's core seminar. This course will focus on Theory and Practice of Latin American and Caribbean Hemispheric Studies and be offered on a rotating basis by faculty associated with HIA. In addition, students will be required to take three graduate courses out of a menu of courses to be selected from graduate courses offered by the departments of Anthropology, History, Native American Studies, Spanish, and Human and Community Development.

VI. Existing Faculty

COLLEGE OF LETTERS AND SCIENCE		COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES
SOCIAL SCIENCES	HUMANITIES, ARTS AND CULTURAL STUDIES	
Anthropology <ul style="list-style-type: none"> • Roger Rouse • Suzanna Sawyer • Carol A. Smith 	Native American Studies <ul style="list-style-type: none"> • Inés Hernández-Avila • Martha Macri* • Victor Montejo • Stefano Varese* 	Human and Community Development <ul style="list-style-type: none"> • Luis Guarnizo* • Michael Smith • Miriam Wells
History <ul style="list-style-type: none"> • Arnold Bauer • Lorena Oropeza • Andres Reséndez • Charles Walker 	Chicana/o Studies <ul style="list-style-type: none"> • Angie Chabram-Dernersesian • Yvette Flores-Ortiz • Beatriz Pesquera 	Agricultural and Resource Economics <ul style="list-style-type: none"> • Lovell Jarvis • Philip Martin • J. Edward Taylor
Sociology <ul style="list-style-type: none"> • John Hall • David Kyle • John Walton 	African American Studies <ul style="list-style-type: none"> • Ella Ray • John Stewart • Pat Turner 	Environmental Science and Policy <ul style="list-style-type: none"> • Benjamin Orlove • Stephen Brush • Janet Momsen
Political Science <ul style="list-style-type: none"> • Emily Goldman 	Spanish and Classics <ul style="list-style-type: none"> • Robert Blake • Cecilia Colombi • Linda Egan • Neil Larsen* • Hugo Verani 	
Linguistics <ul style="list-style-type: none"> • Almerindo Ojeda 	French <ul style="list-style-type: none"> • Marc Blanchard • Michelle Praeger 	
	Womens' Studies <ul style="list-style-type: none"> • Rosa Linda Fregoso 	
	Music <ul style="list-style-type: none"> • Zoila Mandoza* 	

* Denotes member of current HIA Faculty Steering Committee.

APPENDIX F — PROGRAM IN LAW AND HUMANITIES

4/24/01

PROPOSAL FOR A VANDERBILT LAW AND HUMANITIES PROGRAM Originally Prepared by Jerome Christensen, Department of English

Rationale

In recent years there has been a surge in the scope and force of interdisciplinary approaches to the study of the law. The law and economics movement of the 1970s is now a school, with its intellectual heartland at the University of Chicago. The 1980s and 1990s saw the emergence of similar efforts to illuminate legal theory and practice by way of methods and categories derived from a variety of disciplines in the humanities: literary studies, philosophy, cultural anthropology, and history. Among the nationally prominent JDs who teach in leading law schools and employ literary and humanistic materials and methodologies to illuminate vexed legal issues are: Martha Nussbaum at Chicago, James Boyd White and Catherine MacKinnon at Michigan, Drucilla Cornell at Rutgers, Patricia Williams at Columbia, Robin West at Georgetown, Janet Halley at Stanford, Ronald Dworkin at NYU and Lawrence Lessig at Stanford.

The benefits of these intersections of legal study with other forms of analysis have not flowed entirely in the direction of the illumination of the law, however. The contributions of Stanley Fish at Duke (now at UI Chicago), Judith Butler at Berkeley, and Michael Warner at Rutgers are well known. Recent efforts to produce histories of literary forms by John Bender at Stanford, Catherine Gallagher of Berkeley, and D. A. Miller of Columbia have made frequent and compelling recourse to the legal contexts in which those forms were developed and disseminated. Legal history has become increasingly vital to the practice of literary history and theory. Jurisprudence has, of course, traditionally involved exploration of issues that engross philosophers. Recently, however, Anglo-American philosophical practice, especially in the work of ordinary language philosophers, has been refreshed by investigating a legal discourse and employing legal concepts once considered far removed from it.

Given the spread of crossover work in law and the humanities and the increased sophistication of the interdisciplinary dialog that has occurred, it is remarkable that no top flight law school has collaborated with faculty in the humanities to establish a program that would provide institutional support for leading scholars to work together in a disciplined interdisciplinary manner. As yet no university has taken the initiative to form a faculty that could organize the distinct but complementary approaches to law and the humanities into a coherent program that would systematically address the relations between legal and literary interpretation, group identity and social justice, individual and corporate agency. To be successful such an initiative cannot simply be a matter of mixing and matching courses currently on the books in an English or Philosophy department with courses taught in the Law School. It is a matter of innovation: imaginative,

nimble, and rigorous. There is no curriculum anywhere that seriously engages such emergent and pressing topics as the contemporary culturalization of the grounds for individual and corporate responsibility; the effects of the construction and imposition of codes on the production, distribution, and ownership of cyberproperty; the legal, political, and ethical implications of the mass media induced transformation of the public sphere; and the radical challenge that digital technology presents to the status of evidence as it is used in the law court, the news broadcast, and the laboratory. By working in new configurations of collaboration scholars in the humanities and law will be able to engage those issues in their full complexity and equip students to apply their knowledge effectively in the academic, governmental, and corporate spheres. Vanderbilt has a historically rare opportunity to inaugurate and define a field and consequently to identify cutting edge work in law and humanities with this university. It can do so by providing the institutional framework and the necessary financial resources to hire first rate scholars who have the ambition to build a program and the energy to propagate ideas through the education of undergraduates, graduates, and professional students.

Definition of the field of Law and the Humanities will involve interdivisional initiatives between the College and the Law School that will result in new approaches to undergraduate and graduate education as well as new configurations of research among Vanderbilt faculty. The value of a Law and Humanities program to both the Law School and participating graduate programs in the humanities would be great. Many of the most dynamic law school faculty members across the nation have had extensive humanities training in PhD programs in first rank graduate programs before they pursued their law degrees. The connection between their PhD work and their legal training has been largely ad hoc. Vanderbilt can attract and train the best in an innovative and systematic way. Leading undergraduate programs in English have identified a distinctive, highly motivated and qualified type of student who wavers between pursuit of a PhD and a JD. Vanderbilt could raise the quality of graduate admissions in both the humanities and Law School by offering such students a program in which they could effectively integrate their interests and make themselves highly attractive candidates for jobs in the best institutions across the nation. Law students who aspire to be practitioners will benefit from a hybridization of disciplines that would introduce them to unique approaches to pressing topics and would inculcate the kind of versatility required to empower them as professionals in the foreseeable future.

The advantages of such a program for graduate education are manifest. But the advantages for undergraduate education are equally strong. Chancellor Gee has frequently called attention to the unique competitive advantages that Vanderbilt has by virtue of the high caliber of its professional schools and their intimate proximity to the College. The existence of a substantial number of bright, zealous undergraduates who plan legal careers presents the opportunity for the College to become a national leader in adapting the liberal arts curriculum to recognize and cultivate pre-professional interests. Vanderbilt should establish an undergraduate concentration that would involve law school faculty in courses that would imaginatively combine education in the subject of the law and in the methods of the humanities in order to foster disciplined and sophisticated reflection on the legal profession. Liberalizing the law and professionalizing Vanderbilt students can and should be mutually implicated practices. Princeton is currently in the process of implementing an undergraduate law major. Vanderbilt should not imitate that example. But it should exploit the intellectual demand that such a decision recognizes by closely involving legal

scholars in a pioneering liberal arts program that will attract smart, committed undergraduates. No other combination of schools and departments at Vanderbilt has the intellectual capital to launch such a bold experiment in pre-professional education. We are confident that such a program will be a tremendous tool to recruit highly qualified undergraduates to Vanderbilt and to retain the best for postgraduate work in Law and the humanities.

It would be premature to specify the organization of an undergraduate concentration in law, but an assessment of the strengths and interests of the current humanities faculty suggests that the curriculum would address at least these six areas:

- 1) Literary and legal methods: conducting research, analyzing arguments, making cases.
- 2) The case of fiction: legal fictions as literary truths; literary fictions as legal briefs.
- 3) The reciprocal relations between social change and the evolution of legal institutions.
- 4) The mutual implication of law and technology in the redefinition of what counts as evidence, property, and persons.
- 5) The history of the law and of legal institutions considered in social, political, and cultural contexts.
- 6) The philosophy of law and the ethics of the legal profession.

Faculty and Administrative Support

There is already a core of faculty from several departments with records of scholarship and teaching in those areas who are eager to participate in a formal program. With the active participation of Law School faculty, the English Department last year hired a junior faculty member, Drayton Nabers, who was given the responsibility of developing courses in literature and law at the undergraduate and graduate levels. This initiative, which has received the active cooperation of the Law School, has been highly successful. The crowded undergraduate course in legal and literary theory received superb evaluations. And the graduate seminar, which is dedicated to investigating whether there are categories of insight about justice that seem particular to either legal or literary activity, has attracted fifteen law students as well as English graduate students. This spring, under Nabers' direction and with the financial support of Dean Syverud and Dean Venable, the English Department and the Law School sponsored two sets of workshops (one in the Law School, one in the English Department) in literature and law that brought together over a dozen scholars from both fields. Nabers has written articles on the fourteenth amendment and Melville's poetry; on the Civil Rights Act of 1964, Uncle Tom's Cabin, and the legal standing of inherited disabilities; and on transformations in the understanding of substantive due process and the development of realism in American fiction. In the spring of 2002 he will be team teaching a course in cinema and law, supported by a Provost Venture Fund grant.

Other faculty members of the English Department have active research interests in literature and law: namely, Jerome Christensen, Jay Clayton, Dennis Kezar, and Mark Schoenfield. Christensen's forthcoming essay, "The Time Warner Conspiracy: Toward a Managerial Theory of Hollywood Film," examines the effect of legal restraints on the evolution of the motion picture industry, with special attention to the first amendment, to antitrust law, and to questions of the due diligence and the fiduciary responsibility of the boards of directors of media conglomerates. Clayton has published "Voices and Violence" in the *Vanderbilt Law Review* as well as a chapter on law and narrative in his book *The Pleasures of Babel*. He is currently working on a book that addresses the conceptualization and operations of genetic codes in literature, science, and law. Christensen's and Clayton's work dovetails with innovative pursuits among Law School faculty and students that will find infrastructural and programmatic support in the media lab that will be a component of the new Creative Arts Center. Kezar has edited and contributed to a forthcoming volume of essays on theater and law and will be teaching a cinema and law course with Nabers next spring. Schoenfield has published on the relations between the emergence of the modern professional poet in the nineteenth century and on the concurrent revisions of the status of intellectual and real property. This fall an English Department graduate student will begin a dissertation on the effects of the laws of libel and blasphemy on the definition of the unspeakable in eighteenth and nineteenth century British literature under the direction of Christensen, Schoenfield, and Nabers.

Professor Gregg Horowitz of the Philosophy Department has taught courses in "The Origin of Law" and "Modern Concepts of Property." Professor Idit Dobbs-Weinstein has proposed to teach a course in the area of medieval philosophy and law. The Sociology Department currently offers a course in "Society and Law" and is eager to expand its offerings. "Roman Law," which is offered by Classical Studies would harmonize both with Professor Dobbs-Weinstein's interests and potential offerings from the History Department. Two of the finalists for an entry-level position in the German Department this year had pursued extensive research programs in Continental law.

The Dean of the Law School has endorsed a Law and Humanities program. The Law School already has a substantial core of faculty members eager to collaborate with humanities scholars. It wants to hire more. The English Department, one of the strongest graduate programs in CAS, has made the formation of such a program part of its strategic plan. Soon the leading Vanderbilt humanities departments will, by following their own departmental priorities, have developed a cadre of faculty expert in the cultural implications of the law and in the social impact of legal institutions. There is, then, ferment and considerable potential for growth. Neither the humanities departments nor the Law School can succeed in this transformative endeavor alone, however. Greater collaboration must occur so that growth will be purposeful and the program will have the maximum impact.

The absolute limit on curricular development at Vanderbilt is the absence of senior scholars who have established national reputations in the area of humanities and law. The absolute opportunity available to Vanderbilt is to exploit its strengths in both areas. Vanderbilt should take advantage of the demonstrated commitment of the Law School and humanities departments and the pent-up demand among the brightest undergraduates at the best schools by recruiting a cohort

of scholars to our faculty who will help devise a nationally paradigmatic program. Recruitment must come before curriculum but the commitment to curriculum along with the provision of substantial resources and sufficient autonomy will make recruitment possible.

Recruitment Possibilities

Here are viable candidates whose addition to the faculty would give Vanderbilt instant recognition and credibility.

Recommended senior appointments:

1. Don Herzog, Law, Michigan
2. Debra Shuger, English, UCLA
3. Brook Thomas, English UC Irvine
4. Lauren Berlant, English University of Chicago
5. Sanford Levinson, Law, UT Austin
6. Wai-Chee Dimock, English and American Studies, Yale

Recommended junior appointments:

1. Greg Crane, English, University of Washington
2. Matthew Greenfield, English, Ohio State
3. Kenji Yoshino, Law, Yale

Summary of objectives of a Law and Humanities Program:

- 1) Foster interdisciplinary research on questions of legal history, jurisprudence, intellectual property, cyberlaw, entertainment law and other matters where the study of the humanities and the study of the law might be mutually illuminating.
- 2) Develop a law and humanities concentration for undergraduates.
- 3) Offer joint JD-PhD as well as PhD training that includes minors in literature and law, philosophy and law, etc.
- 4) Sponsor an annual summer institute to address major issues in the law and the humanities, to conduct workshops for students, and to run programs for recruiting students interested in the relationship between the law and the humanities. Such an institute would rotate between research and seminar themes appropriate to the Law and Politics and Law and Humanities programs. It would be designed to advance the research objectives of Vanderbilt and visiting scholars, involve contributors from the legal community in Nashville, and assist the College and departments in recruiting top flight students at the undergraduate and graduate levels.

- 5) Establish a journal to publish cutting-edge scholarship which integrates law and humanities subjects.
- 6) Serve as a vehicle for recruiting and retaining faculty members in the Law School and relevant humanities fields.
- 7) Strengthen the focus of the Law School in the areas of legal history, legal and literary theory, jurisprudence, the sociology and philosophy of law, and intellectual property law.
- 8) Strengthen the College of Arts and Sciences in the areas of history, philosophy, literary study, political philosophy, and sociology.
- 9) Improve the student application pools and the entry classes for the College of Arts and Sciences, the Law School, and relevant graduate programs in the humanities.
- 10) Exploit an area of strength at Vanderbilt in order to define an area of excellence that will elevate it above peer institutions.

