February 8, 2016

TO: Andre Knoesen, Chair  
   Davis Division of the Academic Senate

FR: Brenda Schildgen, Chair  
    Faculty Executive Committee  
    College of Letters and Science

RE: Departmental Status Request

The faculty of the Program in American Studies have proposed disestablishing the present program and reconstituting it as an academic department. In accordance with the provisions of PPM 200-20, the proposal has been reviewed by Interim Dean Susan Kaiser, Division of Humanities, Arts and Cultural Studies, who has expressed strong support for the proposed action.

After careful review, the College of Letters and Science Faculty Executive Committee recommended approval of the proposal to confer departmental status on the Program in American Studies at its meeting on February 1, 2016. On behalf of the Executive Committee, I am now hereby forwarding the proposal to you for review and action by the Davis Division.

cc: B. Floyd, Director  
   Undergraduate Education and Advising  
   College of Letters and Science

   Julie Sze, Program Director  
   American Studies
Proposal for the Establishment of Departmental Status for American Studies

Submitted January 27, 2016

In accordance with Policy and Procedure Manual
Chapter 200, Campus Organization and Management,
Section 20, Establishment or Revision of Academic Units
Introduction

The Program in American Studies proposes establishing an American Studies Department at UC Davis. American Studies has been an autonomous program at UC Davis since 1971, when it offered its first courses in the interdisciplinary study of U.S. culture and politics. Since then, the American Studies program has grown into an important academic unit on campus.

The American Studies program educates students across departments and the campus on significant American intellectual traditions, cultural practices, and issues of difference and diversity. Grounded in the liberal arts tradition, our curriculum focuses on developing critical analytical skills and the integration of diverse bodies of knowledge and methodological approaches. We specialize in three areas: 1) comparative cultures within the U.S. and between the U.S. and other nations; 2) critical reading and writing instruction with a focus on connections across disciplines and genres; 3) interdisciplinary research and teaching in established fields of study such as history, literature, cultural geography and sociology/community development as well as interdisciplinary fields such as visual/media studies, food and nutrition studies, and technology and environmental studies.

The American Studies program has been functioning as a de-facto department for over 40 years. Since there are no anticipated additional costs for departmentalization, this proposal to departmentalize represents our wish to formalize our current function and status.

Justification in terms of campus and University wide academic needs and potential contribution to campus and University wide goals

We believe that it is one of the longstanding responsibilities of the University of California system to teach students about the cultures and histories of the state of California and the United States in a global frame. As the oldest American Studies program in the UC system, we have dedicated ourselves to developing curricula with an emphasis on cultural and ethnic diversity on regional, national, and more recently in tune with developments in the field, transnational frames of analysis. Based on this longstanding foundation, now more than ever, American Studies presents an important pathway for orienting and educating our increasingly diverse student body including international students. With the stability that departmentalization represents, we will be even better placed to attract students from throughout the campus.

The field of American Studies is not duplicative of other disciplines with Americanist emphases such as English, History, Political Science, or Economics. Since the 1930s, American Studies has been an interdisciplinary field of study with its own theoretical, methodological, and critical approaches to understanding the cultures of the United States, and more recently their transnational dimensions. For decades, American Studies has been at the forefront of conversations about social justice, sustainability, diversity,
and global issues. American Studies classes draw on research in gender, ethnicity, race, sexuality and disability to explore material culture, science and technology, environmental issues, business and industry, and visual culture and media across a wide historical and global perspective. Our interdisciplinary methodology remains distinct from other fields and disciplines.

Our program is deeply invested in our Division and the campus at large. Departmentalization will insure that we will be full partners in planning and development within the integrated College of Letters and Science.

