

June 27, 2011

**Robert Powell, Chair
Davis Division of the Academic Senate**

Subject: Reconstitution of the Department of Spanish and Classics

Dear Professor Powell,

The faculty of the Department of Spanish and Classics have proposed reconstitution as two separate and distinct units: the Department of Spanish and Portuguese and the Interdepartmental Program in Classics. In accordance with the provisions of PPM 200-20, the proposal has been reviewed by Dean Jessie Ann Owens—Division of Humanities, Arts and Cultural Studies, who has endorsed the proposed action.

After careful review, including discussion with Dean Owens regarding administrative support, the College of Letters and Science Executive Committee has recommended approval of the reconstitution proposal. On behalf of the Executive Committee, I am hereby forwarding the proposal to you for review and action by the Davis Division.

Sincerely,



Patricia C. Boeshaar, Chair
Executive Committee
College of Letters and Science

cc: D. Trask, Assistant Dean

Proposed Reconstitution of the Department of Spanish and Classics

Summary and Historical Background

The Department of Spanish and Classics was formed in the 1960s, when the Department of Foreign Languages was broken up into three smaller units: the Departments of French and Italian, German and Russian, and Spanish and Classics. French and Italian have long operated as a single unit, and German and Russian have recently decided to do so as well. Spanish and Classics have for decades operated as two separate entities within a single Department, sharing the same support staff and photocopiers, but running our own affairs, with separate budgets and separate leadership (chair of Spanish and director of Classics). With regard to voting on personnel matters the two sections have also functioned autonomously for at least the last thirty years. Relations between the two sections have always been very friendly. Recent developments, however, have convinced us that it is time for a change.

Four years ago, with the arrival of a senior faculty member in the area of Luso-Brazilian Literary Studies, the Spanish section began developing a program in Portuguese. Furthermore, the Classics section has been developing its own focus on classical receptions. In view of these changes, the faculty in the Department of Spanish and Classics have decided to reorganize themselves in a manner that better reflects their new realities and is more consistent with standard practice in comparable institutions. In universities where Spanish, Portuguese and Classics (Latin and Ancient Greek) are taught, standard practice is that there is a Department of Spanish and Portuguese and a Department of Classics. In an increasingly competitive academic environment, in which UC Davis is striving to recruit the best faculty and graduate students, it is important that our academic units conform to the norm elsewhere so that meaningful comparisons can be made. Accordingly, we request that the Department of Spanish and Classics be reconstituted as two separate and distinct entities:

Department of Spanish and Portuguese
Classics Program

In what follows our proposal addresses PPM Sections 200-20 IV D 1-6:

1. Justification of the Proposed Action

- 1) Generally speaking, Departments of Foreign Languages are found only at the less prestigious institutions.
- 2) All the foreign languages taught at Davis already share the same excellent administrative staff headed by MSO Tracy Ligtenberg. (See appendix 1 for a chart that demonstrates how the staff members have been organized to serve the Department of Spanish and Classics *and* nine other units).

An important feature of the proposed change is that it involves no additional costs. The proposed change is essentially a name change. We charged our MSO, Tracy Ligtenberg, to consider the administrative implications if the proposal to reconstitute the Department of Spanish and

Classics as two independent units is approved and implemented. She reported that she foresaw no increase in workload for her staff nor other budgetary impact.

Arguments specific to the creation of separate (A) Department of Spanish and Portuguese and (B) Classics Program now follow:

A) Department of Spanish and Portuguese

Professor Bernucci's arrival in the department in 2006 as an expert in the area of Luso-Brazilian Studies and Portuguese language represented the fulfillment of a long-sought-after goal within the Spanish section to expand and diversify its course offerings by creating a new section of Portuguese language and Luso-Brazilian studies. In 2009, Professor Bernucci designed, submitted, and received approval for a number of courses that would comprise the new Luso-Brazilian undergraduate curriculum (see appendix 2).

In order to implement and sustain these courses, in Spring 2008, UC Davis succeeded in hiring another Luso-Brazilian expert, Assistant Professor Robert Newcomb. From 2008-09 and 2009-10 to the present, these two newly hired professors have taught and supervised Portuguese language and Luso-Brazilian Studies courses (see appendix 3 for Portuguese language and Luso-Brazilian culture and literature courses that have been offered in these academic years). There is every reason to believe that in the near future, student interest in these courses will continue to increase in view of the very positive student response that the courses offered have received. In addition, Professor Bernucci designed and taught "Luso-Brazilian Literature and Culture" (Portuguese 161) in Salvador, BA (Brazil) for the first time in 2008. This very popular program has been offered every single summer since then (during 2010 it was co-directed by both Professors Bernucci and Newcomb). It has always attracted more than twenty students from different programs every year and has been very well received (see appendix 4). Furthermore, in 2009, our minor in Luso-Brazilian studies was approved, and we have already had some students enrolled in it (see appendix 5). We have found that offering both Spanish and Portuguese reinforces student interest in both languages, given that a substantial percentage of students enrolled in Portuguese language courses also study Spanish at UC Davis.

The graduate program in Spanish was reviewed by an external evaluator in 2008 and the evaluator's report recommended a change of name to Spanish and Portuguese (see appendix 6). Creating a free-standing Department of Spanish and Portuguese will raise the profile of Portuguese on campus and accurately reflect the new reality of the Spanish section. It will also put UC Davis Spanish on an equal footing with its competitors nationwide and enhance its national and international reputation. With respect to our UC sister campuses (see appendix 6-A), UC Berkeley, UCLA, UC Irvine and UC Santa Barbara all have long-established Departments of Spanish and Portuguese.