Law and Humanities Budget Proposal			
Item	Annual Recurring	Endowment College	Endowment Law
Endowed Chair I		\$ 1,250,000	\$ 1,250,000
Endowed Chair II		\$ 1,250,000	\$ 1,250,000
Postdoc I	\$ 36,900	\$ 820,000	
Postdoc II	\$ 36,900	\$ 820,000	
Half-tuition undergraduate scholarships	\$ 96,000	\$ 2,133,333	
Graduate Fellowships (10 @ \$17,000 stipend, \$25,000 tuition)			
TA stipend, tuition and fees fellowships (2 new each yr, 10 total)	\$ 420,000	\$ 9,333,333	
Administrative Support	\$ 35,000	\$ 388,889	\$ 388,889
Symposia, Lectures, Travel	\$ 20,000	\$ 222,222	\$ 222,222
Total	\$ 644,800	\$ 16,217,777	\$ 3,111,111
Grand Total of Endowment			\$ 19,328,888

APPENDIX G — CENTER FOR CREATIVE ARTS

THE VANDERBILT CENTER

for

THE CREATIVE ARTS

A Recommendation to the

STRATEGIC ACADEMIC PLANNING GROUP

from

THE SENIOR STEERING COUNCIL

of

The College of Arts and Science
Strategic Academic Planning Committee

Developed from a report to SAP-CAS Caucus 1 by

Carol Burke, English; Jay Clayton, English; Kate Daniels, English;
Terryl W. Hallquist, Communication Studies and Theater; Gregg Horowitz, Philosophy;
Marilyn L. Murphy, Fine Arts; John M. Sloop, Communication Studies and Theater;
Mark Wait, Dean, Blair School of Music

CENTER FOR CREATIVE ARTS EXECUTIVE SUMMARY

The SAPCAS Senior Steering Council recommends the establishment of a **Vanderbilt Center for the Creative Arts** on the Arts and Science College campus for the promotion of undergraduate creative activity, and graduate and faculty research. The Center will draw together and focus in one prominent location multiple artistic endeavors, including writing in many genres, acting, theatrical direction, film-making, digital composition, electronic music, all studio arts, imaging, graphic design, on-line journalism, photography, scene- and lighting-design, dance, and others that may emerge with advanced technology, student interest and faculty expertise.

At the outset the Center will house three principal components: Studio Art (drawing, painting, print-making, sculpture, ceramics, photography, design, video art, computer art, and multimedia); a Black Box Theatre (for the instruction of acting, directing, movement, voice, dance, and multimedia performance); and a Media Studies institute (with undergraduate and graduate degree opportunities in Film Studies and Digital Media). An academic Director will have responsibility for developing a full and expanding program of academically appropriate creative opportunities, and for guiding the design and construction of the building. The Center will also provide essential space for the instruction, encouragement, performance and assessment of creative writing and other student productions, and for dialogue in various formats on the research projects of scholars and graduate students investigating legal, social, economic, and cultural policy issues introduced by the media revolution.

Rationale

- ▶ The Center will rectify a long-standing marginalization of the arts in the College of Arts and Science and bring together into high-profile visibility multiform acts of campus creativity from basic drawing to digital wizardry.
- ▶ The Center will significantly assist efforts to retain and diversify the College student body and provide a venue for the exercise and exhibition of that diversity.
- ▶ The Center will offer opportunities for cross-fertilization among artists in several disciplines within and without the College (Blair, Engineering, Law, Divinity, Peabody, Owen)--both traditional artists and techno-artists--and stimulate interest in the outside community, especially among prospects for matriculation.
- ▶ The Center will eliminate the risk to student and faculty artists currently working in deteriorating facilities.
- ▶ The Center will strengthen and enrich relations between the University and the artistic culture of the larger community.
- ▶ The Center will engage undergraduates and graduate students together with research faculty in experimental creativity and scholarly inquiry into its meaning and implications for the culture.

- ▶ Uniquely among Research I institutions, the Center will promote the undergraduate creative artistic enterprise *as an opportunity of equal educational value with the research endeavor of the institution, and recognize it as essential part of the Vanderbilt mission.*

The Transinstitutional Nature of the Center for Creative Arts

Students from Peabody, Blair, and Engineering regularly enroll in courses in Theater, Media Studies, and Fine Arts, and earn double-majors in these programs, and these programs already involve faculty from outside the College. Graduate and professional students, and even faculty, also have the opportunity to participate in formal, academic activities in the creative arts. Clearly, the College does not have a monopoly on student and faculty participation in the creative arts. However, at present the College cannot meet the University's demand for existing courses and facilities in the creative arts, not to mention the needs posed by the expansion of the creative arts into new media and venues. The existing Studio Arts facilities are so overcrowded that only Fine Arts majors with a concentration in Studio Art are able to enroll in these courses. The Theater program suffers from lack of performance space; the Vanderbilt University Theater, which is funded in part through the Student Activity Fee, would benefit directly from the Black Box Theater, and the enhanced opportunity for interdisciplinary activities involving Fine Arts, Media Studies, and Music. Thus it is imperative to recognize that the Creative Arts Center will provide for the entire University both shared facilities for the creative arts and enhanced opportunities for instruction that will attract participation from across the entire University.

In its opening phase, the Center for the Creative Arts will involve principally three areas (Media Studies, Theater, and Studio Art); these programs will provide a strong foundation for further interdisciplinary expansion of the Center. The Center for Creative Arts would give us the only infrastructure that can support Creative Arts endeavors under consideration or development elsewhere in the University. The Director of the Center will be charged with bringing into the Center additional creative activities, such as all aspects of writing; the legal and business aspects of the creative arts, in particular digital media; dance; digital imaging and medical illustration; art therapy; dance; the integration of music performance with theater and digital media. Blair faculty are already participating in the Film Studies program.

Just as Blair provides a focus for the study, composition, and performance of music, Peabody for classical and computer pedagogy, the Medical Center for health, so too the Center for the Arts will stimulate and support creative art activity to the benefit of the entire University.

RECOMMENDED PROPOSAL:

A CENTER FOR THE CREATIVE ARTS

Developed from the report of SAPCAS Caucus I-C

Professors Carol Burke (Chair), Jay Clayton, Kate Daniels,
Terryll Hallquist, Gregg Horowitz, Marilyn Murphy, John Sloop,
and Dean Mark Wait

BACKGROUND

No university can hope to recruit a body of intellectually diverse undergraduates without featuring the arts and the vital role they play in academic life. A good deal of art is made at Vanderbilt, but it takes place in disparate locations, some too small, many without handicap access, and several unsafe. Prospective students on a campus tour of Vanderbilt are guaranteed to see students at the lab bench, in the classroom, and on the athletic field, but they will rarely encounter them making art. If a tour guide were to take them to the cramped, deteriorating Cohen Hall where studio art courses are currently taught, these prospective students would encounter rotting plaster, poorly ventilated classrooms, and students exiled to the hallways because of inadequate classroom space.

We propose that the University hire an academic Director to supervise the building and operation of a creative arts center in a prominent Arts and Science campus location that will bring together activity in all the arts (including painting and drawing, sculpture, ceramics, computer art, theatre, digital music, writing, and film), a place where even the casual student visitor will see art in progress, where students and faculty will celebrate the arts, where collaboration among the arts will flourish, and where scholars who are not themselves artists will be welcomed as partners in efforts to study with their students the proliferation of new media on the internet, for example, and to pursue their own research in film and video. Students may come to the arts center to take a course in the history of film but by an easy transition they will also learn to write screenplays and to produce films of their own. They will design, direct and perform plays, and they will read and share their latest poems, stories, essays, and other writing endeavors. In the media lab they will study digital photography, animation, and architecture. We believe that a Vanderbilt Arts Center not only will recruit students who seek to major in the arts but will also attract the pre-med keen to improve as a painter, the education major eager to learn more about art in order to incorporate it into his teaching, and the engineer determined to develop skills in design and animation.

Several years ago the administration acknowledged that our current studio art facility was too small, too dilapidated, and unsafe. University architects developed plans to construct a small 30,000 square foot building to be situated behind Branscomb Hall. At the time of the architectural plan, the cost was estimated at \$6,000,000. Subsequently, the Dean and the Development Office raised \$4,000,000 toward that building project. Our proposal advocates additional space for studio art in order to address the remarkable growth of student interest. Our

Studio Art program now turns away 40% of the undergraduates seeking to enroll in art courses. Among students, it is generally understood that unless you major in Fine Arts you will be denied entrance to the always over-subscribed studio art courses.

Conspicuously absent from that earlier plan is a computer lab in which studio art students can take courses in computer art. This proposal addresses that lack with the inclusion of a multi-purpose media lab. This lab will become the classroom for the faculty member in computer art whom the Fine Arts Department is currently recruiting and for faculty in other disciplines and other divisions interested in integrating digital media into their courses. The conception of the media lab recognizes the rapidity with which digitization is bringing about a convergence of the arts of film-making, music production, television, and radio with the new media of multimedia production, computer graphics and animation, and webpage design. The lab will consist of a single area of modular design with roughly thirty computer workstations that can be split into two classrooms or subdivided according to the size of teams engaged in individual projects. The aim is to maximize collaborative flow while preserving opportunities for intensely focused concentration. Because sound editing requires privacy, there will be six soundproof booths, each equipped with high-powered computers with substantial storage capacity and capable of editing extended film projects as well as performing rapid renderings of 3D animations.

The Arts Center will feature a modest black box theatre to address the critical need on campus for rehearsal and performance space. Fully equipped with light and sound equipment, the versatile theatre will host small performances, musical events, lectures, and readings. Uses of this flexible facility are outlined below.

Other than Studio Art classrooms and studios, a shared media lab, and a black box theatre, the remainder of the building will be dedicated to offices, two seminar rooms, a screening room that will double as a performance area, offices, and a common area. In the latter, we envision a coffee house that will serve as a gathering place for students making and sharing art, taking courses in artistic creativity, and assembling for readings, recitals, and performances.

The Center for the Creative Arts will not only gather together artistic activity currently taking place in several locations on campus; it will also feature the expansion of current offerings in Film and Media Studies. The attached Media Studies proposal requests funding so that current faculty can develop new courses, so that advanced graduate students can become prepared to teach film and media studies courses, and so that offerings in screen writing and film production can be augmented. Undergraduates will thus enjoy a larger range of courses, and graduate students will develop expertise in film and media studies to complement their work toward doctoral degrees in various departments.

Detailed discussion of the activities of the Center now follows:

STUDIO ART

The Department of Art and Art History hosts a small but active program in studio art with courses in both traditional and experimental media, including drawing, painting, printmaking,

sculpture, ceramics, photography, design, video art, and multimedia. In Spring 2002, the program will expand to add computer art to its roster of courses. While students throughout the university are welcome to take studio courses, Fine Arts majors for whom Studio Art courses are required have first priority. The demand for studio art courses far exceeds the supply and results in large waiting lists for every course long before pre-registration. Unhappy with the lack of access to studio art classes, Vanderbilt art students often opt to transfer to peer institutions whose offerings are more generous. Those who do get into the courses and complete the minor constitute a relatively satisfied group of graduates. According to former Associate Dean Graham, the two minors that students are most concerned about presenting on their transcripts are business and studio art.

A diverse group of artists with national reputations, studio art faculty believe that conceptual understanding goes hand-in-hand with technical proficiency, and they work to develop students intellectually as well as technically. They encourage students to research the theoretical context of the artistic methods they employ. This relatively small faculty has established a strong studio art minor that has placed its graduates in a number of fine graduate art programs, including the San Francisco Art Institute, the Rhode Island School of Design, the School of the Art Institute of Chicago, the University of Florida, the University of Chicago, the University of Tennessee, and Memphis State University. Every year the program awards one distinguished graduating senior the prestigious Margaret Stonewall Woolridge Hamblet Award. With the award's \$17,000 the honoree can travel and spend a year developing his or her art.

The studio art faculty has managed to do a good deal despite its limited resources and an inferior facility. Although Vanderbilt offers no program in architecture, Professor Michael Aurbach organized a pre-architecture program for undergraduates by defining a curriculum made up of exiting courses. This popular program has placed several Vanderbilt students in excellent graduate programs in architecture.

The studio art program faces two major problems: (1) a staff too small to meet the needs of all students seeking to take art courses; and (2) an inadequate facility. To help address the former, this proposal requests the creation of one new faculty position: a two-year senior lectureship (discipline to be determined every two years). This non-tenure track appointment would alleviate stress on the foundations courses, make available additional offerings in a particular area of concentration, and ease the burden of the Hamblet Award and exhibition. In addition to this new position, the Studio Art faculty feel very strongly that the current lectureship in computer art for which the department has authority to recruit should be upgraded to an Assistant Professorship. A regular faculty member would enjoy obvious advantages over a lecturer in developing a new area of the curriculum and in collaborating with faculty in other disciplines through the media center. The attached budget includes the estimated differential between a lectureship and an assistant professorship.

With respect to the current Studio Art facility, the Cohen building, Studio Art's home, suffers from many years of deferred maintenance, the evidence of which presents itself in curling plates of paint that fall from the walls and litter the floor, retrofitted air conditioning units that rain condensation, moisture that forms puddles in the stairwell and studios, and plaster walls that blister and froth from years of roof and steam leaks. Poor ventilation traps the noxious fumes

generated by oil-based solvents used in painting, sculpture, printmaking and by the spray fixative used in all drawing courses.

Two years ago, representatives of Risk Management and the St. Paul Insurance Company issued a safety report critical of the limited egress in the studios. In the event of an fire caused by highly flammable art supplies, lives might be lost because most studios maintain only one exit. For students unable to navigate the stairs at Cohen, studio art courses are off limits. For faculty transporting heavy art materials to classrooms on the top floors, Cohen's stairs are a constant frustration, not to mention a physical strain. Among the universities in Tennessee, Vanderbilt offers the most expensive art classes in the worst facilities.

The proposed Center for the Creative Arts would facilitate provision of more and larger classes, particularly in the areas of Ceramics and Printmaking. It would also provide critical storage space for student work, work that any student interested in applying to graduate school must keep in a safe place. The proposed Studio Art Space outlined in this proposal also includes 3600 sq. feet for senior studios. This presumes the development of a Studio Track for the Fine Arts major. Caucus I-3 did not discuss the merits of this new academic program, but an outline of it is attached as Appendix A. Were such a program to evolve, senior studio space would certainly make Vanderbilt competitive with other universities. Were such a program to evolve, the attrition rate might, in fact, fall.