**Objectives of departmentalization:**

In proposing departmentalization, the American Studies program has identified four primary objectives:

- To be recognized as leaders in the field across the UC system, nationally, and internationally
- To support the university’s mission to combine diversity and excellence across the curriculum and within the campus community
- To strengthen the university’s capacity to educate students within majors and general education outside of STEM fields
- To contribute vision and leadership to our unified and revitalized College of Letters & Science

**Objective 1: To be recognized as leaders in the field across the UC system, nationally, and internationally**

Our faculty are key in our objective to be recognized as leaders in the field across the UC system, nationally, and internationally. Our faculty have national and international reputations based on their groundbreaking scholarship and have published award-winning books at the top presses (Duke, MIT, NYU, UC Press, and North Carolina). The AMS faculty are active as editors of major journals and book series and serve on scholarly press editorial boards. In addition to books, scholarly articles, and editorial activities, our faculty also write for a broader, non-academic community, speaking with the media and working with community groups in their fields of expertise.

Professor Eric Smoodin is a senior historian of the Hollywood film industry in American and transnational frameworks. His scholarship investigates the histories of audiences and industrial practices, the relationships of cinema to other institutions, and the history of film studies as an academic discipline. He is the author of "Regarding Frank Capra: Audience, Celebrity, and American Film Studies, 1930-1960," as well as two other books, and he is the editor or co-editor of four volumes, most recently "The American
Film History Reader." His articles have appeared in many of the leading film studies journals in the United States and the United Kingdom.

Professor Caren Kaplan is an internationally recognized scholar in the fields of critical military studies, transnational feminism and American Studies. She is the author of *Questions of Travel: Postmodern Discourses of Displacement* and *Aerial Aftermaths: Colonial Wartime from Above*, and she is the co-editor of four other books on topics ranging from drone warfare to gender politics, including one of the most influential textbooks in women’s studies written in the last twenty years. Professor Kaplan has worked in digital humanities for many years and with support from the Annenberg School at USC and an ACLS Digital Innovation Fellowship she has produced two major digital, interactive scholarly works, *Dead Reckoning* and *Precision Targets*.

Professor Carolyn Thomas is a world-renowned scholar in technology and culture. She is the author of two books, *Empty Pleasures: The Story of Artificial Sweeteners from Saccharin to Splenda* and *The Body Electric: How Strange Machines Built The Modern American*, and two co-edited volumes *Re-Wiring the Nation: The Place of Technology in American Studies* and *Local Foods Meet Global Foodways: Tasting History* and more than twenty articles on technology, food, health, and consumption in the U.S.

Professor Julie Sze is a leading scholar who investigates environmental justice and environmental inequality; culture and environment; race, gender and power; and urban/community health and activism and has been funded by the Ford Foundation, the American Studies Association and the UC Humanities Research Institute. Sze’s book, *Noxious New York: The Racial Politics of Urban Health and Environmental Justice* (MIT Press) on the 2008 John Hope Franklin Publication Prize, awarded annually to the best-published book in American Studies. Her second book, *Fantasy Islands: Chinese Dreams and Ecological Fears in an Age of Climate Crisis* (UC Press) has been published recently to extremely strong reviews and acclaim.

Associate Professor Charlotte Biltekoff holds a joint appointment in American Studies and Food Science and Technology. Her interdisciplinary research focuses on the cultural politics of dietary health and the values and beliefs that shape American eating habits. Biltekoff is the author of *Eating Right in America: The Cultural Politics of Food and Health* (Duke U. Press), a book that rethinks what dietary advice is and does, while challenging the conversations about food and health. As a rising star in the fields of food, health, and nutrition, Professor Biltekoff is often interviewed in the media and consulted by the food industry.

