Senate Cabinet

4plus1- Proposal to Establish BA/MA Degree in European Thought and Culture (ETC)

Table of Contents

Cabinet Chancellor Letter of Support 4 and 1 MA European Thought and Culture .................................................. 2-1
Cabinet Provost Transmittal Letter 4 and 1 MA European Thought and Culture .......................................................... 2-2
Cabinet Senate Chair letter re 4 and 1 European Thought and Culture ................................................................. 2-3
GC Final Response - GC approval (11-30-2016) ................................................................. 2-5
CPB Final Response - CPB endorsement (11-29-2016) .................................................................................. 2-6
CEP Final Response - CEP approval (11-03-2016) .................................................................................. 2-7
GC PROPOSAL- Final version (11-29-2016) .............................................................................. 2-8
CPB Response - CPB First Review (01-16-2015) .................................................................................. 2-119
GC Response from Dept. to GC's third review - 9.12.16 .................................................................................. 2-120
GC Response - GC Third Review (5-31-2016) .................................................................................. 2-123
GC Response from Dept. to GC's 2nd review - 5.2.16 .................................................................................. 2-125
GC Grad Council's 2nd review - 1.20.16 .................................................................................. 2-128
GC Response from Dept. to GC's first review - 12.10.15 .................................................................................. 2-130
GC Response - GC First Review (12-01-2014) .................................................................................. 2-169
January 9, 2017

Dr. Aimée Dorr  
Provost and Executive Vice President  
University of California  
1111 Franklin Street, 11th Floor  
Oakland, California 94607

Dear Provost Dorr:

Please accept this letter of support for UC Irvine’s proposed 4+1 BA/MA Program in European Thought and Culture.

This interdisciplinary program is the first of its kind in the nation; as such, it will enhance our existing undergraduate and graduate level programming. The program will be housed in the School of Humanities, drawing on faculty from many of that unit’s departments, and will also benefit from the expertise of faculty from the School of Social Sciences. With proper approvals, the program will admit its first class in fall 2018. Proposers in the Department of European Studies present a compelling academic case for the program.

Sincerely,

[Signature]

Howard Gillman  
Chancellor

Attachments

cc: Judith Stepan-Norris, Vice Provost for Academic Planning  
Frances Leslie, Vice Provost for Graduate Education and Dean of the Graduate Division  
William Parker, Chair of the Academic Senate - Irvine Division
January 3, 2017

Aimée Dorr
Provost and Executive Vice President
University of California
1111 Franklin Street, 11th Floor
Oakland, CA 94607

Re: UC Irvine Proposal for a 4+1 BA/MA in European Thought and Culture

I am forwarding for system-wide review and approval a proposal to establish a master’s-level degree program at UC Irvine: the Master of Arts in European Thought and Culture.

This program is unique and versatile. We have confidence it will appeal to students who seek a stand-alone 1-year Master’s program or a 4+1 program leading both to baccalaureate and a master’s degrees. Graduates will be prepared to interpret and write about cultural products and philosophical texts from the Middle Ages to present; how to locate ideas in larger historical contexts; and explore ideas crucial for understanding modern critical theory.

The attached proposal has the strong support of the dean of the School of Humanities and also has been endorsed by the Graduate Council, Council on Educational Policy, Council on Planning and Budget, and the Senate Cabinet.

I support the establishment of this program, as it will be a valuable addition to UC Irvine’s academic portfolio.

Sincerely,

Enrique J. Lavernia
Provost and Executive Vice Chancellor

Attachments

cc: Judith Stepan-Norris, Vice Provost for Academic Planning
Frances Leslie, Vice Provost for Graduate Education and Dean of the Graduate Division
William Parker, Chair of the Academic Senate - Irvine Division
ENRIQUE LAVERNIA
PROVOST & EXECUTIVE VICE CHANCELLOR

RE: PROPOSAL TO ESTABLISH A 4+1 PROGRAM IN EUROPEAN THOUGHT AND CULTURE

At its meeting of December 6, 2016, the Senate Cabinet discussed and endorsed the proposal to establish a 4+1 Program in European Thought and Culture in the School of Humanities. Overall, the Graduate Council, CEP, and CPB considered it a solid proposal.