BLACK BOX THEATRE

The Department of Theatre has long lamented the absence of a second work space in which to rehearse departmental plays and teach performance classes (acting, directing, movement and voice) when play schedules overlap and Neely Auditorium is occupied by a large multi-level set design. Not only will the flexible facility requested herein answer that need; it will also break down the isolation that currently segregates different art forms to different parts of the campus by providing an experimental place which features collaboration among the arts.

The advantages of the Black Box Theatre for interdisciplinary study and performance among the creative arts are many. The space will provide rehearsal and performance opportunities for those students who wish to culminate their multidisciplinary exploration of an artistic movement, say in Expressionism. See Appendix B, for the description of an interdisciplinary course of that title. Design students from Theatre and Studio Art might collaborate on the visual representation of a script developed by creative writers, actors and directors in English and Theatre. Student musicians and composers from Blair might create and perform a musical score to accompany the work. All of this creative intercourse could be realized in a Black Box Theatre. After hearing from several creative arts faculty from various disciplines and schools, it is our belief that these colleagues are eager to guide such collaborations. Already, lists of names for potential guest artists to enrich such ventures are being discussed.

Guest artists are often relegated to classrooms, inadequate venues in which to exploit the talents of these visitors. When these distinguished guests are properly accommodated in Neely, other important activities are typically bumped. This was the case during the three-day workshop in Classical Greek acting style taught by visiting artist, Olympia Dukakis: production work for a

major production had to be brought to a halt during the three-day intensive workshop. This fall, nothing but classroom space was available for Shakespeare scene studies led by internationally acclaimed director Jonathan Miller. Without the good will of Dean Wait of the Blair School in allowing theatre students to shove classroom desks out of the way, the Shakespeare workshop would not have had a home. The workshop and demonstration session led by the director and choreographer of *Rome and Jewels* last semester would have been better served by a black box space than by the tiny Sarratt stage designed primarily for film viewing.

The inclusion of a Black Box in the Arts Center will additionally benefit the Department of Theatre as it strives to offer advanced opportunities for its upper-class majors and minors, particularly in directing and lighting design. Finding dependable and appropriate rehearsal space for upper-level student directors ready to direct one-act plays is currently an impossibility on our campus. This proposed theatre will provide the much needed work area for those students as well as a lighting laboratory complete with instrumentation for students of lighting design. Department faculty and guest directors have also found themselves with no rehearsal space when Neely is otherwise occupied; this proposed theatre will address those needs.

The Black Box Theatre takes as its model several similar theatres (the Wallis Theatre at Northwestern University, the Freimann Stage at Whitman College, and Johnson Hall at Tennessee Performing Arts Center). Its dimensions and equipment define a facility that will accommodate an exciting range of possible uses. An approximately 40'-45' square, with a ceiling height of 25'-30', this space will yield square footage of between 1600 - 2025 square feet. (This size is determined by examining the current usage of Neely Auditorium and is also based upon past experience in other studio theatres.) The type of access to the lighting system dictates ceiling height. If students are able to access the lights via a catwalk or cable grid system above the space, a height of 30' would be needed; if they access lights solely via ladders or personnel lifts, then the ceiling height could be lower. Although the latter would save on initial construction costs, the latter would trade cost for ease and safety. Ladders and lifts require careful supervision; catwalks are decidedly safer.

In addition to actual theatre space, attached storage for lighting equipment, sound equipment, staging, and seating would also be necessary. An additional 20' square would probably suffice, making for a total of 2400 square feet for both the theatre and storage space.

Equipment

The lighting system proposed for the studio is a small package, ample for a wide range of uses of the space. As proposed, it is comprised of a computerized lighting control console, which is easily used by both novice and expert. There are 60 electronic dimmers for stage lighting, and 12 for use by work and house lighting. An architectural lighting control panel would be included for control of house and work lights. There are 60 stage lighting fixtures proposed, which allows for a good deal of variety of light plots and compositions.

A small system of projectors is suggested, for use by classes and in performances. A video projector, suitable for connection to either a computer or to a VCR, would enable experimentation with digital or analog video. A slide projector would be used to project still images. A mobile or fixed screen would provide the proper surface for effective projection.

The sound system is comprised of a small mixing console, with control for both microphone and audio devices. There are 4 speakers and amplifiers, which could be placed in either default positions, or moved as necessary. Playback of music or sound effects is made possible through two CD players, and 4 microphones are available for audio reinforcement. A rack or case that can be locked would be necessary to ensure the safety and security of this equipment. No theatre can function properly without an intercom system to connect technicians and the stage manager. A system composed of a base station/power supply and 6 headsets is specified.

Staging uses portable riser units, ranging from 8" - 24" in height. These can be used for both the stage platform and as risers for audience seating. 120 simple, plain seats are specified for audience seating and performers' use. Rolling caddies will make storage and moving of risers and seating easier.

Finally, basic scenic elements are recommended. Masking curtains to provide a backstage space, flats to provide walls and additional masking, and cubes for use by classes and performers will offer a basic set of tools with which one can experiment.

MEDIA STUDIES PROGRAM

Vanderbilt should seize the opportunity afforded by the capital campaign, the inauguration of a new chancellor, and the symbolic impetus of the new century to launch a Media Studies Program as part of the Center for the Creative Arts. This program will provide opportunities for teaching and research in all aspects of media today: film, video, and the new digital media, which encompass online writing, experimental film-making for the web, computer art, graphic design for the web, electronic music, and more. The Program will involve both undergraduates and graduate students in project-oriented courses both in film and interactive multimedia production and in seminars that reflect on the legal, social, economic and cultural policy issues that the media revolution presents.

Not since print technology revolutionized the cultures of Western Europe have assumptions about the nature and role of the arts been so in flux. Concepts at the center of our traditional sense of culture--the autonomy of the creative individual, the originality of the work of art, the authenticity of cultural acts, the uniqueness of self-consciousness, the absolute difference between technology and art--are up for redefinition because of the possibilities offered by new media. Many artists, writers, and musicians reject these challenges, often for excellent reasons, but few remain untouched by the important creative, intellectual, and policy issues such debates raise.

The recent case of Napster v. the major record labels is a symptom of the range and speed of change in recent years. What is intellectual property in the face of almost instantaneous duplication and transmission? Is copyright, itself a nineteenth-century invention, an outmoded concept? Our students are already immersed in these questions. More generally: what is the meaning of community in the age of online communication? What is civility without face-to-face debate? In the area of scholarly research and publication: what is the fate of the scholarly monograph in an age when traditional book publishing is becoming prohibitively expensive and

online publication so rapid and affordable? Is more information more freely circulated necessarily better information without the traditional gatekeepers?

The Media Studies Program would combine the study of such critical, historical, and policy issues with a hands-on orientation toward the production of film, video, and other digital media. As university-level disciplines, film and television production must be informed by the larger cultural questions these media provoke, or it becomes little more than an apprenticeship to industry. In the emerging digital arts, virtually every innovation must be accompanied by its own theoretical justification, for the new media are forced to demonstrate the principles by which they are to be understood.

Undergraduate and Graduate Programs

We recommend the institution of an undergraduate major in Media Studies, and a graduate program leading to a Certificate in Media Studies. The Major and the Certificate can be in one of the two following areas:

(A) **The Program in Film Studies.** This interdisciplinary program would build on the existing minor in Film Studies to develop, in stages, a Film Studies concentration for undergraduates and, later, a Certificate in Film Studies, which would supplement the PhD in departments that welcome it. Below we present the rationale for housing the Program in the Vanderbilt Center for the Creative Arts.

The Film Studies Major would be an outgrowth of the minor in Film Studies introduced this year. The minor consists of 18 hours: 3 from a cross-listed Introduction to Film Studies, 3 from a film theory course taken either in Philosophy or Communication Studies, 3 from a production course, and 9 from electives. At present, 10 faculty from 7 departments offer 17 courses per year that count toward the minor. A formal concentration in Film Studies consisting of 36 hours would become possible with the addition of only two faculty and one staff positions, detailed below (see Staffing).

These resources will contribute a total of 14 new courses to the present 17 for a total of 31 courses per year. The Film Studies faculty thus will be able to offer courses to the general undergraduate population while also being able to staff the courses necessary for a concentration.

The structure of the major would be:

- 3 hours of Introduction to Film Analysis
- 6 hours of film history
- 3 hours of film theory
- 3 hours of screenwriting
- 6 hours of film production
- 15 hours of electives

The Certificate in Film Studies for graduate students would supplement existing Ph.D. structures. On the model of the minor already required by some Ph.D. programs, it would consist of 9 hours of courses available for graduate credit. The availability of graduate fellowships in

Film Studies discussed below in connection with the undergraduate concentration in film studies will naturally generate a core of interested students. In combination with the less predictable but nonetheless growing number of students and faculty with film interests in English, philosophy, Spanish and Portuguese, and so on, the Film Studies fellowship program will justify the implementation of a Certificate in Film Studies within a very few years. If our prediction pans out, then some additional resources will be required, although not, we expect, any new appointments. Specifically, one devoted graduate Film Studies course per term will be created by buying out a course from the department of an affiliated Film Studies faculty.

The rationale for housing the Film Studies Program in the Vanderbilt Center for the Creative Arts is twofold. First, since the Film Studies concentration will have 9 hours of production and screen-writing, proximity to the film production facilities and the offices and workshops of writers will be essential. Second, proximity to the proposed digital media lab will permit great flexibility and creativity in the integration of media technology into courses in film history, criticism, and theory. Already, courses in film exist that take advantage of new technologies to solve one of the traditional problems of film classroom teaching--how to teach moving images alongside written texts. Vanderbilt does not now have the facilities to exploit these new courses, but the media lab will solve that problem. However, we envision even greater creativity in the invention of new kinds of courses that blend laboratory and academic activity. One possible course is presented below, but in general we hope that the ever greater intermixing of textual, visual, and new media resources will make the Film Studies Program at the Vanderbilt Center for the Creative Arts a laboratory for the invention of fresh techniques for film pedagogy.

The History of Film Editing: With the freeing of affiliated Film Studies faculty to teach more specialized courses in film history, one can envision comparative courses on the history of film techniques. While such a course could be taught using the technologies now used in film history courses (projectors, VCRs, DVDs, and so on), the same sort of course taught with interactive technologies would be infinitely more dynamic. In a course on the history of film editing, students will be able to see the effect of certain editing styles by visually contrasting the choices made by film artists with the other choices those artists might have made as well as, in effect, testing those choices for themselves. For instance, an instructor could teach a unit on the development of the jump cut by having students watch clips from landmark films in the history of the technique, edit their own specimen films, or "re-edit" sequences from films that do not use jump cutting. As another example, consider a class on the aesthetic differences between the tracking shot and the establishing shot/medium shot/close-up sequence in which students work out various reconstructions of famously damaged sequences from the films of Orson Welles. The interactive and hands-on experiences that the media lab will make available to teachers even of history and criticism courses are just being explored. The importance of integrating them into film teaching argues in favor of housing the Film Studies Program in the Vanderbilt Center for the Creative Arts.

(B) Digital Media courses. The Media Studies Program will offer or cross-list courses from other departments and schools in computer art, online graphic design, hypertext, sound art, and interactive multimedia forms. These courses would include both workshops in emerging media, which would be largely studio or computer-lab based, and seminars in the history or theory of media, which would include a lab component (as a fourth credit hour) in creative projects exploring a new media. Examples of each of these kinds of courses follow:

Workshop: Hypertext-Reading and Writing Online. This course is currently offered as a Freshman Seminar in the College of Arts and Science, but it could be significantly reconfigured and improved were it supported by the resources of a Media Center housed in the Vanderbilt Center for the Creative Arts. Hypertext is the emerging literature of the World Wide Web. Experimental hypertext novels create linked narratives with no beginnings or ends, literary mazes that can never be read twice in the same way. The possibilities of hypertext composition challenge established notions of literary form, leading critics to argue about how hypertext will transform research, editing, models of reading and writing, and the nature of literacy itself. Novelists and film-makers attempt to imagine the future of a wired society, while corporate culture strives to cash in on the World Wide Web. In this course, students explore emerging forms of hypertext through readings of cyberpunk fiction; hypertext fictions, both on the web and on CD-ROM; novels about the boundary between human and artificial life; movies that use cyborgs and virtual reality to speculate about the role of technology in society; critical theory about the future of electronic writing, the definition of cyberspace, and the future of literature in an age of hypertext. Students compose two collaborative hypertexts themselves during the semester. (See Appendix C)

Seminar on Shakespeare with Laboratory, producing an interactive edition of a play. Multimedia tools allow the editor to overcome the disabling divorce of dramatic performance from dramatic text by making it possible for her to annotate the text with multiple scenes aimed at representing divergent interpretations of the play. Such an edition could include an archive of historical documents, reviews, and criticism. It could also include slides representing set and costume designs from prior productions of the play. It would also be possible to construct a virtual stage that would allow the student as well as the amateur or professional practitioner to experiment with set designs and work out directorial options. In addition to the pedagogic value of involving students in the creation of such a resource, graduate students and faculty might ultimately decide to produce a scholarly edition based on this model. The users of such an edition would include scholars of the drama, students and teachers of theatre, dramaturgs, directors, and costume and set designers. Given that the project would have commercial applications, it would be a candidate for funding by Annenberg/CPB or for a contract with distributors of humanities software. There are numerous faculty in the English department, including Lynn Enterline, Chris Hassel, Dennis Kezar, Leah Marcus, and Kathryn Schwarz, who would have an interest in teaching such a course were the needed technical staff support available (see Staffing below).

Documentaries across the disciplines. Whether attempting to show the inside of an institution (Wiseman's *High School* and *Basic Training*), tell the story of an art movement (Russell's *Jazz*), capture a group event (*Hands on a Hard Body*) or celebrate individual obsessions (Morris's *Pet Cemetery*), the documentary film maker always adopts a point of view. Students will examine the depictions of "real people" and "real experiences" in documentary film, video, sound recordings, and on web sites in order to discover how "reality" is constructed. They will plan and execute a simple documentary of their own that will be the subject of a website they create.

Staffing (see Budget for details of estimated costs)

Staffing the Media Studies Program with personnel who are creative, technically expert, and capable of working with faculty and students is of the utmost importance. At its core the Media Studies Program will have the following members:

Existing Personnel

Faculty Director. This person will be actively involved in one of the new media disciplines---film, video, or other digital technology---and will have an interest in the history of media, cultural policy, or media theory. A&S has a number of faculty already on staff with the interests and expertise required for this position, including Jerome Christensen, Jay Clayton, and John Sloop.