Grace Wang is Associate Professor of American Studies at UC Davis. Her areas of interest include Asian American studies, transnational American studies, immigration, race, and music. She is the author of *Soundtracks of Asian America: Navigating Race through Musical Performance* (Duke University Press), and has published articles on new media, reality TV, and transnational popular music.
Ryan Lee Cartwright is an Assistant Professor in American Studies working in the areas of disability, gender and sexuality, rural landscapes, and digital public history. His book, *Peculiar Places: A Queer/Crip History of Rural White Nonconformity*, is under contract with the University of Chicago Press. His work has been nationally recognized by grants and fellowships from the American Council of Learned Societies (ACLS), Smithsonian Institution, and American Philosophical Society, among others. He is the elected chair of the Caucus on Critical Disability Studies for the American Studies Association and serves on the editorial review board of *Disability Studies Quarterly*, the journal of the Society for Disability Studies.

Anjali Nath is an Assistant Professor in American studies with interdisciplinary expertise in visual culture; race, gender and ethnicity; and transnational American Studies. The author of several journal articles and book chapters on the visuality of war and racial formations, Professor Nath is working on a book on the visual culture of military detention during the era of the “war on terror.”

**Objective 2: To support the university’s mission to combine diversity and excellence across the curriculum and within the campus community**

The American Studies program addresses diversity in multiple forms, and believes that all students can succeed in the college classroom. Our diverse curriculum draws a wide swathe of students including (but not limited to): community college transfer students, multilingual learners, international students, students with disabilities, low-income and first-generation college students, underrepresented minorities, student parents, veterans, student-athletes, as well as large numbers of traditional students.

In transforming our curriculum, we have worked on multiple fronts. Several of our faculty received grants to transform our Introduction to American Studies course to address transnational issues and international students. We have also partnered with the Global Studies Program to teach AMS 30: Images of America and Americans in Popular Culture once a year with a combined international/domestic student demographic. We view this class as a model for teaching interdisciplinary humanities and social sciences broadly, and for introducing the study of the United States particularly, to diverse students. Based on our success with this course, we have authored a report on best practices for this pedagogical approach. With the recent hire of Anjali Nath, we have underscored our approach to the study of the United States as part of a world system, and building an American Studies curriculum designed for international and domestic students. In the area of inclusive pedagogy, we were fortunate in hiring Ryan Cartwright, a leading scholar in Disability Studies, who was named to the Chancellor’s Early Career Faculty Committee on the University of 21st Century. In that capacity, he co-wrote a section of the final report that explained the Committee’s vision for “Equity and Access.”

Departmentalization will help us continue to advance our mission of diversity through General Education course offerings that attract students from many parts of campus who have been drawn to our university.
Objective 3: To strengthen the university’s capacity to educate students within majors and general education outside of STEM fields

As the campus adapts to a larger undergraduate student population it will be compelled to **grow and strengthen opportunities for our students beyond the highly sought after STEM fields** (Joint Report of the 2020 Task Force). An American Studies Department will play an important role in addressing these challenges by continuing to attract large numbers of students to our General Education courses, while providing the skills in critical thinking, oral and written communication, and intercultural knowledge that are the foundation of professional competency in almost every employment setting. The field of American Studies has a long history of preparing students for careers in law, education, social work, business/ marketing, politics and public relations (among others). Building on these strengths, a Department of American Studies will make a critical contribution toward our campus’s plans for growth.

Our lower division classes have high student demand, which we have accommodated despite constrained human and financial resources. Two of our faculty teach 50% in other departments (one with a joint appt. with Food Science and Technology, and another by MOU in Cinema and Digital Media). In 2009, two of our faculty left classroom teaching—one to retirement and one to full-time campus administration. In a small faculty of 6/7, any retirement, separation, sabbatical, parental leave, or move to administration creates an immediate impact, and our Student Credit Hours (SCH) dipped as a result. In the last three years (2012-2015), we have increased our lower division student credit hours substantially (see Figure below). Over the last five years (from 10-11 to 14-15), American Studies has experienced a 39.1% growth in SCH (this is compared to 3.9% overall for HArCS (Dean’s Office Data).