The timeline for review is as follows:

GRADUATE COUNCIL (Initial review): November 6, 2014
COUNCIL ON EDUCATIONAL POLICY (approval): November 3, 2016
COUNCIL ON PLANNING AND BUDGET (approval): November 9, 2016
GRADUATE COUNCIL (approval): November 10, 2016
SENATE CABINET (endorsement): December 6, 2016

The complete proposal and relevant correspondence are attached to this memo. Please note that the process for the graduate degree proposal requires that you forward this information to the Office of the President. Upon receipt of your transmittal letter, the Senate will forward the proposal to the Systemwide Coordinating Committee on Graduate Affairs (CCGA) for review.

Sincerely,

Bill Parker, Chair
Academic Senate, Irvine Division

CC (w/o attachment):
Judith Stepan-Norris, Vice Provost for Academic Planning
Tracy Molidor, Assistant Vice Provost for Academic Planning
Frances Leslie, Vice Provost and Dean of Graduate Division
Meredith Michaels, Vice Chancellor for Planning and Budget
Jeff Lefkoff, Associate Executive Vice Chancellor, Academic Affairs
Ryan Cherland, Assistant Vice Chancellor, Institutional Research and Decision Support
Georges Van Den Abbeele, Dean of the School of Humanities
Elizabeth Bennett, University Registrar
Paul Lampano, Deputy Registrar
John Smith, Professor of German
Susan Charles, Chair, Graduate Council
Tony Smith, Chair, Council on Educational Policy
James Steintrager, Chair, Council on Planning and Budget
Rachel Corell, Interim Graduate Council Analyst, Academic Senate
Adriana Collins, Graduate Council Analyst, Academic Senate
Michelle Aucoin, CEP Analyst, Academic Senate
Thao Nguyen, CPB Analyst, Academic Senate
Natalie Schonfeld, Executive Director, Academic Senate
November 30, 2016

BILL PARKER, CHAIR
ACADEMIC SENATE, IRVINE DIVISION

Re: 4+1 European Thought and Culture Degree Proposal

At the November 10, 2016 meeting, Graduate Council reviewed the proposal to create a 4+1 in European Thought and Culture. The proposal was approved.

Please feel free to contact me or the Interim Graduate Council Analyst Rachel Corell at rcorell@uci.edu if there are any questions.

On behalf of the Graduate Council,

Susan Charles, Chair

C: Natalie Schonfeld, Executive Director, Academic Senate
   Rachel Corell, Interim Graduate Council Analyst, Academic Senate

Item 2-5
WILLIAM PARKER, CHAIR
ACADEMIC SENATE – IRVINE DIVISION

RE: M.A. in European Thought and Culture

At its meeting of November 9th, 2016, the Council on Planning and Budget (CPB) reviewed the revised proposal for a M.A. in European Thought and Culture in the School of Humanities. In January 2015, CPB voted unanimously to endorse the proposed degree program. The proposal has been revised since and the fourth version was presented to CPB for final review.

One of the most significant changes in the revisions regards student enrollment. The latest iteration shows an increase in projected student enrollment from 2-3 students to 5-10 students per annum. This projected increase is based on survey data and enrollment data from similar programs. Much of this additional student demand would stem from the “stand-alone” masters program that would admit additional students beyond those in UCI majors (i.e., those pursuing the 4+1 option).

Because the proposal has been updated multiple times since its original date of October 2014, CPB recommends that “Section 4. Faculty” be checked for accuracy regarding the current status of the faculty involved. For instance, CPB notes the emeritus status of Professor Susan Jarratt and the forthcoming emeritus status of Professor Gail Hart.