Affiliated A&S faculty in Anthropology (Beth Conklin), Communications Studies and Theatre (Jon Hallquist, John Sloop), English (Vereen Bell, Jerome Christensen, Jay Clayton, Sam Girgus, Leah Marcus, Sheila Smith McKoy, Mark Wollaeger), Fine Arts (approved new position in computer art), German (Dieter Sevin), Philosophy (Gregg Horowitz), Political Science (Richard Pride), Religious Studies (Jay Geller), Spanish (John Crispin and Andres Zamora).

Affiliated faculty in other schools: Blair (Daniel Landes [computer music] and Stan Link [film sound tracks]), Engineering (Kazuhiko Kawamura [electronic and robotic musical instruments-see Appendix D], Richard Alan Peters II [computer graphics], D. Mitchell Wilkes [entertainment robotics]), and Law (Steven Hetcher [internet law, intellectual property, and privacy law] and Christopher Yoo [technology and freedom of speech issues]).

New Positions

Faculty appointment in screenwriting (one part-time adjunct).

Faculty appointment in film production (one part-time adjunct).

Technician in film and sound editing to maintain the equipment, assist in the editing studios, and train students and faculty in their use.

Vanderbilt Faculty and Student Fellows

The Media Studies Program will offer faculty fellowships of two kinds: research fellowships and teaching fellowships. For a Faculty Research Fellowship, a faculty member would propose a research project to a selection committee set up by the Program director including both faculty and senior technical staff. If selected, the faculty member would receive half-time teaching relief for a period of two years, as well as office space, student assistance, and consultative support from the Program's staff. Faculty Teaching Fellows will be appointed for a single year with relief from one course. The Faculty Teaching Fellow would be expected to develop a course that would entail collaboration with advanced students in a workshop environment with the goal of developing film or other digital applications that would facilitate

the conduct, presentation, and propagation of research in a particular field. The Program will host a maximum of four fellows at any one time: two Faculty Research Fellows, two Faculty Teaching Fellows.

Two graduate fellowships in Film Studies will be competitively awarded to students already admitted to graduate programs in the College. While these fellowships will support the students' work in their home departments, each graduate fellow will teach two Film Studies courses per year at the introductory level (Introduction to Film Analysis, Film Theory, and Introduction to Film History). Because these courses will be taught by graduate fellows, faculty who now teach the introductory courses for the minor will be available to teach 4 upper level undergraduate courses with no additional faculty appointments.

The Program will also offer Student Grants, in the \$300-500 range, at both the undergraduate and graduate level, in order to fund the expenses associated with film and other media projects. We envision making available up to six such grants per year. These stipends would be given to students who have demonstrated proficiency and imagination in developing film and other digital projects in order that they may have the opportunity to bring a meritorious project to completion or serve as a co-developer on a project undertaken by a faculty research fellow.

External Fellowships

We recommend that the College establish a Vanderbilt Media Studies Fellowship in order to recruit successful filmmakers and digital artists and entrepreneurs from the profit and non-profit sectors to take "sabbaticals" from their enterprises and occupy an office within the Center for the Creative Arts. Such a post would involve no formal obligations and would have to be flexible in its term, anything from a month to a year. The aim would be to attract Fellows who would appreciate the opportunity for conversations and consultations with imaginative faculty and students. The cost of supporting an outside fellow, which we have budgeted at \$40,000 a year, would be more than repaid by the publicity such a program would provide for the Center. We recommend funding for only five years, after which time Media Studies would be expected to generate permanent outside funding for these fellowships.

Vanderbilt Documentary Project

Vanderbilt hosts a number of courses dedicated exclusively or partially to the study of documentary films. In one course (English 269 taught by S. Girgus) students produce a film that documents their own university. Several faculty members and graduate students produce documentaries as a culmination of a research project. Even when funding is available to the senior faculty member, that funding rarely covers the entire cost of a project. The Vanderbilt Documentary Project will make small grants to faculty, graduate students, and undergraduates to assist in some aspect of documentary production. We recommend a modest \$5000 per year for five years with the assumption that in that five years the Media Studies program will be able to raise funds to provide ongoing support.

Facilities (see Budget for details of dimensions and estimated costs)

Shared computer lab. Offices for director, screenwriter, and faculty member in film production. Office space for fellows. Shared office for technician. Shared conference room/seminar room. One editing suite for 16mm film. Shared screening room for film and digital projection and for blue screen shoots. Adjoining projection booth with room for storage of films and film equipment.

Costs (see Budget for details)

Some of the infrastructure and operating costs would certainly be carried by outside grants, and those that were not could be offset to some extent by overhead from project-based grants. Faculty participation might be funded by individual departments, with infrastructure and basic staffing costs carried centrally by the Vanderbilt Center for the Creative Arts. A potential return of up to 100% in outside grant funding is possible.

Affiliations

The Media Studies Program will have its center in the College of Arts and Science, but from that center its activities will radiate throughout the University. The Dean of the Law School has endorsed a proposal in Law and Humanities, which includes an extensive component devoted to the legal implications of developing media. Media Studies will also provide collaborative opportunities for faculty and students at the Blair School of Music, the Divinity School, the Engineering School, and Peabody. Finally, the Program will involve social and natural sciences in projects that can benefit from humanities and arts applications suitable for an interactive medium.

The Vanderbilt University Library and the Vanderbilt University Press

A parallel unit will focus on the creation, maintenance, and use of scholarly electronic resources, run jointly by the Library and the Press. The Media Center will cooperate with this unit by facilitating the collaboration of faculty in the production of innovative electronic texts and journal publications.

The Office of Media Relations

The one University unit where digital media is currently being fully exploited is in the Media Relations Office. Michael Schoenfeld, its director, welcomes the opportunity for formal associations with the Digital Media Center. The Media Relations Office will be able to offer internships for expert undergraduates both in its own shop and through sponsorship of those students in the Nashville software community. Media relations is well underway in its plans to produce an online magazine featuring faculty research. Mr. Schoenfeld has embraced the idea of also featuring graduate and undergraduate research. Faculty and students who have conducted research in the Digital Media Center and who take advantage of this outlet would not only be representing the fruits of their research, but conducting research in order to devise the most appropriate and powerful means to represent their research. Digital applications of research are

distinguished by a recursive form: digital applications of research alter the very conditions by which research is conducted and the audience which that research can reach.

The Center for Teaching

The focus of the Media Studies Program is academic. Its teaching will be content driven: its assignments will include the designing of a research project, the successful realization of which requires devising a multimedia application and the use of electronic tools. The concern of the Teaching Center is service. It focuses on the process of teaching, how technology can assist any teacher to improve classroom pedagogy. These are complementary goals. The line is there, but it is permeable. Crossings will and should occur. Allison Pingree, the Director of the Teaching Center, has enthusiastically embraced the idea of a Media Studies Program and has offered to use the resources of her organization to build a network for campus wide dissemination of information regarding digital projects.

Conclusion

There is an important curricular payoff to the introduction of laboratory courses into arts and humanities courses. Working on such projects would provide the kind of intense, hands-on creative experience that is rare for students. Because that experience would be in film and other digital media, it will have special value for those students who aspire to careers in the entertainment and communications internet industries---prominent sectors in today's economy. A program that prepares students of the arts and humanities for success in the world of business while dramatically elevating the quality and creativity of their research into cultural topics has no precedent. We are convinced that such a Media Studies Program would be greeted enthusiastically by outside funding agencies as well as individual donors committed to enhancing Vanderbilt's influence and prestige.

Considerable free national publicity will attend the creation of this program. More important are the changes that will occur in the classroom, in the laboratory, and in the culture of research and teaching at Vanderbilt. Faculty will find new areas of research and creative solutions to old problems. Multiple forms of publication, from formal and peer-reviewed to informal but influential, will arise among researchers. Vanderbilt would have the opportunity to become a preferred publisher for the increasingly electronic scholarship of faculty elsewhere. Innovative coalitions of faculty and students can be expected to form, as the relationship between student and researcher alters: students will have classroom experiences closer to an apprenticeship than to rote learning. Undergraduates who participate will enter either graduate school or the media fields with a competitive advantage. Wholly new opportunities for partnerships and outreach will arise; new academic degree programs may arise as well. In sum, by putting itself in the position to introduce innovations rather than respond to the innovations of others Vanderbilt will become an academic leader in film and other digital media.

APPENDIX A

STUDIO ART TRACK (submitted by Marilyn Murphy)

We would like to establish a Studio track on the Fine Arts major. The Fine Arts major in Studio would build on the existing minor in Studio art and would parallel similar major requirements in Art History for a total of 36 credit hours in our department in addition to the core requirements of all students in the College of Arts and Science.

Proposed Student Requirements for the Studio Major:

FA 111 History of Western Art: Renaissance to Modern Art (3 hours) FA 110 History of Western Art: Ancient and Medieval or FA 200 Asian Art Survey (3 hours) A Twentieth Century art history course or seminar (3 hours)

Options:

FA 241 Twentieth Cent. American Art FA 231 Twentieth Cent. European Art FA 234 Twentieth Cent. Latin Am. Lit, Film and Art Selected FA 294 (Impressionism, Surrealism, Harlem Renaissance, etc.) or FA 232 Modern Architecture

FA 103 Introduction to Studio (formerly Design and Color) (3 hours) FA 102, FA 202 Drawing and Composition or FA 135 Life Drawing (6 hours) Senior Thesis (3 hours)

(15 Hours) of studio electives which must include at least:

One 2-D course (FA 107 Printmaking, or 150 Painting) and One 3-D course (FA 160 Sculpture, 161 Assemblage, 165A Ceramics)

Senior Exhibition. Students graduating with the track in Studio Art would be expected to participate in and to take the responsibility for hanging an exhibit of their best work during their senior year. This show could dovetail nicely with the Hamblet exhibit which is currently held during the Spring semester. The student would also have the option to hold his or her exhibition in an alternative space.

The Senior Thesis in studio would be a new course taken during the student's senior year. Possibly team-taught by the Studio faculty, this class would include both the theoretical and practical concerns faced by artists. Slide lectures by the faculty, readings in contemporary theory, and lectures by guest artists and art professionals would be presented as well as professional instruction in how to take slides of artwork, develop a vita, build an exhibition record, the nuances of hanging and lighting an art exhibit and the process of applying to graduate school.

The Department of Art and Art History sees our studio art component as an excellent tool for many students to enhance or develop a creative approach to problems in any field. Our discipline is also a fine means to find one's voice in an increasingly visual culture.

To better serve the student demand and to establish the Studio major, we recommend the following:

1. The upgrading of the three-year position for which the art department is conducting a search to a full-time tenure-track position. Because of the tremendous student interest in the subject, our department has received permission to hire an artist who utilizes the computer as a tool for art and who is also well-versed in either printmaking or photography. This young professor would also assist with our foundation classes in drawing and design (Intro to Studio).
2. A two-year rotating position of any studio discipline. This non-tenure-track junior appointment could teach Life Drawing, additional courses in his or her field and help with the administration of the Hamlet Award and exhibition.
3. A new facility for the Studio art classes. (See appended description.)
4. The establishment of small studio spaces for senior art majors.

APPENDIX B

EXPRESSIONISM 101

A multidisciplinary approach to be used as a model for additional explorations of artistic movements in the arts, humanities, and social sciences at Vanderbilt University.

Numerous opportunities exist for interdisciplinary (or, at the least, multidisciplinary) courses among the arts, humanities, and social science at Vanderbilt University. To cite merely one example, the Theatre Department, Department of Fine Arts, Department of Psychology, and the Blair School of Music might collaborate on a course in Expressionism, which could include the study of expressionist works and artists, such musical monuments as Arnold Schoenberg's "Pierrot Lunaire" and Alban Berg's "Wozzeck," landmark plays by Georg Kaiser and Ernst Toller, and the artwork of Grosz, Kollwitz, and Kokoschka.

An exploration of important influences upon the Expressionist Movement might include, in drama, Buchner's *Wozzeck* and Strindberg's *A Dream Play*; in painting, Cezanne and Van Gogh; and in music, late-Romantic works and early works of Schoenberg, as well as operas of Richard Strauss. Certainly the psychology of Carl Jung is enormously significant to the movement and happily further extends the possibility in this course for interdisciplinary involvement. Jung's fascination with primitive man would provide an interesting intersection with the visual arts. His interest fueled the period's budding delight in "primitive" art and African sculpture, which influenced the work of painters such as Gauguin.

Since German Expressionism's influence figures significantly in some of the plays of celebrated American playwright Eugene O'Neill, he too might be included in such a study, perhaps including the staging of a one act. The same influence can be traced to such composers as Roger Sessions and to American expressionist painters such as Pollock and Rothko.

An O'Neill one-act play could be part of an end of term program which celebrates the early 20th century American response to Expressionism in all of the creative arts. Better yet, in a second semester undergraduates could create their own response in expressionistic experiments of poetry, visual art, musical composition and performance. This extension of the course over a year holds appeal in the time it allows for the study of an artistic movement in the first semester and then an informal and inspired creative response in the second.

In order to facilitate an idea such as this, factors of implementation would have to be worked out between the collaborating departments and their deans. Release time is a major consideration for those participating professors from small departments in order to ensure that their regular classes were covered with temporary replacements. A place in which to meet the class and work on projects is a major consideration as well since at present there is no place available or suitable for this sort of venture. Ideally an arts center with classrooms, a rehearsal space, and other support/studio space would be ideal.

APPENDIX C

CORNERSTONE Past Issues

Summer 1999

By Victor Judge

In [Garland Hall's microcomputer laboratory](#), where English Professor [Jay Clayton](#) and 15 freshmen are discussing the [hypertext](#) novel [Patchwork Girl](#) by feminist and gender theorist [Shelley Jackson](#), the room becomes the setting for a postmodern literary salon.

The students skillfully draw correlations between [Mary Shelley's](#) literary portrait of [Victor Frankenstein's](#) monster and the title character from [Frank Baum's](#) book [The Patchwork Girl of Oz](#). As they explore the books' variations on the themes of fragmentation and dispersal of identity, Clayton asks them to consider why the medical term "suturing" is an appropriate metaphor for the act of writing on-line. When one freshman discerns the relationship between hypertext and sewing, another asks if the pun on "text" and "textile" is related to the current movement in feminism that revalues such arts as quilting that traditionally stereotyped and segregated women from men.

A visitor to Room 117 would be impressed not only by the depth of the students' perceptions and their ability to interweave ideas from the disciplines of literary theory, history, medicine, and computer science, but also by the lack of traditional sounds associated with an English class. The responses to Clayton's questions aren't punctuated by the rustling pages of paperback novels, the intermittent squeak from yellow highlighters underlining passages, or the scrawling of notes across legal pads. Instead one hears typing from keyboards and the clicking of mouses as the students open Netscape 4.5 and navigate their way to the Web site for their class -- [English 115W: Reading and Writing On-line](#).