![Graph showing AMS Total SCH by Academic Year]

We dramatically increased our SCH despite the fact that we did not hire any new faculty until 2014-2015. Under the leadership of a new Director, we engaged in a phased expansion of our introductory courses to test student demand. Based on the success of this gradual approach, this year we will fully expand all of our lower division offerings to 150 students. We started offering some of these classes twice a year (i.e. Introduction to
American Studies). In addition, based on a consistent waiting list of nearly 50 students for the last two years, this year we will expand one of these courses (Food in American Culture), to 200 students. Lastly, with our two recent hires who are not reflected in this data, our SCH will jump yet again. We anticipate in the foreseeable future that our SCH will jump to over 8000, and potentially up to 9000/10,000 depending on larger growth of selected courses.

Our lower division courses are always filled due to the excellence of our faculty, student interest in the topic areas, and because our lower division classes fulfill several GE requirements. Our teaching evaluations in these lower division classes regularly average a 4.0 on a 5.0 scale. We teach far above the 600 student credit hours expected per faculty in our division- two of our faculty regularly teach over 1100 SCH, and most of the faculty teach between 700-900 SCH.

**Objective 4: To contribute vision and leadership to our unified and revitalized College of Letters & Sciences**

Our faculty are leaders across the university community, serving in a variety of leadership and administrative positions- faculty are serving or have served as Dean and Vice-Provost, Director of the Humanities Institute, Chair of a Graduate Group, and Director of a campus-wide research project. The faculty in American Studies are campus leaders in part because the interdisciplinary nature of our training makes us skilled facilitators for collaborative pedagogy and research.

Faculty in American Studies participate in Mellon Initiatives in Digital Cultures, Environments & Societies, Social Justice, and Border Studies. Several of our faculty are affiliated to the Interdisciplinary Frontiers in the Humanities and Art Gamification Program while several others serve or have served in leadership capacities with the World Food Center, the Robert Mondavi Institute, the John Muir Institute of the Environment and the Agricultural Sustainability Institute.

The American Studies program contributes most directly to graduate education through the Cultural Studies Graduate Group (CST). Our faculty serve regularly on the CST executive and admissions committees, teach core seminars as well as electives, and serve on a large number of qualifying and dissertation committees while mentoring the CST graduate students who comprise most of our teaching assistants. Several of us also serve on qualifying exam and dissertation committees in graduate groups (Geography, Performance Studies) and departments (i.e. English, Sociology, History) and serve as affiliated faculty in many graduate designated emphasis programs, such as Feminist Theory and Research and Science & Technology Studies, Studies in Performance in Practice, Writing, Rhetoric and Composition Studies.

Based on all of these activities across campus and the division, American Studies contributes to the dynamic discussions underway that will shape the Humanities and Social Sciences for the next decade at UC Davis.
Objectives in Relation to Last Self-Review

Our program has seized the opportunity to address issues raised in our last self-review and worked hard to ameliorate them. The primary issues concerned a dip in student credit hours, space, and the number of majors.

To address the dip in student credit hours caused by Senate faculty removed from the classroom due to service commitments or retirements, we made two junior hires in the key fields of disability studies, queer studies, and transnational American studies. We have also increased the class size of our high-demand classes.

To address space needs and to foster greater coordination and better programmatic presence and “esprit de corps,” we have moved our faculty onto the same floor in Hart Hall and we have created a student lounge adjacent to faculty offices.

To address the drop in our majors, we have begun an advising, outreach and recruitment plan with our faculty working with our Student Affairs Officer in consultation with campus outreach and advising units. We have also undergone a substantial website overhaul and marketing plan to better advertise the strengths of our major to the broader undergraduate and transfer student population. We also plan to improve our communication with alumni, in part because our small size leads to better personalized networking opportunities. We initiated an alumni presence on social media.

Departmental status will help us raise support from donors and allow us to better access our strong alumni network. Departmental status will increase our visibility and broaden our networks further in ways that will not only attract majors and reinvigorate our ties with alumni but will help us leverage these networks for career assistance for our students.