The top ten universities for Spanish languages and literatures according to *the Chronicle of Higher Education* ranking for 2007 (which placed our section in the top category) include six universities with Departments of Spanish and Portuguese (so named--see appendix 6-B). More recently, the NRC review was released, also placing our Spanish department in the top category (see appendix 6-B). A list of the 60 departments that were ranked by that review is attached (see

appendix 6-C), showing that in all cases but one, when another language or culture was represented in the name, Portuguese (or Luso-Brazilian studies) was included in the name.

Consequently, the proposed course of action will bring Spanish into line with more than twenty-five similar Spanish and Portuguese departments in the U.S. It will also redefine the department's identity and more accurately reflect the department's current reality.

B) Classics Program

For decades Classics has operated as a totally independent program (without a governing program committee) within the Department of Spanish and Classics. We have been an efficient and, particularly in recent years, remarkably successful unit. Six faculty members (four senate faculty and two lecturers) teach Greek and Latin languages and literatures at all levels without the aid of TAs. We also run a thriving Post-Bac program (7-8 students each year, the optimal number we can advise and prepare for graduate programs) and take the lead role in the DE in Classics and Classical Receptions. Although we teach two ancient languages, we consistently return the highest Student Credit Hours (per capita of teaching faculty) of any foreign language program, thanks to the enormous popularity of our service courses in mythology and etymology (CLA 10 and 30) and our introductory courses to classical civilization (CLA 1, 2 and 3). In 2010-11 we increased the enrollment in sections of CLA 10 from 200 to 300 students; and in fall 2010 taught over 350 students in CLA 30, with TA support provided by the College of Biological Sciences in the first year of a 3-year experiment enrolling entry-level BioSci students in this language-building course. We have requested TA support to increase CLA 3 (Roman Civilization) enrollment from 75 to 150.

We hold our students to high standards. For the past nine years, at least one of our students has placed first, second or third (or, once, Honorable Mention) *nationally* in one of the Greek and Latin exams organized by Eta Sigma Phi (the Classics Honor Society). In the latest competition, our students earned first prize in four of the six national exams. We have an excellent record of placing our undergraduates and post-bacs in the country's most prestigious graduate programs, including UC Berkeley, UCLA, University of Virginia, University of Michigan, and the Graduate Theological Union.

Classics currently has four ladder faculty and five lecturers who teach the beginning languages, one each for Greek, Latin, Arabic, Hindi-Urdu, and Hebrew. The lecturers in Greek and Latin have long been core members of our team, vital for the success of our program. The lecturers in Arabic, Hebrew, and Hindi-Urdu joined Classics in fall 2009 for a 5-year term. As an autonomous program, Classics will form a governing Program Committee, including faculty from related departments. We expect to draw most of these members from the large number of colleagues affiliated with the DE in Classics and Classical Receptions. The broader representation will add to the diversity and prestige of our Classics Program and perhaps even add to our curricular options as members may occasionally be freed from their home departments to teach a course for us. This already happens, as Don Abbott (English), Seth Schein (Comparative Literature), and Lynn Roller (Art History) are this year teaching courses listed under Classics. A larger Program Committee might further broaden our range of courses and will certainly enlarge our already generous perspective.

All the best Classics programs in the country are in stand-alone entities. The programs that form part of larger units (such as a Foreign Languages department) are perceived to be (and usually are) weaker. The national situation is accurately reflected within the UC system. The best programs--Berkeley and UCLA are in the top 10 and Santa Barbara in the top 25 in the country--are stand-alone Classics Departments. The weaker programs (at Riverside, Santa Cruz and San Diego) are in Literature Departments (UCSC and UCSD) or Comparative Literature and Foreign Languages (UCR). The change will raise the profile of our Classics program both nationally and on campus. A minor irritant for us on campus that is nonetheless symptomatic of the larger problem is that we are routinely asked when we check out books at the library: "Are you still a member of the Spanish Department?"

Our program bears comparison with the Department of Classics at UC Irvine. Irvine has six senate faculty in Classics (compared with four at UCD) and one lecturer (five at UCD). Since two of their senate faculty are joint appointments (in Art History and Comparative Literature), they have in effect only five FTE and one lecturer. We, on the other hand, are assisted by three faculty members in other departments (Comparative Literature, English, and Art History), two of whom teach one or two courses a year for us. UCI Classics is the principal partner (with Riverside and San Diego) of a Tri-Campus Graduate Program in Classics but has no post-bac program or anything comparable to a DE. In addition they house a two-year program in Persian (as of 1 July 2009 we currently house two-year programs in Arabic, Hindi-Urdu and Hebrew). The major difference between Davis and Irvine is that we no longer have a functioning graduate program. We were forced to suspend our MA program in 1992 due to the loss of half of our faculty to early retirement (VERIP). The Academic Senate later officially confirmed this decision. We have been discussing various plans for reactivating it but recently decided that without one more FTE such a move would force us to compromise the quality of our undergraduate program.

2. Phase-out Plan

We charged our MSO, Tracy Ligtenberg, to consider the administrative implications if the proposal is approved and implemented. She reported that she foresaw no increase in workload for her staff or any other budgetary impact. Since the proposed action involves no changes administratively, academically or with respect to allocation of space, no phase-out plan is presented.

3. Steps required

The faculty of the Spanish and Classics Department believe that they have completed everything required for the adoption and implementation of the proposal that it is within their power to do. All that remains is the completion of the approval process (outlined in Exhibit A of Section 220-20). Since the progress of this process is out of our control, we can only hope that it will be completed as quickly as possible. Obviously, new initiatives reflecting the proposed changes (such as, for example, the ordering of new brochures for distribution to potential graduate students) cannot be undertaken until these changes have been finally approved. Accordingly, we earnestly hope that the approval process will be completed by June 2011.