When Clayton asks Kelly Deel to defend her answer to a question, she doesn't refer her peers to a page number in a textbook; the freshman economics major from Joplin, Missouri, suggests the class members click on a hypertext link as she begins reading from the text or "lexia" that appears on their monitors.

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These freshmen listening to Deel's defense have been participants in a successful experiment conducted this past spring. By enrolling in [Vanderbilt's](#) first course in reading and writing on-line, they satisfied the A&S requirement of completing a freshman seminar before qualifying for sophomore standing, but they also tested a new service that [Academic Computing and Information Services](#) (ACIS) will provide this fall for all undergraduates and classes taught in the University's curricula -- free Web space, or VU Space.

"We're the first generation of Vanderbilt students to read and compose in hypertext," observes [Kush Shah](#) who collaborated with the other freshmen writers and created two literary Web sites for their seminar. Because the young authors are on the verge of turning 21 years old, they first designed [Virtually 21](#), a collection of their writings from the first-person

Known as the "Design Team" for English 115, [Eddison Lin](#), [Michael Buendia](#), [Mike](#)

Glass, and Sylvia Aparicio shared responsibilities for designing the graphics and determining the hyperlinks for the Virtually 21 and Arcadia Web sites.

perspective on five subjects they considered important -- technology, alcohol, family, sex, and culture. And based on their intensive study and research of Tom Stopper's 1993 drama about chaos theory, they developed Arcadia, a series of critical essays on facials, interrelated algorithms, and non-Aristotelian geometry.

The students primarily decided to take the course in hypertext because they wanted to learn how to create their own Web pages -- a task they accomplished as early as the second class meeting when they presented themselves to the world through cyberspace. As participants in this experimental course, they also explored hypertext as the emerging literature of the World Wide Web by reading hypertext fiction, investigating the ways hypertext challenges the established notions of literary form, and debating the effects of electronic writing on research, editing, critical theory, and literacy.

"People who write hypertext are interested in the ways in which we are connected with computers and the Internet and how entry into an information order affects our identities," explains Clayton. "We become hybrid beings formed by our natural subjectivity and this artificial, virtual world -- so people who use the computer become linked to the electronic device in the same way the Patchwork Girl and Frankenstein's monster are linked by several parts of other beings."

Cyberspace, contends Clayton, is not destroying but transforming and supplementing book culture. "With hypertext as an alternative model, we now see that books are not the only way to receive information.

While studying the history of printed technology, I have discovered that no mode of information has ever been lost; each mode becomes supplemented. Oral poetry was not eradicated by the printing press; movies did not destroy the novel as was once believed, and photography did not bring an end to realistic painting."

Reflecting upon his own freshman year at Yale, Clayton never anticipated that computer technology would be an integral part of his scholarship and teaching. "The most pressing demand on my attention as an undergraduate and as a graduate student at the University of Virginia was wrapping my mind around the alien discourse of literary theory; all the accepted notions of what constituted a text and how meaning arose were challenged by the poststructuralists who encouraged us to see that a text has no fixed boundary."

Clayton's interest in technology, however, is a natural extension of his studies in literary theory. "Computer technology is the literary theory of the '90s because hyperlinks also challenge the integrity, autonomy, and boundaries of an individual text -- the associative character of hypertext may be the technological realization of a literary vision that was present in the early twentieth century in the style of James Joyce or Virginia Woolf."

Whether he is teaching a freshman seminar or a class on the nineteenth-century English novel, Clayton, who serves as the director of graduate studies for the English department, integrates computer technology into his teaching. His students are required to submit all their papers as attachment files to e-mail messages.

"When I announced at the beginning of the semester that I would refuse to accept any essays on paper, the seniors had a panic attack, but the freshmen were less intimidated by the requirement," says Clayton, for whom this experiment in grading proved to be a much more interactive way of evaluating a student's work. "I open the attachment files, write comments and make recommendations for revisions, highlight all my remarks in red, and return the assignments instantaneously by e-mail."

Although the use of computer technology is prevalent in composition instruction throughout American higher education, Clayton says that Vanderbilt is on the cutting edge of this movement as a result of the foresight of [Mark Wollaeger](#), director of the college writing program. Wollaeger has incorporated computer technology into all the English classes taught by teaching assistants and has made the technology available to every professor in A&S whose courses are coded by the letter "W" -- the designation for classes that meet the writing requirement for undergraduates.

Via technology, students can participate in brainstorming modules for assignments, serve as peer editors, and revise according to suggestions from their professors and peers.

Having taught Vanderbilt's premiere course in hypertext, Clayton states that the most immediate benefit from the seminar has been the enthusiasm of the freshmen. "For the first time in teaching a 'W' course in my 11 years at Vanderbilt, I have found students whose predominant interests are in mathematics and science to be as excited and as engaged with the literature as students in the humanities. They've written autobiographical narratives and analytical arguments for the Virtually 21 site, and for the Arcadia project they've researched historical figures from the English poets [Lord Byron](#) and [Thomas Peacock](#) to [Ada](#)

[Lovelace](#) and [Charles Babbage](#), precursors of the modern computer," explains Clayton, "but the course also has provided a model for understanding the importance of revision. Whether writing a five-page linear essay or a gloss for the Web sites, they understand that writers have to prepare their compositions for different audiences in different rhetorical occasions -- a single lexia could be revised four times before being posted on the Web."

A possible consequence of writing on-line that Clayton intends to research involves the effects of hypertext on a student's attention span. "Does the temptation to read and write brief snippets encourage the shortening of a student's attention span -- a phenomenon we have already witnessed in our society because of television culture? Will hypertext as a method of thinking and writing that is becoming increasingly prominent respond to an existing shortened attention span?" he asks. Until research addresses these questions, Clayton believes that universities must continue to offer opportunities for training students in longer compositional projects.

Five minutes before the freshman seminar concludes, Clayton asks the class to contemplate how everyone is like the Patchwork Girl -- how each individual's identity is quilted from multiple influences and voices, and how a person is really a collaboration of experiences. "Frankenstein's monster, Patchwork Girl, and hypertext are assembled from body parts stitched together," he reminds the class. "If literature is a body of text, can we then extrapolate that our physical bodies also are texts or vehicles for writing?"

The inquisitive look on Dustin Laverick's countenance changes to a grin when Clayton suggests the student consider the writing on his pullover shirt -- "Seaside [Abercrombie](#)." "What message are you conveying with that brand name?" asks Clayton.

Before Laverick can respond, his peers realize the implications of Clayton's question and begin interjecting comments about hair colors, tattoos, and other ways the human body could be considered a text.

As they log off their computers, Clayton tells them they'll resume this dialogue next class, but Luxmi Rajanayagam decides that's not soon enough for her question. Pulling her backpack over her shoulder, she tells Clayton, "I'll send you an e-mail." Learn more about Vanderbilt's premiere course in hypertext and the collaborative writing projects, Virtually 21 and Arcadia, by visiting Professor Jay Clayton's Web site at <http://www.vanderbilt.edu/AnS/english/Clayton/>

APPENDIX D

Engineering Capability Brief Browse Capability Brief Library Entertainment Robotics

Kazuhiko Kawamura, Professor - Electrical Engineering and Computer Science
Richard Alan Peters II, Associate Professor - Electrical Engineering and Computer Science
D. Mitchell Wilkes, Associate Professor - Electrical Engineering and Computer Science
Box I674 Station B; Nashville, TN 37235, (615)322-2735, FAX (615)343-6702
Kawamura@vuse.vanderbilt.edu, rap2@vuse.vanderbilt.edu, wilkes@vuse.vanderbilt.edu

Overview: Education and entertainment are important applications for humanoid robots. Dual arms, vision, audition (audio input), and compliant control make these robots capable of musical and artistic performance. Theremin-Playing Robot: The theremin is one of the only musical instruments which is played without being touched. In addition, it is the oldest electronic musical instrument. Both the pitch and volume of the theremin are controlled by waving one's hands in the proximity of two metal antennas. Playing the theremin is difficult. Because the nonlinear response of the pitch antenna means that notes higher in pitch are located closer together spatially. Moreover, unlike conventional instruments such as the piano or guitar, there is no physical reference between any note and its location relative to the instrument.

A humanoid robot has been developed which overcomes these problems and performs music with the theremin. In order to produce perfect musical notes, the robot plays "by ear," as opposed to memorizing the locations of notes relative to the antenna. Pitch detection software allows the robot to detect any error between a desired note and the note currently being played. Soft pneumatic arms facilitate the production of human-like effects such as vibrato and tremolo. Additional software allows the robot to be controlled via any MIDI (Musical Instrument Digital Interface) device, such as a synthesizer or guitar.

Notes played on such devices are translated into commands for the robot, which quickly moves to play the note on the therein.

Example Application:

OTHMAR-Drawing Robot: OTHMAR is a new soft arm robot under development, which explores the limits between man's creativity and automation in the field of visual art. OTHMAR has the ability to observe a person and to precisely mimic the motions of that person. By observing an artist in the process of drawing and by recording the motions, the robot can then reproduce the drawing itself at a later time. Because of the compliance of its soft arms, OTHMAR is unlikely to reproduce the drawing exactly. Each time it reproduces the artist's actions the robot will add its own subtle variations. Through experimentation with the robot, the artist can learn how to manipulate it so that the robot's added variations occur within the artist's plans for his work. Moreover, since the robot reproduces the artist's physical motions in creating the drawing, the robot's motions are a performance in themselves.

Potential Applications: Musical education, entertainment, and performance art.

References:

Kawamura, K., Wilkes, M.W., Pack, R.T., Bishay, M., and Barile, J.B., "Humanoids: Future Robots for Home and Factory," Proceedings of the First International Symposium on Humanoid Robots, Waseda University, Tokyo, Japan, October, 1996, pp. 53-62.

Creative Arts Center - Budget Summary

	Proposed Amount	\$ Raised	Capital/ Endowment Needed
<u>Shared Space & Expenses</u>			
Space	\$2,507,836		\$2,507,836
Salaries	\$279,675		\$6,214,999
Equipment	\$314,692		\$314,692
Other	\$22,500		\$499,999
TOTAL SHARED SPACE & EXPENSES:			\$9,537,526
<u>Studio Art</u>			
Space	\$11,857,560	\$4,000,000	\$7,857,560
Salaries	\$56,250		\$1,250,000
TOTAL STUDIO ARTS:			\$9,107,560
<u>Media Studies</u>			
Space	\$431,184		\$431,184
Salaries	\$198,000		\$4,399,999
Equipment	\$101,450		\$101,450
Other	\$225,000		\$225,000
TOTAL MEDIA STUDIES:			\$5,157,633
GRAND TOTAL:			\$23,802,719

**CREATIVE ARTS
CENTER/SHARED SPACE
AND EXPENSES**

	No. of Sq Cost Ft or Items		Projected Amount	Yearly Expenses
Shared Space				
Seminar Room (1)	350	\$195.00	\$68,250.00	
Copy Center	150	\$195.00	\$29,250.00	
Director's Office	150	\$195.00	\$29,250.00	
Reception Area/Coffee House	1000	\$195.00	\$195,000.00	
Executive Asst's Space	150	\$195.00	\$29,250.00	
Black Box	2000	\$195.00	\$390,000.00	
- Storage	400	\$195.00	\$78,000.00	
Media Lab Space - one 28 x 28 area and one 24 x 24 area	1360	\$195.00	\$265,200.00	
Media Lab Reception Area	192	\$195.00	\$37,440.00	
Media Lab Storage	144	\$195.00	\$28,080.00	
6 sound-proof edition studios	300	\$195.00	\$58,500.00	
Office for Media Lab Director	150	\$195.00	\$29,250.00	
Screening Room/Classroom/Room for Readings (80 person capacity) with projection booth - 53' x 23'	1219	\$195.00	\$237,705.00	
Hallways, stairways, restrooms (total sq.ft x 1.7%) = TOTAL SQ FT.	12860	\$195.00	\$2,507,700.00	
Furnishings (Usable space x .18)			\$136.17	
SPACE TOTAL:			\$2,507,836.17	
Shared Staff Salaries				
Center Director (12 mo/Full Time)				\$75,000.00
Benefits				\$18,750.00
Exec. Asst (12 mo/Full Time)				\$30,000.00
Benefits				\$7,500.00
Administration Workstudy Receptionist (120 Hours @ \$6.25/hr x 36 wks - Center will be open 9AM until 1AM)				\$27,000.00
Lab Director (Half-time Lecturer)				\$19,000.00
Benefits				\$4,750.00
Lab Tech (Full time - 12 months)				\$43,000.00
Benefits				\$10,750.00
Lab Work Study (98 hours @ \$6.25/hr x 36 wks - Center will be open Noon - 1 AM)				\$22,050.00
Theatre Tech (Half Time - 9 months)				\$17,500.00
Benefits				\$4,375.00
SALARIES TOTAL:				\$279,675.00

CREATIVE ARTS CENTER/STUDIO ART

	No. of Sq Ft or Items	Cost	Projected Amount	Yearly Expenses
Space Needs				
Sculpture	2600	195.00	\$507,000.00	
Sculpture Storage:	300	195.00	\$58,500.00	
Sculpture Tool Room:	300	195.00	\$58,500.00	
Common Shop (between Ceramics and Sculpture)	1000	195.00	\$195,000.00	
Ceramics:	2600	195.00	\$507,000.00	
Ceramics Storage	300	195.00	\$58,500.00	
Ceramics Wet Room	300	195.00	\$58,500.00	
Kiln Room:	300	195.00	\$58,500.00	
Painting:	1500	195.00	\$292,500.00	
Advanced Painting:	1000	195.00	\$195,000.00	
Storage for both rooms:	350	195.00	\$68,250.00	
Drawing (with natural light)	1000	195.00	\$195,000.00	
Drawing (without windows)	1000	195.00	\$195,000.00	
Design	1000	195.00	\$195,000.00	
Storage for Drawing, Design:	300	195.00	\$58,500.00	
Multi-Media:	2000	195.00	\$390,000.00	
Storage for Multi-Media	400	195.00	\$78,000.00	
Critique Classroom/Gallery:	1200	195.00	\$234,000.00	
Classroom for lectures	1000	195.00	\$195,000.00	
Gallery	1500	195.00	\$292,500.00	
Storage/prep room for gallery	500	195.00	\$97,500.00	
Seminar Room	450	195.00	\$87,750.00	
Printmaking	2600	195.00	\$507,000.00	
Storage for Printmaking	300	195.00	\$58,500.00	
Photography Classroom	400	195.00	\$78,000.00	
Teaching Darkrooms for Black and white, Color:	1200	195.00	\$234,000.00	
Faculty Studios and Offices				
5 Faculty at 750 sq ft each	3750	195.00	\$731,250.00	
Sculptor Office	1200	195.00	\$234,000.00	
Faculty Offices at 100 sq ft x 6	600	195.00	\$117,000.00	
Part-time faculty offices (shared)	350	195.00	\$68,250.00	
Administrative Asst.m work area, and photocopying	400	195.00	\$78,000.00	
Technician's office	150	195.00	\$29,250.00	
Vending/Lounge area	300	195.00	\$58,500.00	