The Council continues to support the M.A. in European Thought and Culture and voted to endorse the proposed degree program.

On behalf of the Council,

James Steintrager, Chair

c: Natalie Schonfeld, Executive Director
Thao Nguyen, CPB Analyst
November 3, 2016

BILL PARKER
CHAIR, UC IRVINE ACADEMIC SENATE

Re: CEP Review of Proposal for the B.A./M.A. in European Thought and Culture

At its November 3, 2016 meeting, CEP unanimously approved the proposal. CEP is satisfied with the program’s academically rigorous course requirements. CEP agrees the degree will offer students a well-rounded course of study in the foundational philosophical texts and cultural products in literature and the arts produced in Europe from the Middle Ages to the Present.

CEP would ask the Department of European Studies to ensure that students are made aware of the fact that they will need to have earned nearly all of their undergraduate credits before enrolling in the three graduate courses required during their fourth undergraduate year.

CEP enthusiastically welcomes the BA/M.A. in European Thought and Culture into the UCI family.

Sincerely,

Tony Smith, Chair
Committee on Educational Policy
A proposal for a program of graduate studies in European Thought and Culture for the M.A. Degree
Date of Preparation

First submitted 27 October 2014
Revised submission on 10 December 2015
Second revised submission on April 22, 2016
Third revised submission on September 12, 2016
Contact Information Sheet

Lead Proponent: John H. Smith, Professor
Department of European Languages and Studies
243 Humanities Instructional Building
University of California, Irvine
Irvine, CA 92617-3150
jhsmith@uci.edu

David T. Pan, Chair, European Languages and Studies
dtpan@uci.edu
Executive Summary

The proposed terminal master's degree program, the M.A. in European Thought and Culture (ETC), will be administered by the Department of European Languages and Studies in the School of Humanities, but will draw expertise from faculty in other departments in the Schools of Humanities and Social Sciences in order to take an interdisciplinary approach to this area of study. The degree will provide students with a rigorous course of study in the foundational philosophical texts and cultural products in literature and the arts produced in Europe from the Middle Ages to the present, locating them in their historical contexts. The program will have students entering in two ways: (1) Students with a B.A. degree can apply to the “stand-alone” program and pursue a one-year degree consisting of nine courses, plus either a comprehensive examination or a thesis. (2) This will also be a 4+1 M.A. program so that top UC Irvine undergraduates can apply in their third year, begin with the program’s three Core Seminars during their senior year, and spend a fifth year at UCI completing their nine courses, plus either a comprehensive examination or a thesis.
Section 1. Introduction

1. Aims and Objectives

The objective of this program is to train students in interpreting and writing about cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in political theory, the history of science, and theology) from the European tradition. This training has three goals: (1) attentiveness to the formal structures and languages in which ideas are expressed; (2) location of ideas in larger historical contexts, be they social, economic, or political institutions, cultural developments, or in conversation with other ideas; (3) exploration of ideas and texts that are crucial for understanding the formation of modern critical theory. The program will also emphasize the legacy and transformation of this tradition, in both recent developments in the broad area of “literary and critical theory” and in colonial, postcolonial, and other non-European contexts.

The program targets recent B.A.s or UCI undergraduates interested in pursuing a Ph.D. or other postgraduate degrees in any number of humanistic or social scientific fields, for whom a firmer foundation in European thought and culture would be desirable.

The students admitted to the 4+1 program would make up 40% of those admitted and would be in-state residents. We would anticipate that another 30% would be in-state and 30% out-of-state and international students for the stand-alone program. We have supplied some survey data of our own students as well as application and enrollment numbers from some similar programs. Based on information from other M.A. programs and given the two tracks (4+1 and “stand alone”), our program anticipates enrolling five to ten students per year.