4. Consultation

This proposal has been extensively discussed over the last three year by the full faculty of Spanish and the full faculty of Classics in their separate sections and jointly by representatives of both sections as the proposal document was being developed. Both groups have kept the Dean of HARCS fully informed of their intentions throughout.

The proposal outlined above was recently submitted to a vote. The Spanish faculty voted on November 22nd, 2010 and the Classics faculty on January 4, 2011. Both ballots were conducted anonymously. The results were as follows:

	In Favor	Against	Abstained
Spanish Senate Faculty	15	0	0
Spanish non-Senate Faculty	3	0	0
Classics Senate Faculty	4	0	0

Classics has discussed the issues with the five language lecturers, and they have consented to our proposal.

In the Spanish section faculty, graduate students as well as undergraduate students were consulted via e-mail (see appendix 8 for their comments). All comments without exception supported the reconstitution of the Spanish section into the Department of Spanish and Portuguese. In summary, they were of the opinion that the program is now well-staffed in Latin American literature and culture, including the area of Luso-Brazilian studies, and that becoming a Department of Spanish and Portuguese will bring our program into line with other Spanish and Portuguese programs throughout the country.

Classics faculty and undergraduate and post-bac students were asked to send their comments on the proposal by e-mail. There was unanimous support for the proposal and a certain amount of bewilderment (expressed by students) as to why the two disciplines had ever been combined in the first place--for their comments, see appendix 9.

5. Relationship of the proposal to Campus and Department Academic Plans

The campus Academic Plan is a work in progress due to the budget crisis. We were advised to relate our proposal instead to the L&S HARCS Academic Plan.

Spanish

The Spanish section has renewed one third of its faculty in the last eight years, reflecting the changes of HARCS in general. Two of our recent hires specialize in Luso-Brazilian studies and together with other faculty emphasize and represent a move towards more interdisciplinary studies. The reconstitution of the department into Spanish and Portuguese will reflect more clearly the expertise as well as the interests of the faculty that are very much in line with the new developments of the L&S Academic Plan to work in a more interdisciplinary fashion. The name of Department of Spanish and Portuguese will reflect our connections with Latin America as well as the Iberian peninsula and will, as one of the commenters stated, “...offer students critical exposure to the Portuguese language (spoken by at least 190 million people) and to the culture,

politics, and history of the vast, diverse Portuguese-speaking world, which extends from the Iberian peninsula to sub-Saharan Africa, to India (Goa), China (Macau), East Timor, to the Portuguese-speaking immigrant communities of California, and finally to Brazil, a nation that is fast emerging as a key regional and global player in politics and economics.” The creation of a department of Spanish and Portuguese will better express the strength of our section of “Languages and Cultural Diversity” (one of the major areas of interdisciplinary studies across the division) and our strong ties with different campus constituencies such as HIA and DHI.

Classics

The creation of a Classics Program is in harmony with the HArCS Academic Plan 2009-14, which stresses the need to strengthen foundational areas in the humanities and arts and lists Classics as a proposed growth area along with six modern languages (p.11). In pointing to the importance of historical awareness in these disciplines the plan makes particular mention of Classics: “Strength in literary scholarship across a long historical span, exemplified by our vibrant Classics department [and others] . . . is grounded in our linguistic commitments” (p.12). Our program, with its foundation in rigorous language training, can further realize its interdisciplinary potential with a program committee drawn from faculty with varied expertise in Classical receptions.

Conclusion

The proposed reconstitution of the Department of Spanish and Classics into a Department of Spanish and Portuguese and a Classics Program will incur no additional costs. It will raise the profile of Portuguese and Classics on campus and clearly demonstrate that the academic concerns of both the Spanish and Classics sections are now much broader than the present name of the department implies.

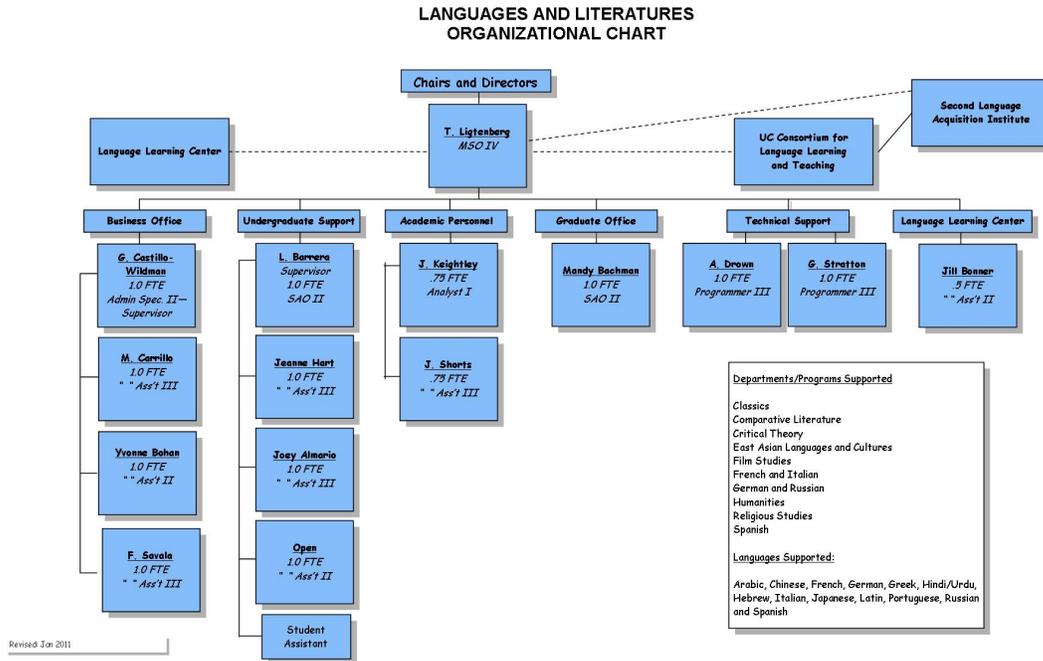
In sum, it will bring the two sections, Spanish and Classics, more into line with prevailing norms by highlighting the addition of a Portuguese component to Spanish and giving official recognition to the independence of Classics from Spanish.