Senior Studios: (shared space) Sculpture - 1000, Photo - 500, Ceramics - 800, Printmaking - 500, and Painting - 800	3600	195.00	\$702,000.00
Hallways, stairways, restrooms (total sq. ft. x 1.7%) = TOT. SQ. FT.	60,775	195.00	\$11,851,125.00
Furnishings (Usable space x 18)			\$6,435.00
SPACE TOTAL:			\$11,857,560.00

Salaries		
Senior Lecturer		\$39,000
Benefits		\$9,750
Upgrade for Computer Artist		\$6,000
Benefits		\$1,500

SALARIES TOTAL: \$56,250

TOTAL: \$56,250

CREATIVE ARTS CENTER/MEDIA STUDIES

	No. of Sq Cost Ft or Items		Projected Amount	Yearly Expenses
Space				
Storage space for film and videos	400	\$195.00	\$78,000.00	
6 offices at 150 sq. ft.	900	\$195.00	\$175,500.00	
Hallways, stairways, restrooms (total sq ft. x 1.7%) = TOTAL SQ. FEET	2210	\$195.00	\$430,950.00	
Furnishings (Usable space x .18)			\$234.00	
TOTAL SPACE:			\$431,184.00	
Salaries				
Faculty Director - 1/9 of \$80,000				\$7,200.00
Benefits				\$1,800.00
Screenwriter (2 half-time at \$20,000)				\$40,000.00
Benefits				\$10,000.00
Film production (2 half-time at \$20,000)				\$40,000.00
Benefits				\$10,000.00
Film tech (half-time)				\$20,000.00
Benefits				\$5,000.00
Faculty Research Fellows (2 at \$16,000)				\$32,000.00
Teaching Fellows (2 at \$8,000)				\$16,000.00
Student Fellowships				\$16,000.00
SALARIES TOTAL:				\$198,000.00
Equipment				
Projection			\$5,500.00	
Switching			\$7,000.00	
Screen, 12 foot, electric installed			\$5,000.00	
LCD Projector, installed			\$10,000.00	
DVD/ed and VHS			\$600.00	
Rack, cables, remote volume, laptop/external computer input and internal connection			\$3,000.00	
Basic sound for DVD, CD, VHS, 16mm, and computer – Surround sound, speakers and subwoofer – Voice amplification, wireless microphone and acoustical panels			\$14,000.00	
NPR			\$5,000.00	
Matte box			\$400.00	
Tripod			\$1,000.00	
Charging Bag			\$50.00	
Slate			\$50.00	
Light Meter			\$300.00	
Nagra 4.2			\$2,500.00	
Senn Heiser shotgun			\$350.00	
Mike holder			\$40.00	

Boom			\$50.00
Windscreen			\$60.00
Headphones			\$50.00
Omni-Action Kit			\$1,000.00
Diffusion, gels			\$200.00
Video T. Door (B/W)			\$1,900.00
Smal B/W Monitor			\$400.00
6-Head Film Editing Table			\$3,000.00
Avid Digital Editor			\$40,000.00

EQUIPMENT TOTAL: \$101,450.00

Other			
External Fellowships	5 year	\$40,000.00	\$200,000.00
Vanderbilt Document Project	5 years	\$5,000.00	\$25,000.00

OTHER TOTAL: \$225,000.00

TOTAL: \$198,000.00

APPENDIX H — CENTER FOR RELIGION AND CULTURE

THE VANDERBILT CENTER

for

THE STUDY OF RELIGION AND CULTURE

A Recommendation to the

STRATEGIC ACADEMIC PLANNING GROUP

from

THE SENIOR STEERING COUNCIL

of

The College of Arts and Science
Strategic Academic Planning Committee

Developed from a report to SAP-CAS Caucus 1 by

Volney P. Gay, Chair, Religious Studies
Douglas A. Knight, Chair, Graduate Department of Religion, The Divinity School

CENTER FOR THE STUDY OF RELIGION AND CULTURE EXECUTIVE SUMMARY

A **Center for the Study of Religion and Culture** will integrate the strengths of faculty and resources from the College of Arts and Science, the Divinity School, Blair School of Music, the Medical School, the Law School, and other interested units of the University. The Center will help to unite the research interests of more than thirty-five faculty at present (including nine from five departments in the College in addition to Religious Studies) and additional faculty later, using interdisciplinary methods to address contemporary and historical issues involving religion and culture.

The Center will focus its efforts on a general but fundamental question: How are we to understand the role of religious beliefs, traditions, and institutions in shaping the modern world? It will recognize the importance—throughout history and in all societies—of the impact of religion on culture at large, including art, architecture, literature, music, group and personal identity, education, political structures and values, concepts of justice, and treatment of women, outsiders, and marginalized groups.

At the present time Vanderbilt University has only two graduate programs in the top ten of the National Research Council's ratings. The Graduate Department of Religion (GDR), which is ranked seventh in the country, is the only one in University Central. A Center for the Study of Religion and Culture will draw on existing excellence to create additional strengths throughout the University. Five of the Universities of the six that presently outrank Vanderbilt's graduate study of religion—Harvard, Chicago, Princeton, Yale, and Emory—have a similar center for the study of religion. Even among those, the Vanderbilt Center for the Study of Religion and Culture will be distinctive in its focus and the range of participating faculty.

RATIONALE

- * A Center for the Study of Religion and Culture will further Vanderbilt's role as a national and a world university.
- * The Center builds upon traditional strengths of humanist and social science scholars and unites them into coherent but flexible research groups.
- * The study of religion provides an ideal point of entry for examining both history and culture.^a
- * The study of religion brings us to the heart of intellectual tasks such as the role of rituals and symbols in coalescing personal and group identity, the place of religion in art and literature, Western science and its cultural roots, justice as culture-specific and universal, and ecology and ethics.
- * Excellent but small departments in the College and in other units of the University can use the Center as a vehicle for developing specific research projects, for gaining external funds, and for enlarging the scope of their intellectual discourse.

^a Many contemporary problems are rooted in religious communities and thought (for example, South Asian religions and dilemmas of population growth; Christianity and the history of anti-Semitism; Chinese thought and international law; Islam and international trade; religion, ethnicity, and violence such as that between Protestants and Catholics in Northern Ireland, Orthodox Christians and Muslims in the Balkans, and Hindus, Muslims, and Sikhs in India).

We identify six initial tasks facing the Center and its staff:

- * To confront the diverse complexities of religion in the modern world.
- * To create a flexible vehicle for uniting Vanderbilt faculty and graduate students on focused, yet time-limited themes of intellectual inquiry.
- * To underscore our distinctive presence in the academy and on the larger public stage.
- * To compete for the best graduate students.
- * To maximize Vanderbilt's resources for the study of religion in light of the University's location and constraints.
- * To create a means to attract major, external funding.

We believe the proposed Center will address these tasks. The effect of this initiative will be substantial. Vanderbilt can present itself as a regional and national center for the comparative study of cultures around the world. We will improve our reputation and attract stronger graduate students in departments such as Classical Studies, History, Religion, Anthropology, Comparative Literature, and the Blair School of Music.

Vanderbilt cannot be a world university without increased attention to three-fourths of the world's cultures. While we cannot cover all areas of religion in the same depth, we can enhance the quality and rigor of our discussions by engaging a far wider range of peoples and traditions.

CONTEXT

Competing institutions engaged in the academic study of religion and culture have not stood still since 1993, the year of the most recent NRC rankings. In the past few years, Harvard, Emory, and Chicago have made major appointments in non-Western religions, primarily Islamic Studies, East Asia (China and Japan), and South Asia (India and Pakistan). These three universities, plus Princeton and Yale, also have centers for research in religion. (Please see Appendix C.) Given Vanderbilt Divinity School's mission to educate students for work in religious and social institutions, most commonly Protestant Christian in character, and given the small size of the College department, we are pleased to have achieved these national standings. However, we lag seriously behind in two specific areas: coverage of world religions and graduate student aid.

Regarding the first, we have not fully addressed world religions and the complexity of the political, social, and cultural factors dominating the modern religious world. Vanderbilt is especially weak in its coverage of South Asia, East Asia, Africa, and the Islamic world—all contexts that exert an enormous impact on the world today and that have long and intricate traditions that are studied at other universities with which we compare ourselves. At the present time it would take a major investment to build a strong program in any one of these areas, but that is not our only option. Since the GDR already has a successful program in History and Critical Theories of Religion (HACTOR), specialists in these other religions who focus on comparative studies will find a congenial intellectual home. In addition to the traditions just mentioned, we have not fully marshaled our already strong resources at Vanderbilt in Jewish studies and in Jewish–Christian dialogue, both of which deserve to be fostered.

Second, despite the current standing of the GDR, it is threatened by inadequate financial aid for its students. We are not competitive for top applicants, and the time-to-degree average of our students is too long. The GDR's self-study of November 1996 concluded that "the single greatest problem for the Department is that of finding adequate financial resources for a competitive graduate fellowship program.... We know that we are losing many of our very best applicants each year to schools that provide full tuition plus graduate fellowships. We compete well for students with the second tier of graduate programs in religion, but not with the top tier." The external committee that reviewed the department made the same point: that the GDR has deep strengths in its faculty and library resources, but urgently needs more financial support for student aid.

OPERATION

The Center should be:

Sponsored by the central administration, the College, and the Divinity School.

Structured with an explicit transinstitutional agenda and participation of faculty and students in the College, the Divinity School, the Law School, the Medical School, Peabody, Blair, VIPPS, and other Vanderbilt entities.

Organized according to annual program themes.

Guided by Vanderbilt faculty research interests.

Stimulated by a discovery process in the promotion of the innovative and original study of religion and culture.

Oriented toward generating publications, lectures, and conferences.

Designed to secure outside funding.

Overseen by a five-member steering committee, including the chair of the Department of Religious Studies, the chair of the Graduate Department of Religion, the dean of the Divinity School, and two other members to be appointed by the Chancellor or the Provost.

While the Center will decide on programmatic themes for annual attention, the following topics typify our concerns:

- Philanthropy, Religion, and Secular Values
- Religion and Mediterranean Cultures: Athens, Rome, Jerusalem
- Religion and Public Education
- Authoritative Scriptures and the Problem of Canon
- African American Religion and Music
- Fundamentalism, Evangelicals, and the Religious Right in the University
- Jewish/Christian Relations in the 21st Century
- Hispanic Americans and Hispanic Religion in the 21st Century
- Islam in the United States
- The Rise of "Spirituality" and American Consumerism
- Issues in Medical Ethics and Biomedical Engineering

Several essential areas of world religion are inadequately represented at Vanderbilt. Given the challenges facing graduate study in religion, new hires in the College and other schools must have expertise in the faith traditions of a major world system and intellectual and research skills oriented toward comparative studies of these traditions. Typically, graduate programs in South Asian religions, for example, have at least three research scholars in closely aligned areas: one in Sanskrit, another in the Vedic tradition, and a third in Hindu thought and practices. We cannot expect to duplicate this solution at the present time. Instead, we propose that new appointments who cover these massive areas of history and culture be united by a common research agenda about world religions and the comparative study of religion.

Missing from Vanderbilt are scholars who can speak authoritatively for the classical Rabbinic period in Judaism, contemporary Islam, Chinese religions, and South Asian religions. The latter three areas comprise a population of some three billion people. In addition to covering these areas, we expect new hires to take part in continuous dialogue with each other and with other humanist and social science scholars focused on these traditions as they evolve in this new century.

STRUCTURE, STAFF, COSTS

Center: Administration, Research, Fellowship Costs

We propose to create four new faculty lines, positions for Center personnel, and graduate student stipendiary support. The director of the Center should be a leading scholar in one of the fields indicated below in numbers 6, 7, and 8.

- [1] Full-time director
- [2] Part-time assistant director
- [3] Up to eight Internal Senior Fellows
- [4] Junior Fellows: one-year Post-Exam

New Faculty Lines (to be located in multiple departments and, preferably, schools):

- [5] Chair, Judaism and Comparative Religion^a
- [6] Professor or Associate Professor, Islam and Comparative Religion
- [7] Professor or Associate Professor, China and Comparative Religion
- [8] Associate or Assistant Professor, South Asia and Comparative Religion

Other possible areas: Sub-Saharan African Studies, Greco-Roman Religions, Native American Studies

Endowment for Graduate Student Stipends

2 new graduate student T.A. fellowships annually,
@ \$17,000 for 5 years each

Funding Resources

The proposal calls for an endowment of \$19,044,444, half of which would reside in the

^a Partial funding for this Chair is in hand: approximately \$400,000 exists toward a Chair in Jewish Studies in the Department of Religious Studies.

College, the other half in the Divinity School and/or other participating schools. Six major foundations relevant to this project have been identified. For descriptions of their mission statements and lists of sample grants, please see Appendix D.

Once Vanderbilt University commits to such a Center, it falls to us and others to seek funds for its long-term operation through outside monies.

BUDGET SUMMARY	Annual Recurring	Endowment College	Endowment Other Schools
Endowed Chair, Judaism and & Comp. Religion		\$ 1,250,000	\$ 1,250,000
Prof/Assoc. Prof, Islam and Comparative Religion	\$ 85,000	\$ 750,000	\$ 750,000
Prof/Assoc. Prof, China and Comparative Religion	\$ 85,000	\$ 750,000	\$ 750,000
Assoc./Assist. Prof., South Asia and Comparative Religion	\$ 67,000	\$ 750,000	\$ 750,000
Part-time assistant director	\$ 35,000	\$ 388,889	\$ 388,889
Internal Senior Fellows, up to eight at \$4,000 each	\$ 32,000	\$ 355,556	\$ 355,556
Junior Fellow, one-year post exam	\$ 35,000	\$ 388,889	\$ 388,889
Graduate Fellowships (10 @ \$17,000 stipend, \$25,000 tuition) TA stipend, tuition and fees fellowships (2 new each year, 10 total)	\$ 420,000	\$ 4,666,667	\$ 4,666,667
Symposia, Lectures, Travel	\$ 20,000	\$ 222,222	\$ 222,222
Total	\$ 542,000	\$ 9,522,222	\$ 9,522,222
Grand Total of Endowment			\$ 19,044,444

Appendix A

Core Departments in the Center

The Graduate Department of Religion at Vanderbilt (the GDR) is composed primarily of the faculty of the College's Department of Religious Studies and the graduate-level faculty of the Divinity School. Both departments rank in the top twenty religion programs in the United States—16th for the undergraduate department and 7th for the Graduate Department of Religion.^a This happy circumstance depends upon interschool cooperation between the five faculty in the college department and the nineteen faculty in the Divinity School, plus nine additional College, Blair, and Medical faculty engaged mainly in the newest Ph.D. program, History and Critical Theories of Religion (HACTOR).