We believe that with new faculty and a strategy in place to target specific sub-groups on campus, we will increase our majors.

Description of the relationship of the proposal to the campus and unit’s academic plans

As a field and as a unit, American Studies is fundamentally and robustly interdisciplinary, a strength that aligns with the Campus’s goal to “Drive Innovation at the Frontier of Knowledge” by “building on the interdisciplinary strengths of its faculty” and promoting a “collaborative environment that spurs innovations in learning and research by discovering ideas that take shape at the frontiers and intersections of academic disciplines.” (Vision of Excellence, 3). While there are many scholars across campus practicing interdisciplinary scholarship in one form or another, and there are many units that include more than one discipline, the practice of rigorous interdisciplinary teaching and research is the core commitment of our field. Our faculty have training and expertise in conducting research at the intersection of diverse
disciplinary practices, including history, literature, visual/media studies, design, nutrition, technology studies, and sociology/community development. Not only is our teaching deeply interdisciplinary (in the nature of the texts and objects that we analyze), but we also explicitly teach interdisciplinary research methods in both lower division and upper division courses. Furthermore, many of our faculty practice both humanities and social science methods and/or collaborate across the humanities, social sciences and sciences. The formation of an American Studies department would, therefore, fulfill the HArCS commitment to developing “new collaborative units” that emerge “within and between” core humanities disciplines and “connect to parallel inquiries in the social sciences and sciences, in response to shifts in intellectual focus called forth by a changing world.” (HArCS Academic Plan, 3).

Our carefully considered, dynamic and creative teaching practices will also offer “transformative and diverse opportunities for learning” to prepare students to “lead and excel in solving the dynamic challenges of tomorrow’s world.” As teachers, the AMS faculty are committed to using “emerging technologies, multi-modal learning, curricular innovation and pedagogical advancements.” (Vision of Excellence, 5)

The proposed department of American Studies, with its emphasis on understanding the US in transnational settings, is uniquely positioned to help the campus in its goals of embracing global issues and building a diverse community of scholars, central to both the 2020 vision and the Vision of Excellence. According to the report of the 2020 task force, UC Davis seeks to increase the proportion of international students faculty, and graduate students on campus, while the Vision of Excellence asserts, “UC Davis will be the university of choice for international students, postdoctoral scholars, faculty, prestigious international and governmental exchange programs and research enterprises that have transnational and global applications.”

American Studies has been at the forefront of developing a transnational approach that views every location in the world as profoundly if unevenly linked economically, politically, and culturally. While many departments offer analyses of particular groups and sites, American Studies is unique in the comprehensive analysis of American culture that is critical for a campus that is committed to global and domestic diversity.

**Current Organizational chart**

The Program Committee of American Studies sets all policies for the unit and the Director implements those policies. The 25% Student Affairs Officer (SAO) provides undergraduate advising in consultation with the Faculty Undergraduate Advisor for all
American Studies majors. The 25% time Program Coordinator assists the Director and faculty in various administrative capacities.

**Possible administrative overlap with other existing units**

We do not anticipate that departmentalization will have a negative impact on any other units on campus. In fact, we believe that departmentalization will have a positive impact. We have a long history of collaborative scholarship and pedagogy with all of the Hart Hall units and departments, with Cinema and Digital Media, and with the Graduate Group in Cultural Studies, as just a few examples, and we extend our collaborations to departments in other colleges at UCD (i.e. Science & Technology Studies in L&S, Community and Regional Development and Food Science and Technology in the College of Agricultural & Environmental Sciences). We co-sponsor numerous events with other programs and departments, and we look forward to making joint-hires, a prospect made even more possible (and more attractive to job candidates) with departmental status. One of the most positive aspects of American Studies is our interaction with so many different parts of the university, an interaction that we plan not only to continue, but to increase.

**Projection of Costs**

There are no anticipated additional costs for departmentalization that we do not already incur as a program and no additional physical facilities are required.