Submitted by:

Cecilia Colombi, Chair -Spanish Department and Emily Albu, Director- Classics Program

27. January, 2011.

Appendix 1



Appendix 2

List of Approved Courses in Portuguese and Luso-Brazilian Studies

- POR 001 (Elementary Portuguese)
- POR 002 (Elementary Portuguese)
- POR 003 (Elementary Portuguese)
- POR 021 (Intermediate Portuguese)
- POR 022 (Intermediate Portuguese)
- POR 023 (Portuguese Composition I)
- POR 100 (Principles of Luso-Brazilian Literature and Criticism)
- POR 159 (Special Topics in Luso-Brazilian Literature and Culture)
- POR 161 (Luso-Brazilian Literature and Culture)
- POR 162 (Introduction to Brazilian Literature)
- POR 163 (20th C Masters in Brazilian Literature)
- POR 198 (Directed Group Study)

Submitted for approval
 POR 031 (Portuguese for Spanish Speakers)*

Appendix 3

Portuguese language and Luso-Brazilian culture and literature courses that have been offered since Fall 08.

FALL 08

- **POR 1 Elementary Portuguese** M-F 11:00-11:50 129 WELLMAN CRN 84244
(Maximum enrollment 25)

WINTER 09

- **POR 2 Elementary Portuguese** CRN 59335
(Maximum enrollment 25)
- **POR 22 Intermediate Portuguese** CRN 63428
(Maximum enrollment 25)
- **POR 100 Principles of Luso-Brazilian Literature and Criticism** CRN 63427
(Maximum enrollment 40)

SPRING 09

- **POR 3 Elementary Portuguese** CRN 93132
(Maximum enrollment 25)
- **POR 23 Portuguese Composition 1** CRN 93711
(Maximum enrollment 25)

FALL 09

- **POR 1 Elementary Portuguese** CRN 84244
(Maximum enrollment 25)
- **POR 21 Elementary Portuguese** CRN 39391
(Maximum enrollment 25)

WINTER 10

- **POR 2 Elementary Portuguese** CRN 53865
(Maximum enrollment 25)
- **POR 22 Intermediate Portuguese** CRN 63428
(Maximum enrollment 25)
- **POR 100 Principles of Luso-Brazilian Literature and Criticism** CRN 63427
(Maximum enrollment 40)

SPRING 10

- **POR 3 Elementary Portuguese** CRN 93132
(Maximum enrollment 25)
- **POR 23 Portuguese Composition 1** CRN 93711
(Maximum enrollment 25)
- **POR 159 Special Topics in Luso-Brazilian Literature and Culture** CRN 83106
(Maximum enrollment 40)

FALL 10

- **POR 1 Elementary Portuguese** CRN 84244
(Maximum enrollment 25)
- **POR 21 Elementary Portuguese** CRN 39391
(Maximum enrollment 25)
- **POR 100 Principles of Luso-Brazilian Literature and Criticism** CRN 63427
(Maximum enrollment 40)

WINTER 11

- **POR 2 Elementary Portuguese** CRN 39391
(Maximum enrollment 25)
- **POR 22 Portuguese for Spanish Students** CRN 39392
(Maximum enrollment 25)
- **POR 163 20th C Masters in Brazilian Literature** CRN 43435
(Maximum enrollment 40)

SPRING 11

- **POR 3 Elementary Portuguese** CRN 93132
(Maximum enrollment 25)
- **POR 23 Portuguese Composition 1** CRN 93711
(Maximum enrollment 25)
- **POR 31 Portuguese for Spanish Speakers** CRN 39393
(Maximum enrollment 25)
- **POR 162 Introduction to Brazilian Literature** CRN 43436
(Maximum enrollment 40)

Appendix 4

Course Title – POR 161 -Brazilian Literature and Culture Through the Arts in Salvador, BA (Brazil)

Course Description

This course will introduce students to the literature and culture of Brazil through the arts (music, painting, architecture, film, dance) from the 17th to the 20th century. During our stay in Salvador, Bahia, students will learn about local and national history. This 500-year-old city is Brazil's first capital and the crib of Afro-Brazilian culture. Considered to be the music capital of Brazil, Salvador has produced a large group of talented musicians and singers such as Ari Barroso, Dorival Caymmi, João Gilberto, Caetano Veloso, Maria Bethânia, Gilberto Gil, and Gal Costa. This course is combined with **SPA 198**, which includes guided visits to museums, Baroque churches, capoeira and dance academies, ecological sites, native handicraft and art studios.