The work of Vanderbilt's programs in religion is oriented not toward the advocacy of any particular religion but toward the academic study of religions as intellectual and cultural phenomena. No other academic subject arouses the passions and opinions that surround this topic. At the same time, no other university subject matter receives explicit recognition like that seen in the U.S. Constitution.

The Department of Religious Studies, the Divinity School, and the Graduate Department of Religion address religion in different contexts. At the professional level, the Divinity School, which has a working affiliation with some religious organizations but is not sponsored by any, offers professional training primarily for those considering careers in religious and social institutions. It is in a league of four in this country: only Harvard, Yale, Chicago, and Vanderbilt have university-based, non-sectarian divinity schools. The Undergraduate Department and the Graduate Department are constituted differently from the Divinity School inasmuch as they are oriented toward humanities education and, for the GDR, toward preparation for teaching and research. While individual scholars may teach in all three of these environments, their tasks vary in each. Maintaining this difference requires a kind of vigilance. When handled poorly, hostility can erupt; when handled well, a lively and rigorous form of intellectual discussion emerges.

The graduate program and undergraduate department share these characteristics:

Field-based studies of lived religion

Interest in texts and traditions and their use in the contemporary world

A focus that is phenomenological and critical, not solely theological

Overlapping methods and foci with Anthropology, Sociology, Classical Studies, Comparative Literature, History, and Philosophy departments in the College, ethnomusicology at Blair, and other forms of scholarly inquiry

A unifying language that is comparative, not determined by faith traditions

^a In the most recent ranking for the field, the National Research Council's 1993 report (published in 1995) on research-doctorate programs in the United States, Vanderbilt's GDR ranked seventh nationally in scholarly quality of faculty, and eighth nationally in effectiveness in educating research scholars. It was the second most highly ranked department at Vanderbilt, and the highest in University Central. The undergraduate department ranked 16th in the Gourman Report, the only recent objective measure of undergraduate religious studies departments.

The high ranking enjoyed by the GDR stems from the quality of its faculty and its graduate students. Of all Vanderbilt graduate departments, the GDR has the largest number of Ph.D. candidates, has produced the largest number of Ph.D. degrees, and has a substantial minority population, including the largest number (15) of African American Ph.D. candidates.^a

Furthermore, the GDR is one of the most selective graduate humanities department at Vanderbilt. In 1999 the GDR admitted 30 out of 119 applicants (= 25%). The entire set of graduate programs in the College admitted 455 out of 1173 applicants (= 39%). The GDR was the most productive humanities department in 1999 at the point of graduation: Religion granted 20 Ph.D.s, while all other humanities programs together granted 19.

The GDR has a strong placement record, even in today's highly competitive job market. GDR alumni/ae have assumed positions in universities, colleges, seminaries, and international universities, such as:

- Yale University, Duke University, Emory University, Southern Methodist University, Texas Christian University, University of San Diego, University of St. Thomas, University of the South, Valparaiso University, Colgate University, University of Rochester, Loyola University of New Orleans
- Rhodes College, Morehouse College, Davidson College, Hobart and William Smith Colleges, College of Wooster, Elizabethtown College, Manchester College, Wheaton College, West Virginia Wesleyan College, Millsaps College
- Chicago Theological Seminary, Andover Newton Theological School, Garrett-Evangelical Theological Seminary, Lutheran Theological Seminary, Louisville Theological Seminary, United Theological Seminary in Ohio, Iliff School of Theology, Central Baptist Theological Seminary, Union Theological Seminary (Philippines)
- Doshisha University, University of Swaziland, University of Botswana, University of Western Australia, Korea Nazarene University

In addition to their numerous articles and professional papers, graduates have also had a strong record of publishing books based on their dissertations. The following publishing houses have issued books by our Ph.D. students in recent years: Yale University Press, University of Chicago Press, Indiana University Press, American Academy of Religion, Society of Biblical Literature, E. J. Brill, Sheffield Academic Press, Mercer University Press, Fortress Press, Westminster John Knox Press, Orbis Books, Pilgrim Press, Chalice Press.

^a All numbers are from the Vanderbilt Graduate School, Registrar's Report for 1995-1999.

Appendix B

Faculty by Area Graduate Department of Religion Vanderbilt University 2000/01

Because some faculty serve in more than one area, their names appear more than once.

ETHICS

Victor Anderson	Associate Professor of Christian Ethics; Associate Professor of African American Studies Graduate School, Divinity School, College of Arts and Science
Howard L. Harrod	Oberlin Alumni Professor of Social Ethics and Sociology of Religion; Professor of Religious Studies Graduate School, Divinity School, College of Arts and Science
Darren E. Sherkat	Associate Professor of Sociology; Associate Professor of Religious Studies Graduate School, College of Arts and Science
Richard M. Zaner	Professor of Medicine (Philosophy); Ann Geddes Stahlman Professor of Medical Ethics; Professor of Philosophy; Professor of Ethics; Founder, Center for Clinical and Research Ethics Graduate School, Medical School, Divinity School, College of Arts and Science

HEBREW BIBLE

Douglas A. Knight	Professor of Hebrew Bible; Chair, Graduate Department of Religion Graduate School, Divinity School
Jack M. Sasson	Mary Jane Werthan Professor of Jewish Studies and Hebrew Bible; Professor of Classics Graduate School, Divinity School, College of Arts and Science
Renita J. Weems	Associate Professor of Hebrew Bible Graduate School, Divinity School

HISTORICAL STUDIES

Lewis V. Baldwin	Professor of Religious Studies Graduate School, College of Arts and Science
J. Patout Burns	Edward A. Malloy Professor of Catholic Studies Graduate School, Divinity School
Paul J. DeHart	Assistant Professor of Theology Graduate School, Divinity School

Dennis C. Dickerson	Professor of History Graduate School, College of Arts and Science
Kathleen Flake	Assistant Professor of American Religious History Graduate School, Divinity School
Joel F. Harrington	Associate Professor of History Graduate School, College of Arts and Science
James Hudnut-Beumler	Anne Potter Wilson Professor of American Religious History Dean, Divinity School Graduate School, Divinity School
Dale A. Johnson	Professor of Church History Graduate School, Divinity School
M. Douglas Meeks	Cal Turner Chancellor's Professor of Wesleyan Studies; Professor of Wesleyan Studies and Theology Graduate School, Divinity School

HISTORY AND CRITICAL THEORIES OF RELIGION

Victor Anderson	Associate Professor of Christian Ethics; Associate Professor of African American Studies Graduate School, Divinity School, College of Arts and Science
Paula Kane Robinson Arai	Assistant Professor of Religious Studies Graduate School, College of Arts and Science
Lewis V. Baldwin	Professor of Religious Studies Graduate School, College of Arts and Science
Gregory Barz	Assistant Professor of Musicology (Ethnomusicology) Blair School of Music
Beth Ann Conklin	Associate Professor of Anthropology; Associate Professor of Religious Studies Graduate School, College of Arts and Science
Idit Dobbs-Weinstein	Associate Professor of Philosophy Graduate School, College of Arts and Science
William Franke	Associate Professor of Comparative Literature and Italian; Associate Professor of Religious Studies Graduate School, College of Arts and Science
Volney P. Gay	Professor of Religious Studies; Professor of Psychiatry; Professor of Anthropology; Chair, Department of Religious Studies Graduate School, College of Arts and Science, Medical School
Jay Geller	Senior Lecturer Graduate School, Divinity School, College of Arts and Science
Lenn E. Goodman	Professor of Philosophy; Professor of Religious Studies Graduate School, College of Arts and Science
Thomas A. Gregor	Professor of Anthropology; Professor of Religious Studies; Chair, Department of Anthropology Graduate School, College of Arts and Science
Joel F. Harrington	Associate Professor of History Graduate School, College of Arts and Science
Howard L. Harrod	Oberlin Alumni Professor of Social Ethics and Sociology of Religion; Professor of Religious Studies Graduate School, Divinity School, College of Arts and Science
Douglas A. Knight	Professor of Hebrew Bible; Chair, Graduate Department of Religion

Amy-Jill Levine	Graduate School, Divinity School Carpenter Professor of New Testament Studies; Director, Carpenter Program in Religion, Gender, and Sexuality
Daniel M. Patte	Graduate School, Divinity School Professor of Religious Studies; Professor of New Testament and Early Christianity
Darren E. Sherkat	Graduate School, Divinity School, College of Arts and Science Associate Professor of Sociology; Associate Professor of Religious Studies
Gay House Welch	Graduate School, College of Arts and Science University Chaplain; Assistant Professor of Religious Studies Graduate School, College of Arts and Science

HOMILETICS AND LITURGICS

L. Susan Bond	Assistant Professor of Homiletics Graduate School, Divinity School
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NEW TESTAMENT

Amy-Jill Levine	Carpenter Professor of New Testament Studies; Director, Carpenter Program in Religion, Gender, and Sexuality
Daniel M. Patte	Graduate School, Divinity School Professor of Religious Studies; Professor of New Testament and Early Christianity
Fernando F. Segovia	Graduate School, Divinity School, College of Arts and Science Professor of New Testament and Early Christianity Graduate School, Divinity School

RELIGION AND PERSONALITY

Volney P. Gay	Professor of Religious Studies; Professor of Psychiatry; Professor of Anthropology; Chair, Department of Religious Studies
Leonard M. Hummel	Graduate School, College of Arts and Science, Medical School Assistant Professor of Pastoral Counseling and Pastoral Theology
Bonnie J. Miller-McLemore	Graduate School, Divinity School Associate Professor of Pastoral Counseling and Theology Graduate School, Divinity School

THEOLOGICAL STUDIES

Paul J. DeHart	Assistant Professor of Theology Graduate School, Divinity School
Peter C. Hodgson	Charles G. Finney Professor of Theology Graduate School, Divinity School
M. Douglas Meeks	Cal Turner Chancellor's Professor of Wesleyan Studies; Professor of Wesleyan Studies and Theology Graduate School, Divinity School

Appendix C

Competing Centers at Five Major Universities

Comparison to other centers:

Harvard, The Center for the Study of World Religions
Princeton, Center for the Study of Religion
University of Chicago, The Divinity School, The Martin Marty Center
Emory, The Law and Religion Program
Yale, The Institute for the Advanced Study of Religion

Harvard, The Center for the Study of World Religions

"Fosters excellence in the study of religions of the world. Two characteristics mark the Center. The first is the international scope of its subject matter and constituency. The second mark of the Center is its encouragement of multiple disciplinary approaches toward religious expressions, whether in art, medicine, law, literature, music, economic activity, or cosmological sciences. The overarching goal is to understand the meaning of religion, with sympathetic insight into religious communities, and to analyze with scholarly integrity the role of religion in global perspective.

Because it offers no scheduled courses of instruction, the center retains a flexibility that regular degree-granting departments cannot have. As a research institution, it is distinguished by the quality of scholars in residence, affiliated faculty, and visiting lecturers. The Center bridges continents; it joins the Harvard Divinity School, the Faculty of Arts and Sciences, and all of Harvard's professional schools and programs at the points where their research bears on the understanding of religion.

The Center is, therefore, the focus of a large and vibrant academic community engaged in the study of religion. It harnesses all the available resources of the University to encourage study of religious life in communities throughout the world and throughout human history. The Faculty affiliated with the Center come from various departments of Harvard University. The Center regularly welcomes Visiting Professors and Fellows from around the world who come to teach and conduct research.

The Center furnishes a meeting point for an international network of scholars. Fellows are encouraged to dedicate the precious resources of their time and energy to their proposed investigations during their stay at the Center. The Center programs are designed to create a climate for the highest standards of scholarship and to allow individual scholars the opportunity to study in an atmosphere free from the distractions and commitments of their teaching responsibilities."

Princeton, Center for the Study of Religion

"The objective of the Center for the Study of Religion at Princeton University is to encourage greater intellectual exchange and interdisciplinary scholarly studies about religion among faculty and students in the humanities and social sciences.

The Center is committed to scholarly research and teaching that examines religion comparatively and empirically in its diverse historical and contemporary manifestations. The Center aims to facilitate understanding of religion through an integrated program of support for Princeton faculty to pursue research and teaching on thematic projects, awards for Princeton graduate students to complete dissertation research, an interdisciplinary seminar, undergraduate courses, public lectures, and opportunities for visiting scholars to affiliate with the Center.

The Center for the Study of Religion builds on and consolidates Princeton University's unique resources in the humanities and social sciences. Faculty and students in a wide range of departments at Princeton have earned distinction for their scholarly contributions to the study of religion. In addition to Princeton's Department of Religion, which provides a nucleus of scholars with expertise in the world's major religions, more than fifty faculty members in a dozen other departments and programs contribute regularly to the understanding of religion through their various scholarly perspectives. These faculty in Anthropology, Art and Archeology, Politics, Sociology, History, Classics, Philosophy, Music, Comparative Literature, English, Near Eastern Studies, East Asian Studies, Architecture, and Romance Languages, and in such programs as Creative Writing, Women's Studies, Latin American Studies, African American Studies, Medieval Studies, American Studies, and Jewish Studies, among others. The university's commitment to diversity, as well as its distinction as a private nonsectarian institution, makes Princeton particularly well suited for this endeavor.

With the generous support of the Ford Foundation, the Center is launching a new initiative in Religion, Race, and Gender. The planning grant we have received will be used to host meetings on the topic, bring guest lecturers to campus, and support a postdoctoral fellow, Marla Frederick from Duke University, who will spend her year at Princeton writing a book about contemporary African-American women's spirituality and social/political activism in the South. Through this program of activities, we hope to be able to find the most effective strategy for institutionalizing race and gender as key categories of analysis in all the programs that the Center will sponsor in the future.