**Consultation with Faculty and Students**

We have consulted with members of the American Studies Program Committee who agree fully with our departmentalization plans. We held two faculty retreats to formalize our vision for the future. Our current majors and our active alumni network have been informed of our plans via conventional and social media and they are very supportive of our efforts.

**Conclusion**

The American Studies program looks forward to formalizing our status as a department, a formality that will consolidate and affirm our past achievements in order to create a stable foundation for future growth.
January 27, 2016

Brenda Deen Schildgen  
Chair, Letters and Science Executive Committee, 2015-16

Dear Professor Schildgen:

Following the procedures outlined in the Policy and Procedure Manual: Chapter 200, Campus organization and Management Section 20, Establishment or Revision of Academic Units, the American Studies Program at UC Davis seeks to disestablish itself as a program and re-establish itself as a department. This change is an administrative adjustment and represents our wish to formalize our current function and status.

Attached, you will find our proposal and justification for this change of status, which has been fully vetted by our faculty, and which is supported by Interim Dean Kaiser. We have also attached as Appendix, several letters of support from Departments and Programs (from Hart Hall Interdisciplinary Units and across Campus), as well as from the Cultural Studies Graduate Group.

Thank you for your consideration of this proposal.

Julie Sze  
Professor and Director of American Studies, UC Davis
January 27, 2016

College of Letters and Science Executive Committee
UC Davis Academic Senate and CODVC

Re: Departmental Status for American Studies

Dear Colleagues:

It is my pleasure to offer my strong support for the “Proposal for the Establishment of Departmental Status for American Studies.” Clearly articulated in this document are the outstanding academic achievements of the AMS faculty; their highly interdisciplinary, engaged, comparative approach to scholarship and education; and their demonstrated commitment to diversity within and beyond the U.S. Now is the time for the American Studies Program to attain departmental status. From its history dating to 1971 as the first autonomous American Studies program in the UC system, to its current, critical approach to fields such as environmental justice, disability, food, visual, military, technology, and comparative cultural studies, the UC Davis Department of American Studies would be well-positioned to become the national and international leader in their interdisciplinary, increasingly transnational field. Their influence and intellectual leadership profile in the UC system would be expanded, as well.

The American Studies faculty have also played an important leadership role in initiatives and programs across the UC Davis campus, including the following: the Mellon Foundation-supported initiatives on environmental justice and digital humanities, the IFHA critical gaming research, the World Food Center, and the Agricultural Sustainability Institute. The faculty participate in various graduate groups across the campus, but most actively in the Cultural Studies Ph.D. program, as indicated in the support letter by Chair Robert Irwin.

In undergraduate teaching, the American Studies Program has been successful in increasing its student credit hours (SCH) over the last few years. Between 2010-11 and 2014-15, as indicated in the proposal, there was a 39.1% in SCH, primarily in lower division General Education and diversity courses, including – in collaboration with the Global Studies program - the innovative AMS 30, which offers international students an opportunity to engage critically with “images of America and Americans in popular culture,” together with U.S. students.

The American Studies Program currently has eight faculty members. I am excited about their recent ability to expand into some emerging, compelling areas of scholarship with the addition of recent hires: Assistant Professor Ryan Cartwright (who works at the interface of disability, queer and rural studies) and Assistant Professor Anjali Nath (who studies the visual politics of U.S. military detention and visual constructions of power and difference in South Asian and Muslim diasporas in the U.S.).

American Studies, as other programs and departments in Hart Hall, receives excellent administrative support from the Humanities Interdisciplinary Program (HIP) cluster, led by CAO Carlos Garcia. Carlos has built a strong, interdisciplinary team to serve all six of the units, and in
addition to the central office, American Studies shares advising support with Gender, Sexuality and Women’s Studies (GSWS), and additional program support with GSWS and African American and African Studies. Peer adviser support also enhances the AMS’s ability to serve, mobilize, and recruit students.