Course Objectives

To explore the history, culture, and arts of Brazil from a literary perspective. The course focuses mainly on colonial artistic expressions (e.g. poetry and Baroque art) as well as modern cultural productions (e.g. literature, music, dance, film). By the end of the course, POR 161 students should be able to:

- Have a general understanding of the impact of European, Amerindians, and African peoples on Brazilian literature, arts, and culture.
- Know the cultural, artistic, religious, and culinary features of Bahia, as unique factors of miscegenation in Brazil, as a multiracial society.
- Understand significant cultural aspects (lifestyles, attitudes, customs, etc.) of the Luso-Brazilian speaking world, and function appropriately in frequently encountered social situations.

Appendix 5-

Luso-Brazilian Minor

DEPARTMENT OF SPANISH LUSO BRAZILIAN STUDIES MINOR

College of Letters and Science

Program Advisors: Leopoldo M. Bernucci (lmbernucci@ucdavis.edu)

Robert Patrick Newcomb (rpnewcomb@ucdavis.edu)

Program Office: Department of Spanish, 2th Floor Sproul Hall

Phone: 530.752.0835

<http://spanish.ucdavis.edu/FrontPage>

The Portuguese minor offers students the opportunity to engage with the Portuguese-speaking world as a global space, as well as gain in-depth knowledge of Brazilian literature, culture and society. The minor is structured to facilitate engagement with Latin American, peninsular, and transatlantic topics, while ensuring that students master the essential skills of linguistic competence, literary and cultural knowledge. We highly recommend that students participate in study abroad in Salvador, Brazil: <http://eac.ucdavis.edu>. Courses taken abroad may count toward the minor.

Preparatory Subject Matter **22-33 Units**

- | | |
|---|-------------|
| 1) First Year: POR 1-2-3 sequence or POR 98 (<i>by approval</i>) | 4-15 |
| 2) Second Year: POR 21-22 sequence | 10 |
| 3) Portuguese Composition: POR 23 (<i>POR 22 required</i>) | 4 |
| 4) LIN 1 or ANT 4 | 4 |

Depth Subject Matter (23-24 units) **23-24 Units**

These two courses:

- | | |
|--|----------|
| POR 100: Principles of Luso-Brazilian Literature and Criticism | 4 |
| POR 161: Luso-Brazilian Literature and Culture | 4 |

Plus four courses from the following categories:

- | | |
|--|------------|
| 1) Spanish and Portuguese Linguistics: SPA 111N, SPA 115N, SPA 116 | 3-4 |
| 2) Topics in Brazilian Literature: POR 162, POR 163 | 4 |
| 3) Humanities Electives: POR 159, POR 162, POR 163 | 4 |
| 4) Social Sciences Electives: HIS 159, HIS 163A, HIS 163B | 4 |

Notes: *Linguistics course can be substituted with advisor's approval. Additional courses in categories 2, 3, and 4 may count with approval. See website for an updated list of approved additional courses.*

Appendix 6 -

External Evaluator's Report of the Spanish Graduate Program (2-22-2008)

“Weaknesses:

- 1) In comparison with distinguished graduate programs at the national level, the department is at a disadvantage in not being designated and truly implemented as “Spanish and Portuguese”.

Appendix 6-A

University of California- Departments where Spanish and Portuguese are taught.

UC Berkeley, **Department of Spanish and Portuguese**

UC Irvine, **Department of Spanish and Portuguese**

UC Los Angeles, **Department of Spanish and Portuguese**

UC Riverside, Department of Hispanic Studies

UC San Diego, Department of Literature

UC Santa Barbara, **Department of Spanish and Portuguese**

UC Santa Cruz, Department of Literature with a Languages Program

Appendix 6-B

Chronicle of Higher Education Ranking for Departments of Spanish (January 2008)

University of California, Davis, Department of Spanish and Classics

Tulane University, **Department of Spanish and Portuguese**

Ohio State University, **Department of Spanish and Portuguese**

Johns Hopkins University, Department of German and Romance Languages and Literatures

New York University, **Spanish and Portuguese Languages and Literature**

University of Illinois at Urbana-Champaign, **Department of Spanish, Italian and Portuguese**

Arizona State University at Tempe, Languages and Cultures

University of Pittsburgh main campus, Hispanic Languages and Literatures

University of Virginia, **Department of Spanish, Italian and Portuguese**

University of New Mexico, **Department of Spanish and Portuguese**

Top Research Universities Faculty Scholarly Productivity Index

Spanish Language and Literature - 2007

	Institution*	Faculty Scholarly Productivity Index	Number of faculty	Percentage of faculty with a book publication	Books per faculty	Percentage of faculty with a journal publication	Journal publications per faculty	Percentage of faculty with journal publication cited by another work	Citations per faculty
1	U. of California at Davis	1.97	14	.36%	1.5	0%	-	7%	.21
2	Tulane U.	1.82	13	.77%	1.54	15%	.38	15%	.54
3	Ohio State U.	1.72	27	.37%	.78	19%	.3	7%	2.96
4	Johns Hopkins U.	1.42	14	.71%	1.57	7%	.07	7%	.14
5	New York U.	1.38	18	.5%	1.11	6%	.06	6%	.17
6	U. of Illinois at Urbana-Champaign	1.34	15	.4%	.73	13%	.2	13%	.33
7	Arizona State U. at Tempe	1.13	16	.56%	1.44	13%	.19	6%	.06
8	U. of Pittsburgh main campus	.92	10	.5%	.8	20%	.2	20%	.6
9	U. of Virginia	.88	14	.5%	.71	0%	-	0%	-
10	U. of New Mexico	.83	16	.44%	.75	13%	.31	6%	2.25