The new Center subsumes the former Center for the Study of American Religion, which was formed in 1991. Supported by The Pew Charitable Trusts and the Lilly Endowment, that center offered a program of postdoctoral fellowships, visiting scholars, graduate student support, and conferences focusing on religion in the United States. The new Center permits work to continue on American religion while also promoting scholarship on other religions and societies. It is funded by a generous grant from the Lilly Endowment and The Pew Charitable Trusts and through the Anniversary Campaign for Princeton."

The University of Chicago, The Martin Marty Center

"Established in 1998 at The University of Chicago Divinity School, The Martin Marty Center brings scholars pursuing advanced research in religion into active conversation with public groups drawn from faith communities, the professions, civil society, and other parts of higher education. It does so from the conviction that the best and most innovative scholarship in religion and theology emerges from sustained dialogue with the wider society. The Marty Center leadership believes that when students and faculty critically examine the broad human significance of the scholarship to which they have devoted themselves, they will increase the intellectual scope and profundity of their work. Furthermore, when citizens are invited to explore civic life, under the aegis of the Marty Center, from the vantage point of serious scholarship on religion, they will encounter fresh and revised perspectives on culture and the common good."

Emory, The Law and Religion Program

"The Law and Religion Program at Emory University is designed to explore the religious dimensions of law, the legal dimensions of religion, and the interaction of legal and religious ideas and methods. The program is predicated on the belief that religion gives law its spirit and inspires its adherence to ritual, tradition, and justice. Law gives religion its structure and encourages its devotion to order, organization, and orthodoxy. Law and religion share such ideas as fault, obligation, and covenant and such methods as ethics, rhetoric, and textual interpretation. Law and religion also balance each other by counterpoising justice and mercy, rule and equity, discipline and love. This dialectical interaction gives these two disciplines and dimensions of life their vitality and their strength.

Established in 1982, the Law and Religion Program provides students and faculty with unique forms and forums of interdisciplinary study. Through a variety of specialty courses and clinics, projects and publications, colloquia and conferences, the program seeks to cultivate integrated forms of knowledge and holistic understandings of the legal and religious professions. The program is ecumenical and comparative in perspective, with emphasis on the religious traditions of Christianity, Judaism, and Islam, and the legal traditions of the Atlantic continents.

The Law and Religion Program is part and product of the broader vision of Emory University to promote interdisciplinary inquiry and international initiatives in the context of a classic liberal arts education. Supplementing the traditional curriculum, several university programs join together students and faculty from a variety of perspectives and disciplines. These include, alongside the Law and Religion Program, the Center for Ethics and Public Policy in the Professions, the Institute for Liberal Arts, the Halle Institute for Global Learning, the Aquinas Center for Theology, Women's Studies, Violence Studies, African-American Studies, and area studies programs on Asia, Africa, Latin America, the Middle East, Russia and Eastern Europe. A number of these initiatives are now confederated with the Law and Religion Program into Emory's new Center for the Interdisciplinary Study of Religion."

Yale, The Institute for the Advanced Study of Religion

"The Institute for the Advanced Study of Religion at Yale centers comprehensive interdisciplinary research around the broad themes of American Religion in a rapidly changing world and opens opportunities for scholars throughout the world to confront issues about the role religion has played nationally and internationally.

The Institute for the Advanced Study of Religion at Yale invites applications and nominations for Junior and Senior Fellows for the 2000-2001 academic year. Three advanced scholars will be invited to Yale to pursue individual research and writing within an interconnected environment of seminars, symposia, lectures, and scholarly presentations. Fellows will interact with Yale faculty fellows and a wide range of staff, students, academic centers and departments throughout Yale.

Fellows will be expected to be in residence from September through May and to attend all Institute functions and to produce significant scholarship individually or in conjunction with the other fellows, and will be given the option of teaching an undergraduate or graduate course. For the 2000-2001 academic year, the Institute will extend the theme on Religion, Race and Ethnicity.

Senior scholars will be awarded up to \$75,000 and junior scholars up to \$55,000. All fellows will be entitled to a housing subsidy, travel expenses, and a \$1,000 research account."

Appendix D

Mission Statements from Major Foundations Pertinent to a “Center on Religion and Culture”

Ford Foundation
W. K. Kellogg Foundation
Luce Foundation
The Arthur Vining Davis Foundations
The Pew Charitable Trusts
Lilly Endowment

Ford Foundation

Mission Statement

The Education, Knowledge and Religion unit (EKR) Seeks to enhance educational opportunity, especially for low-income and chronically disadvantaged groups, and to address the challenges of pluralism and diversity using interdisciplinary and collaborative approaches.

In higher education and scholarship our goal is to build fields of knowledge that deepen scholarship and public understanding of pluralism and identity. We also see social science training as a means of educating a new generation of leaders and scholars who can be more effective in their civic roles, helping to chart the future of their societies.

In religion, society and culture we are pursuing a deeper understanding of religion as a powerful force in contemporary life and its role as a resource for strengthening the cultural values and social practices that support democracy, human achievement, justice, equity and cooperation.

Sample grants in religion

Organization: Harvard University (Cambridge, Mass.)

Purpose: for national research on world religions in America.

Program: Education, Media, Arts and Culture

Subject: Religion, Society, and Culture

Amount: \$ 641,000

Year: 2000

Organization: Princeton University (New Jersey)

Purpose: to integrate diversity into the work of the university's Center for the Study of Religion.

Program: Education, Media, Arts and Culture

Subject: Religion, Society, and Culture

Amount: \$ 120,000

Year: 2000

Organization: Union Theological Seminary (New York)

Purpose: For research on contemporary uses and functions of the Bible in African-American religious life and culture.

Program: Education, Media, Arts and Culture

Subject: Religion

Amount: \$ 108,200
Year: 1999

Organization: Columbia University (New York)
Purpose: For a research project to compare Muslim minorities in Europe and America.
Program: Education, Media, Arts and Culture
Subject: Religion
Amount: \$ 100,000
Year: 1998

Organization: Harvard University (Cambridge, Mass.)
Purpose: for research on the religious bases of women's leadership in American civil society.
Program: Education, Media, Arts and Culture
Subject: Religion, Society, and Culture
Amount: \$ 84,200
Year: 2000

Organization: Interdenominational Theological Center (Atlanta)
Purpose: for the Womanist Scholars in Religion program.
Program: Education, Media, Arts and Culture
Subject: Higher Education and Scholarship
Amount: \$ 623,000
Year: 2000

Organization: Wellesley College (Massachusetts)
Purpose: for a study of the significance of religion for immigrant groups in Boston and their relations with their home countries.
Program: Education, Media, Arts and Culture
Subject: Religion, Society, and Culture
Amount: \$ 133,000
Year: 2000

W. K. Kellogg Foundation

Mission Statement

To help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations."

The W. K. Kellogg Foundation is a nonprofit organization whose mission is to apply knowledge to solve the problems of people. Its founder W. K. Kellogg, the cereal industry pioneer, established the Foundation in 1930. Since its beginning the Foundation has continuously focused on building the capacity of individuals, communities, and institutions to solve their own problems.

Programming activities center around the common vision of a world in which each person has a sense of worth; accepts responsibility for self, family, community, and societal well-being; and has the capacity to be productive, and to help create nurturing families, responsible institutions, and healthy communities.

Sample grants in religion: On Valuing Diversity

American Jewish Committee. Support a conference exploring racial and ethnic fragmentation in American life \$ 79,844

American Psychological Association. Forge partnerships and linkages between communities throughout the nation with the goal of advancing an understanding, an appreciation, and a valuing of diversity \$ 195,100

American Sociological Association. Produce and disseminate an accessible report that marshals the best of social science knowledge to answer fundamental questions about race and ethnic relations in U.S. society \$ 87,640

Aspen Institute, Inc. Strengthen the impact of community-based revitalization initiatives through exploration and inclusion of racial/ethnic factors in their design \$ 200,000

Bowie State University. Promote intergroup harmony and intercultural cooperation in three Maryland counties through a university/community collaborative model \$ 1,910,970

Brookings Institution. Develop case studies from which key lessons and tools in leadership can be extracted to teach and develop emerging leaders in civil rights and race relations \$ 265,200

Joint Center for Political and Economic Studies, Inc. Design and develop a long-range plan for creating and operating a national diversity network in the United States \$ 200,000

National Civic League. Explore the development of a national award program that will recognize communities, churches, schools, institutions, and individuals that are successfully addressing the challenging issue of race in the U.S. \$ 75,000

National Public Radio, Inc. Reduce racism and promote diversity by supporting the development and strategic use of mass media \$ 800,000

Luce Foundation

Mission Statement

Established in 1993, the program of the Henry Luce III Fellows in Theology supports the research of junior and senior scholars whose projects offer significant and innovative contributions to theological studies. The program seeks to foster excellence in theological scholarship, and to strengthen the links among theological research, the churches, and wider publics.

Sample grants in religion

American Bible Society, New York, NY - To support the Biblical Arts Symposia. A three-year grant of \$300,000.

American Theological Library Association, Chicago, IL - To support a project on standards for digital publications in Theological studies. A three-year grant of \$330,000.

Center of Theological Inquiry, Princeton, NJ - To renew support for the Senior Scholar for Research. A four-year grant of \$520,000.

Drew University, Madison NJ, - For a Small Dictionary for the Study of Religion in English and Chinese. A two-year grant of \$90,000.

Harvard University, The Divinity School, Cambridge, MA -To renew support for the Urban Ministry program. A three-year grant of \$240,000.

Hispanic Summer Program, Decatur, GA - To support a fund for the faculty of the Hispanic Summer Program. A one-time grant of \$100,000.

Jesuit School of Theology at Berkeley, Berkeley, CA - To support a Pacific Rim initiative. A four-year grant of \$400,000.

Princeton Theological Seminary, Princeton, NJ - To create the Henry Luce III Professorship in Theology and the Arts. A grant of \$2,000,000.

Swarthmore College, Swarthmore, PA - To support research and a publication on Christianity and culture in Thailand. A three-year grant of \$120,000.

Union Theological Seminary, New York, NY - To establish the Henry Luce III Chair in Reformation History. A grant of \$2 million.

United Theological Seminary of the Twin Cities, New Brighton, MN - To support the Developing Leadership in Religion and the Arts program. A three-year grant of \$240,000.

Wesley Theological Seminary, Washington, DC - To complete the endowment for programs of the Center for the Arts and Religion. A grant of \$1.7 million.

The Arthur Vining Davis Foundations

Mission Statement

Religion (Graduate Theological Education)

The Foundations' principal commitment in the field of religion is to graduate theological education. The great majority of grants will be to fully accredited graduate seminaries that primarily produce persons prepared for ordination to pastoral or pulpit ministry to congregations of all denominations.

As in our programs for higher education, evaluation of competing requests is focused on the overall qualities exhibited by the applying institution. No preference exists for any particular category or type of project for which grants are requested. However, a request should represent the President's highest priority. Proposals normally will not be considered from institutions in leadership transition. The head of a seminary or divinity school should be in office for at least one year prior to submitting a grant request. Because of intense competition in this program and limited resources, those who receive grants should wait at least four years from the time of an award before reapplying for a grant.

Support generally will go to schools known for academic excellence. These seminaries should have a solid record of continued alumni/trustee support and institutional financial stability. Size is not important but overall quality of an institution is fundamental to successful competition. Grants in the program area of religion normally range from \$75,000 to \$150,000.

Sample grants in religion

PRINCETON THEOLOGICAL SEMINARY, Princeton, NJ
\$150,000
To Support The Renovation of Miller Chapel.

SAINT MARY'S SEMINARY & UNIVERSITY, Baltimore, MD
\$120,000
For Library Expansion.

SAINT PAUL SCHOOL OF THEOLOGY, Kansas City, MO
\$100,000
For The Campus Computerization Project.

UNITED RELIGIONS INITIATIVE, San Francisco, CA
\$133,796
For The June 2000 Global Summit.

UNITED THEOLOGICAL SEMINARY OF THE TWIN CITIES, New Brighton, MN
\$150,000
For The Seminary's Technology Project.

The Pew Charitable Trusts

Mission Statement

The Religion program seeks to advance a deeper understanding of religion's contribution to the ideas, beliefs, morals and institutions that shape culture and society, and to help people of faith improve their efforts to make a greater contribution to contemporary public life.

Director: Luis E. Lugo: 1999: \$18,560,000 / 19 grants.

Religion and Public Life: To strengthen American democracy by increasing public understanding of religion's role in civic affairs and enhancing religious communities' contribution to public life. (see guidelines).

Religion and Academic Life: To integrate the academic study of religion and Christian scholars more fully into American higher education. (see guidelines)

Urban and Hispanic Ministry: To assist disadvantaged neighborhoods in Philadelphia and to strengthen the Hispanic religious community in the United States. (see guidelines)

Sample grants in religion

Emory University
06/08/2000 - Atlanta, GA
To establish the Center for the Interdisciplinary Study of Religion at Emory University and to support its research activities, fellows program and lecture series.
\$ 3,200,000/5 yrs.

Georgetown University
06/08/2000 - Washington, DC

For the establishment of the Pew Forum on Religion and Public Life to gather and disseminate the best research on religion's role in public affairs.

\$ 4,900,000/3 yrs.

The Independent Production Fund, Inc.

06/08/2000 - New York, NY

For the production of a television documentary series that examines Islam's relation to the West.

\$ 1,000,000/2 yrs.

University of Notre Dame du Lac

06/08/2000 - Notre Dame, IN

To establish a new program to support Christian scholars through collaborative research projects, a book prize and a lecture series.

\$ 3,200,000/3 yrs.

University of San Francisco

06/08/2000 - San Francisco, CA

For a research project to study the role of religion in the civic and cultural life of new immigrants in San Francisco.

\$ 600,000/3 yrs.

American Academy of Religion, Inc.

09/21/2000 - Atlanta, GA

To establish a referral service that would link members of the news media with academic experts on religion and public life issues.

\$ 1,200,000/3 yrs.

Trustees of Boston University

09/21/2000 - Boston, MA

To establish the Institute on Religion and World Affairs at Boston University and to support its research activities, fellows program, curricular offerings and lecture series.

\$ 2,500,000/4 yrs.

Lilly Endowment

Mission Statement

With about \$11.5 billion in assets, Lilly Endowment is one of the biggest givers in the US. The endowment was created in 1937 by Eli Lilly and Company. The foundation's \$500 million in grants supports religion, education, and community development. Lilly Endowment distributes two-thirds of its grants in its home state of Indiana. Recent recipients include the Hispanic Scholarship Fund, the United Negro College Fund, and the Indianapolis Neighborhood Housing Partnership. In 1999, the Endowment gave 19% (or \$104M) of its funding for that year to grants through the Religion Program.