In summary, I am pleased to offer my sincere support for AMS’s proposal to pursue departmental status. I would be pleased to follow up if I can be of further assistance.

Cordially,

Susan B. Kaiser
Interim Dean
Humanities, Arts and Cultural Studies
Professor
Gender, Sexuality and Women’s Studies
Appendix
Letters of Support for AMS Departmentalization Proposal

Interim Dean Susan Kaiser (confirmed by email but not yet in hand)

Confirmed and Attached
- Cultural Studies Graduate Group
- Native American Studies Department
- Asian American Studies Department
- African American Studies Program
- Science and Technology Studies Program

Forthcoming after Feb. 1
- Chicano Studies Department (confirmed by Chair via email)
- Gender, Sexuality and Women’s Studies Program (likely, per Director email)
- Cinema and Digital Media Program (pending faculty voting process)
Robert McKee Irwin, Chair
3129 Hart Hall
CULTURAL STUDIES GRADUATE GROUP
UNIVERSITY OF CALIFORNIA, DAVIS
ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8518

21 January, 2016

To Whom It Might Concern:

I am writing as Chair of the Graduate Group in Cultural Studies in support of the proposal for UC Davis's American Studies program to become a department. After circulating their proposal among the members of our Executive Committee, we voted, without dissent, in favor of supporting this proposal.

In addition to the various arguments presented in the proposal, with which we agree, we thought it important to add some additional data with regard to American Studies' faculty's involvement in graduate education, and, specifically, their support of Cultural Studies graduate students.

While the Graduate Group in Cultural Studies is a broadly interdisciplinary program, with faculty affiliates in over twenty different departments and programs across campus, American Studies is one of the programs in which our students are most involved. For example, over the past five academic years, American Studies has provided approximately 30% of all TA support offered to Cultural Studies students (80 of 271 appointments). In addition, during this same period, American Studies professors have been responsible for 28% of our teaching (11 of 39 graduate seminars). Also, of our twenty PhD students who are currently ABD, 45% (9 of 20) have American Studies professors advising them on their dissertation committees, and 20% of our current dissertation committees (4 of 20) are chaired by American Studies professors.

As can be inferred from the above, a substantial number of Cultural Studies PhD students engage directly with the field of American Studies in their research or their teaching - in many cases, both. Consequently, the legitimation and prestige that an enhanced status as department would give to American Studies would provide a clear benefit to the Graduate Group in Cultural Studies, whose students face a highly competitive academic job market.

We therefore offer our strongest support for this proposal.

Sincerely,
Davis, January 22, 2016

Professor Julie Sze
Director,
American Studies Program

Dear Professor Sze:

As Chair of the Native American Studies Department, I write to express our strongest support of your proposal to establish departmental status. The proposal was circulated among our faculty and the vote to give our support was unanimous.

The quality of your faculty and the strong trajectory of your program, for example growing in SCH even during difficult times for enrollments in humanities courses, are strong arguments to receive this status. We look forward to seeing this process through and offer unconditional support.

Best of luck and please let us know if there is anything else we can do at this point.

Sincerely,

[Signature]

Zoila S. Mendoza
Professor and Chair
Native American Studies Department
zsmendoza@ucdavis.edu
January 26, 2016

To Whom It May Concern,

As Chair of the Department of Asian American Studies (ASA), I am writing in enthusiastic support of the proposal for the establishment of departmental status for the American Studies program at UC Davis. The proposal makes numerous compelling arguments in favor of departmental status. I would like to add that AMS, with its interdisciplinary emphasis, is a vital partner to the other Hart Hall units in its shared commitment to issues of social justice, diversity, and globalization in its research, teaching, and service activities. Over the years, AMS has been a strong partner with ASA in a number of capacities. Last year, our units collaborated on a successful request for a joint hire of a UC President’s Postdoctoral fellow. While we were unable to recruit the candidate to UC Davis, our collaboration yielded productive intersections in our intellectual interests and missions. AMS faculty members have also served as valuable committee members on ASA search committees as well as collaboration on other administrative and intellectual endeavors. Building upon their recent faculty hires and growing student enrollments, departmental status will allow AMS to continue to grow and serve as a significant presence on campus in their research, teaching, and service activities. Departmental status will also solidify their institutional position to become prominent leaders in the field of American Studies across the UC system as well as nationally. I offer our strongest support for this proposal.