2. Historical development of the field and historical development of departmental strength in the field.

This program builds upon the disciplines of literary and cultural studies, critical theory, as well as intellectual and cultural history, each of which of course itself has a venerable history. Associated with the German notion of Geistesgeschichte, these disciplines do not view products of the human spirit from the past as isolated objects of antiquarian study. Rather, in looking at the way ideas change over time, they explore the changing contexts that help us understand the ideas, whether those contexts be themselves other ideas or wider socio-political and discursive phenomena and institutions. Moreover, because human existence is essentially historical, our self-understanding necessarily involves the study of our historical development. This means putting cultural products from the past in dialogue not only with each other and their contexts, but also with the present. Thus, although often concerned with major philosophical, literary, and art historical texts,
approaches like the ones taken in this program have broader historical and cultural focus than most philosophy departments. Finally, because ideas take many forms of expression and representation, the exploration of “thought and culture” must also involve a variety of specialists who are attentive to the unique modalities of the “language” (be it linguistic or visual) in which works of the European tradition are presented. Varying the editorial which launched the journal *Modern Intellectual History* in 2004, we see our curricular program serving “as a meeting ground and a mediator for hermeneutically minded scholars with an historical orientation, whether their interest is in the history of literature, science, philosophy, law, religion, political thought, economic thought, social theory, psychology, anthropology, art, or music.”

The specific role of the *European* tradition in the development of the modern world cannot be denied (even as it also is only one of many ways that modernity has unfolded). This M.A. looks to both the distant and recent history of Europe for ways in which its *alterity to or intersection with* the global past and present can help us understand the modern world. Major developments in the European tradition include the transition from medieval to Early Modern modes of organizing intellectual, social, and political life, urbanization, the Reformation and the wars of religion of the sixteenth and seventeenth centuries, the formation of the nation state, colonialism, the rise of modern science, the Enlightenment, pre-modern, early modern, and modern political revolutions, concepts of sovereignty, the development of the modern notions of individual subjectivity, agency, and autonomy, as well as modernist and postmodernist critiques of this very tradition.

Moreover, and just as significantly, the program includes an emphasis in the non-European legacies of the European tradition, i.e., how it framed and intersected with other major civilizations (the Ottoman Empire, the Persian Empire, and the indigenous civilizations of the New World), on the one hand, and was translated and transformed by colonial and postcolonial writers (the likes of Césaire, Senghor, Fanon, etc.) as well as by African American writers and theorists (many of whom spent formative years in Europe), on the other.

Finally: In the past decades, a broad field of “theory” has emerged in the humanities and social sciences that investigates (to use a Kantian formulation) the “conditions of possibility” for the emergence of objects and areas of knowledge. Though often associated with the study of literature (hence, “Literary Theory”), wider concepts of “critical theory” and cultural studies encompass the reflexive assessment of the study of society, politics, and culture. A major aim of this program is to provide students with a historical foundation in the cultural developments out of which critical theory itself emerged in Europe. Interest in this background knowledge can be demonstrated by the consistent high enrollments (up to 40 students when not capped) in a regularly taught seminar, German Philosophy for Critical Theory. The

proposed program expands the range of this offering beyond the German philosophical tradition.

The Department of European Languages and Studies at UCI was founded in 2012. Because it brings together scholars working in French, German, Italian, and Russian, with affiliate faculty in Comparative Literature, Spanish, the arts, and social sciences, it is uniquely poised to cover the curricular needs of this M.A. program. Since its inception, the department has been a site for dynamic and innovative exploration of culture and society in an international context. Like the European Union itself, the department strives to foster an understanding of particular national traditions even as it pursues a decidedly transnational perspective that also involves the study of the colonial and postcolonial effects of Europe in the world. A particular strength of the department’s faculty lies in the areas broadly defined as both literary studies and intellectual and cultural history, as demonstrated by the topics of some recent book-length publications: the role of violence in theorists and literary figures of modernism; transnational and global writers of German; diasporic avant-gardes; the history of the idea of the death of God; Albert Camus’s opposition to the death penalty; modern notions of sacrifice in literature and political theory; a monograph on the theorist and philosopher Walter Benjamin.