	Institution*	Citations per faculty	Citations per paper	Percentage of faculty getting a new grant	New grants per faculty	Total value of new grants per faculty	Average amount of grant	Percentage of faculty with an award	Awards per faculty
1	U. of California at Davis	.21	3	7%	.14	\$4783	\$33480	21%	.29
2	Tulane U.	.54	1.17	0%	-	\$0	\$0	31%	.31
3	Ohio State U.	2.96	6.15	4%	.07	\$3634	\$49058	11%	.11
4	Johns Hopkins U.	.14	2	0%	-	\$0	\$0	7%	.07
5	New York U.	.17	1.5	0%	-	\$0	\$0	22%	.28
6	U. of Illinois at Urbana-Champaign	.33	1.67	7%	.07	\$408	\$6117	0%	-
7	Arizona State U. at Tempe	.06	.33	0%	-	\$0	\$0	0%	-
8	U. of Pittsburgh main campus	.6	3	0%	-	\$0	\$0	0%	-
9	U. of Virginia	-	-	0%	-	\$0	\$0	21%	.29
10	U. of New Mexico	2.25	5.14	0%	-	\$0	\$0	6%	.06

Appendix 6-C

List of universities where Spanish and Portuguese are taught.

Department of Spanish and Portuguese	Department of Romance Languages and Literatures/ Romance Studies	Department of Foreign/Modern Languages	Department of Spanish, Italian, and Portuguese	No or Minimal Portuguese Taught
Columbia University Dartmouth College Emory University Georgetown University Kansas University-Lawrence Michigan State University New York University Northwestern University Ohio State University Princeton University Rutgers University Stanford University Temple University Tulane University University of Arizona-Tucson University of California-Berkeley University of California-Irvine University of California-UCLA University of California-Santa Barbara University of Colorado-Boulder University of Indiana University of Iowa University of Maryland University of Massachusetts-Amherst University of Minnesota University of New Mexico University of Texas-Austin University of Wisconsin Vanderbilt University Yale University	Duke University Harvard University University of Chicago University of Florida University of Georgia University of Michigan University of North Carolina University of Pennsylvania	Boston University Catholic University of the Americas Washington University	Penn State University of Virginia	Cornell University MIT University of Kentucky

Department of Modern and Classical Languages and Literatures: Univ. of Rhode Island. This is the only dept. where Classics Studies and Spanish & Portuguese are taught. In contrast, there is one department where no other language other than Portuguese is taught: Department of Portuguese and Brazilian Studies: Brown University

Appendix 7

The following message was sent via e-mail to faculty and students in the Spanish section requesting their input on the reconstitution of the Department of Spanish and Classics:

Dear all:

I would like to invite your comments regarding the reconstitution of our department. We are proposing to separate from Classics and reconstitute our section as the Department of Spanish and Portuguese. This change will reflect more clearly our interests and academic programs incorporating the expertise of our two more recent colleagues: Professor Leo Bernucci and Professor Robert Newcomb.

Thank you for your help.

Cecilia Colombi
Professor and Chair
Spanish

Spanish Faculty Comments on the proposed reconstitution of the Spanish and Classics Department

Comment # 1

“As a trained specialist in Latin America, I was puzzled upon arriving at UCD at many of the courses offered in our department under the rubric of "Spanish America." It was awkward for me to exclude Brazil from my courses on Latin American culture, but it also seemed unfair to students in our department (a language department) to introduce them to cultural texts only in translation, texts that indeed they would never be given the opportunity to learn to read in the original language (Portuguese). The recent incorporation of two professors (Bernucci, Newcomb) among whose areas of specialization are Brazilian and Lusophone literatures and cultures into our faculty, and the subsequent introduction of Portuguese courses into our course offerings resolved these issues for me - and as Director of Undergraduate Studies last year I quickly moved to rename all of those courses, substituting "Latin America" for "Spanish America," thereby implicitly incorporating Brazil into much of our upper division and graduate curriculum. These changes have put our department in line with the departments with whom we compete for graduate students, fellowships, and national rankings - including many of our sister UC campuses (Berkeley, Santa Barbara, Los Angeles, etc.), many of which have joint Spanish and Portuguese programs. We now need to allow the name of our department to reflect what we teach: Spanish and Portuguese. The programs in Spanish and Classics were apparently joined for administrative reasons many years ago, but have essentially always functioned as separate units. There is no model for these departments to be pedagogically (or even administratively) united among universities similar in caliber to ours. Spanish and Portuguese, on the other hand, is a widely recognized field, and the one with which our faculty identify. It is imperative that we be permitted to formalize our separation from Classics and our reconstitution as department of Spanish and Portuguese as soon as possible.”

Comment # 2

“In my capacity as Assistant Professor of Luso-Brazilian Studies I am working closely with my departmental colleagues to build an exceptional Portuguese program which expands upon and complements the recognized strengths of the Spanish section. Chief among my collaborators in

this effort is my senior colleague, Leopoldo Bernucci, an internationally recognized specialist in both Brazilian and Spanish American literature whose presence on campus has redoubled the department's already strong enthusiasm for bringing Portuguese to UC Davis."