Sincerely,

[Signature]

Richard Kim
Associate Professor and Chair
Department of Asian American Studies
UC Davis Chancellor’s Fellow, 2014-19
AAS Support for AMS Proposal

Milmon Harrison <mfharrison@ucdavis.edu>  
Mon, Jan 25, 2016 at 4:19 PM

To: Julie Sze <jsze@ucdavis.edu>

Dear Director Julie Sze,

As Director of the African American and African Studies Program (AAS), I am writing on behalf of my colleagues to express our support for the American Studies Program's proposal to become a department.

I have circulated your proposal among the faculty, and we are unanimous in our agreement to support it.

Very Best Regards,

Milmon F. Harrison

Milmon F. Harrison, Ph.D.
Senior Lecturer and Director, African American & African Studies
Dean's Faculty Assistant, Undergraduate Academic Programs
University of California, Davis
2201 Hart Hall / One Shields Avenue
Davis, CA 95616
Dear Director Sze,

We, the Science and Technology Studies Program, unanimously support our colleagues in American Studies in their proposal to become a department.

Sincerely,

Tim Choy

---

Tim Choy
Director, Science & Technology Studies (STS)
Associate Professor, STS and Anthropology
UC Davis
Jan. 31, 2016

Prof. Julie Sze, Director  
American Studies Program

Dear Julie,

Gender, Sexuality and Women’s Studies sends our strongest support for your proposal for departmental status for the American Studies Program. Our program faculty have had opportunity consider this request and all are unanimous in supporting this move to departmental status for American Studies.

Your proposal clearly outlines the reasons for this request to move to departmental level. Your program already significantly functions as a department in many of its core protocols. American Studies’ objectives and goals indicate a cohesive entity with faculty, courses and research areas that contribute to the intersectional field of American studies, to other research units and to campus goals and vision for our students and the excellence of the University as a whole.

In sum, Gender, Sexuality and Women’s Studies welcomes you movement to departmental status and wish you well.

Cordially,
Wendy

Dr. Wendy Ho  
Dept. of Asian American Studies, former Chair  
Gender, Sexuality and Women’s Studies, Director  
DE in Feminist Theory and Research, Chair  
Mellon Social Justice Initiative, Executive Advisory Board  
Asian American Cultural Politics Research Group, Director  
University Honors Program, Cultural Studies Graduate Group, Mellon on Comparative Border Studies, Affiliated Faculty
January 25, 2016

RE: American Studies Program Departmental Proposal
Letter of Support

To Whom it May Concern,

Please accept this letter of support on behalf of the American Studies Program’s efforts to attain departmental status. I write this letter to reflect the Chicana/o Studies Department’s strong support for American Studies’ efforts. The faculty in Chicana/o Studies believe strongly that departments across the campus should be able to self-determine. While the process for faculty/Senate review of their proposal is important to ensure that American Studies has met the necessary requirements for Departmental status, there should be no objections to their proposal on intellectual grounds or because of perceived threats that this effort may have to other programs across the campus. Intellectually there is no reason for American Studies to be denied their request.

Reflecting the entire faculty’s position on this matter, the Chicana/o Studies Department stands in strong support for American Studies’ to become a department. Should there be anything I can do to further support American Studies’ efforts, as Chair of the department or as a faculty colleague, please do not hesitate to let me know.

Sincerely,

[signature]

Carlos Francisco Jackson
Chair, Chicana/o Studies