Comment # 3

"As of this academic year, the Spanish section's nascent Portuguese program offers a range of courses from introductory language to thematically oriented graduate seminars, in addition to a summer study abroad program in Salvador da Bahia (Brazil). The program will offer students critical exposure to the Portuguese language (spoken by at least 190 million people) and to the culture, politics, and history of the vast, diverse Portuguese-speaking world, which extends from the Iberian peninsula to sub-Saharan Africa, to India (Goa), China (Macau), East Timor, to the Portuguese-speaking immigrant communities of California, and finally to Brazil, a nation that is fast emerging as a key regional and global player in politics and economics. Such exposure will open doors to students pursuing any number of career paths. I can see UC Davis students undertaking biofuels research in the Brazilian northeast, studying urban renewal and governance in Rio de Janeiro and São Paulo, immigration policy in Portugal or democratic institution-building in Cape Verde. I can see them interning for NGOs dedicated to building infrastructure in East Timor, or fighting AIDS in Angola and Mozambique. At the advanced level, a vibrant Portuguese program will attract the best M.A. and Ph.D. students to UC Davis, and proficiency in both Spanish and Luso-Brazilian linguistics and/or literature and culture will allow our students to do cutting-edge dissertation research, and go on to get top tenure-track jobs in an increasingly competitive and interdisciplinarity-focused academic market."

Comment # 4

"I strongly believe that the Portuguese program, fully supported by the faculty of the Spanish section under the leadership of Cecilia Colombi, will consolidate the department's recognized reputation for excellence in teaching and research, to the benefit not only of our undergraduate and graduate students, but to UC Davis as a whole. I therefore enthusiastically support our petition to reconstitute our section as the Department of Spanish and Portuguese."

Comment # 5

"The name Spanish and Portuguese Department, or Dept. of Spanish and Portuguese will better reflect the whole spectrum of Iberian and Latin American Studies (Languages and Lits.) that our programs cover. It is also the most common pairing found in major American universities. This name will definitely show more cohesiveness than the one we actually have, Spanish & Classics, created for administrative reasons and concerns of more than 20 years ago. It's worth waiting whatever time it takes to have it modified."

Comment # 6

"For as long as I have been a member of this department (15 years), we have talked longingly, wistfully, of "the days back when" we were a Spanish and Portuguese Department, and also of the other UC campuses and universities across the country that have Spanish and Portuguese departments. We have always wanted and intended to regain that status and we have spoken seriously, but with the constraints of budget cuts, which come with distressingly regularity in California, of reconstituting ourselves as such. That we have finally been given the opportunity and the means --a lead professor and a first teaching assistant-lecturer and, now, an assistant professor-- to begin to rebuild a Portuguese program is a sign of the administration's wisdom and

our good fortune in having enlightened leadership within and without the department. I am thrilled that we are materially moving toward reestablishment of ourselves as a Spanish and Portuguese Department and that the Classics Program/Department will soon be logically aligned with languages that are more in keeping, spiritually and linguistically, with their nature. Our partnership has been amicable but strictly pragmatic and it is time to make it more pedagogically sensible.”

Comment # 7

“We will continue to be collaborative colleagues with Classics. Their proximity has always been most welcome—especially for me, as a medievalist. There's no reason why that shouldn't continue. To become a Department of Spanish and Portuguese is a great thing for us. I am very, very happy and most enthusiastic.”

Comment # 8

“The grouping of Spanish and Portuguese into a single department makes good sense administratively. The two languages are typically housed together in most institutions.”

Comment # 9

“I am excited that UC Davis will formally unite in one department the Iberian and Luso-Brazilian worlds. The histories of these regions (Spain, Spanish-America, Portugal, and Brazil) are intimately connected, and it is important that the newly-configured department foster a serious intellectual dialogue about the convergences and divergences among these different cultural and intellectual traditions. Professors Bernucci and Newcomb are equipped with the expertise to lead the construction of our Luso-Brazilian section and have already begun working toward curriculum development in Luso-Brazilian studies. UC Davis, already a top ranked Spanish department, will now join the ranks of its peer institutions that already have Spanish and Portuguese configurations in place. This will be quite attractive for graduate students who will consider applying to UC Davis for doctoral work in the future.

Comment # 10

“I support with great enthusiasm the proposal. Not being a Dept. of Spanish and Portuguese weakens our graduate program when trying to recruit students. With two faculty, one junior and one senior in Portuguese, for the first time we are able to offer Luso-Brazilian language, literature, and cultural studies.”

Comment # 11

“I believe this a great addition to the academic spectrum of our Department and the university in general. A "Department of Spanish and Portuguese" would be in line with the great tradition in American university of including in one academic department the studies of the national cultures and literatures the whole Iberian Peninsula (Spain and Portugal), Latin American (both Spanish America and Brazil) as well as those of the Portuguese speaking countries in Africa.”

Spanish Graduate Students

Comments on the proposed reconstitution of the Spanish and Classics Department

Comment # 1

Hi, Cecilia! I think that it's a great idea. The new configuration seems much more logical, not only for us, but for Classics as well. Thanks for allowing us (grad students) to provide

input. Saludos, Bárbara G.

Spanish Undergraduate Students

Comments on the proposed reconstitution of the Spanish and Classics Department

Comment # 1

“I think it would be a great thing to reconstitute the Department of Spanish and Portuguese.” -
Yadira Z

Comment # 2

“Reconstituting our section as the Department of Spanish and Portuguese places unquestionable emphasis on our interests and our endeavors. The Department has gained even more momentum with the addition of two dynamic professors. Our advance deserves recognition. The new title—fits.”

Appendix 9

Comments from faculty and students in Classics

The following email was sent to the Classics faculty to advise them on the voting procedure regarding the proposal and to solicit comments from them about the proposal.

Dear Colleagues,

I'm revising the request to separate from Spanish and become a separate Classics Program. I'll send you a draft of the new version very soon. Following the Dean's suggestions, I'm making it simple and brief. Spanish wants this done asap so they can officially become Spanish and Portuguese.

Please send Joy your anonymous vote on this proposal. Do you also have a moment to send me a brief paragraph, just a few sentences, approving this measure? The statements we all wrote last year won't work since they feature our previous attempt to be a Department of Classics and Mediterranean Studies. Now we are just requesting autonomy as a Classics Program.

I'm sending a request to our Majors and Post-bacs as well and consulting with Pranjali, Shayma, and Galia.

Emily

The following comments were received from faculty in Classics:

Comment # 1

This proposed reconstitution of the Department of Spanish and Classics is a pure win-win situation. Both portions of the Department as now constituted would be enhanced in their appearance and stature, both would be more accurately described to the university as a whole and to our peers elsewhere, and both will be more motivated to pursue more and better course options for their students. My faculty colleagues actively desire the change and my students all think it makes much better sense. And it costs the university NOTHING. It is the rare case when a simple name change has legitimate and substantive merit.

Comment # 2

I fully support the proposed change, for the following two reasons: 1) Spanish and Classics do not overlap very much. "Department of Spanish and Classics," to my knowledge, is rare or nonexistent elsewhere in the U.S. academia. Also at UCD here is currently no collaborative project, either in terms of research or teaching, between Spanish and Classics faculty members. 2) Classics and Arabic, and even the South Asian languages and cultures, on the other hand, show greater promise of collaboration. With the rising importance of the Arabic world, recently there has been much discussion in the academic community of the preservation of the Greco-Roman heritage by Islam, while ancient cross-cultural contact between the Greco-Roman world and India has continued to receive attention in archeology, art history, and even popular media (see the film "Alexander").

Comment # 3

I support the division of Department of Spanish and Classics into two units, the Department of Spanish and Portuguese and the Classics Program. The division formalizes what is already in practice, and it allows both units the freedom to grow as best suits their needs. Moreover, it does not cost anything, and it seems likely to improve the profile of both units.

Comment # 4

As a senate faculty member in the Department of Spanish and Classics, I approve of the measure to become separated from Spanish and become an independent Classics Program. For years, Spanish and Classics have had widely diverging agenda in education and research. There is not much sense in keeping together two fields that do not study any common subject and have almost entirely separate student populations.

Comment # 5

The proposed reorganization of the Department of Spanish and Classics as a Department of Spanish and Portuguese and a Classics Program would be a significant, and entirely costless, step forward for both of these units. This measure has my strong and unqualified support.

The following email was sent to Classics majors, with a similar message to post-bacs:

Happy New Year, Majors in Classical Civilizations! Hope you've all had a terrific break. Do you have a moment to write a brief (1-2 sentences are fine) comment on our proposal to separate from Spanish and become an autonomous Classics Program?

The Department of Spanish and Classics is about to submit a proposal that would reconstitute the department as two separate entities:

The Department of Spanish and Portuguese

The Classics Program

As part of the proposal we are required to append comments from students; so we are soliciting your input at this time.

As many of you know, Spanish and Classics, though in the university's eyes a single department, have long been operating independently of one another. Spanish has recently added Portuguese to its offerings and Classics has been broadening both its geographical range (from Greece and Rome to the interaction between these civilizations and their Mediterranean and Near Eastern neighbors) and its chronological range (to embrace Late Antiquity and the Middle Ages. Recently, the Dean decided to house the teaching of Arabic, Hebrew and Hindi/Urdu in Classics for a five-year term.

In view of these changes the faculty of Spanish and Classics will soon send a proposal to create two new entities, as indicated above, to reflect the new realities.

These changes will not affect the name of the degree that you are currently studying for or the academic or administrative staff you will be dealing with. In fact, as far as practically everyone is concerned, the only change that we envisage will be the change in name.

We would appreciate your comments on this proposal by simply replying to this email. A phrase -- e.g. Great (or Bad) idea! -- would suffice, though a sentence (or two) would be preferred.

With thanks and best wishes,

Emily Albu
Director, Classics Program

The following comments were received from Classics students, including post-bacs:

Comment # 1

What is important to me is that the Classics program at UC Davis flourishes. It has been the courses in Classics that I have learned the most from; not only about the ancient world and the evolution of thought and language, but also about myself and the human condition, and thereby about the world I live in today. The Classics faculty, though a small bunch, are by far the most skilled and compassionate instructors a student could ask for. If the separation is one that enables Classics to grow at UC Davis, then I support it.

Comment # 2

Separating Spanish and Classics into two separate departments is a great idea. I think keeping the two together makes the UC Davis Classics Program look weaker than it really is because Spanish is not the most intuitive partnership with Classics (History or Philosophy, maybe, but not Spanish), and establishing Classics as its own department will help to communicate to other universities that UC Davis has a top-notch Classics program that is growing as seen with the exciting broadening of geographical, chronological, and linguistic range.

Comment # 3

I think that this is a good idea, because although all that would change is the names of the departments, having the two of them linked seems limiting to the growth of either. Also, having

a department of "Spanish and Classics" is misleading, precisely because these two groups have been independently operating.

Comment # 4

I think that this is a wonderful idea! Although these departments are related, I do not believe that they should be lumped into such a general category and am one hundred percent behind this change!

Comment # 5

It would be a wonderful idea to separate the two majors. Acting autonomous from each other should beget two separate departments.

Comment # 6

It would be a great idea to separate the two. These two subjects are so different from each other that I can't imagine how they got lumped together in the first place.

Comment # 7

I wholeheartedly endorse the motion to officially separate the departments of Spanish and Classics.

Comment # 8

This sounds like a good idea to me!

Comment # 9

I think that the proposal is a good idea. If both departments are already essentially operating separately then I think that it should become official. Spanish and Classics are two different subjects that really should have their own departments.

Comment # 10

This seems like a great idea. I hope it goes smoothly.