In addition to the faculty of ELS, there is a rich community of scholars in both the School of Humanities and the campus at large who focus on Europe and / in the world in the areas of literary studies, political theory, and intellectual and cultural history broadly conceived. The M.A. Program in ETC will also draw on these colleagues. As members the Interdisciplinary Core Teaching Faculty, they will guarantee breadth and depth in the instruction the program offers. Faculty in the Department of History, for example, work on topics that include forms of intellectual authority in the late Middle Ages, the history of science in its intersection with Humanist textual practices, concepts of patrimony and the impact of cultural imaginings of rural life in modern France, and methodologies associated with Intellectual History, esp. in relations between European thought and South Asia. The program plans to draw upon faculty in other literary traditions (including British), art historians researching the European traditions from the Renaissance to modernity, colleagues in Film and Media Studies who work in European critical and theoretical modes, as well as political theorists from the School of Social Sciences with expertise in the European traditions.

3. **Timetable for development of the program, including enrollment projects. Consistency of these projections with the campus enrollment plan.**

After the UC approval process during the academic year 2016-17, we propose to found the M.A. in ETC by the Fall of 2018. Advertising during summer and fall, 2017, will be followed by the recruitment of the first class for fall, 2018. We will aim for a yearly class of approximately five to ten M.A. students. Thus, by 2022 (i.e., after five years) we estimate a total number of approximately 25-50 students will have
received an M.A. in ETC. These enrollment projections match with the campus goal of increasing graduate student enrollments.

4. Relation of the proposed program to existing programs on campus and to the Campus Academic Plan.

There are no M.A. programs in European Thought and Culture at major universities. There are some Ph.D. programs (e.g. UCLA and Harvard) that include European Intellectual and Cultural History as subfields. The Ph.D. program in the History of Consciousness at UC Santa Cruz has little overlap with our proposed program. The Committee on Social Thought at the University of Chicago offers a Ph.D. granting program that is broader in scope. The four closest programs are the two-year John D. Draper Interdisciplinary Master’s Degree in Humanities and Social Thought at New York University, the one-year M.A. in Modern European Philosophy at Kingston University (UK), the two-year M.A. and Ph.D. in Liberal Studies at the New School for Social Research, and the one-year M.A. and Ph.D. in Social and Political Thought at York University (Canada). Programs such as the M.A. in European History at CSULB are not interdisciplinary as ours strives to be. (See the list below.) While there are a dearth of dedicated M.A. programs in this area, they are popular amongst students who are preparing for graduate study. Both New York University and Kingston University enroll 50-60 students per year in their stand-alone M.A. programs, even though students do not receive any financial support and must pay substantial tuition and fees.

On the UCI campus, the Department of Philosophy in the School of Humanities has a strength in Continental Philosophy from the Early Modern and Modern periods and offers a master’s degree in philosophy only as part of the Ph.D. and does not emphasize the history of philosophy or the historical interrelations between cultural and philosophical developments. We nevertheless of course welcome participation by Philosophy faculty via course offerings in which M.A. students can enroll as electives. The M.A. program in History likewise has no significant overlap with our proposed program. Both departments have included letters of support (see Appendix).

In terms of the Program’s impact on existing Ph.D. programs in the School of Humanities (e.g., in German, Spanish, English, History, or Philosophy), the letters of support from the Chairs of these departments confirms that this program is not in competition with them and will not draw students away. This MA would unify separate MA programs in separate European languages under one program that would build upon expertise in one language and literature while developing a broader European perspective. The MA would act as a feeder for our own PhD programs as well as help our existing PhD programs in French (which we plan to desuspend in fall 2017), German, and Spanish to run more efficiently. Entering MA in ETC students would often be able to sit in the same courses as our beginning students in our European language PhD programs, which currently enroll 4-6 students. The additional MA students would build a stronger cohort of students who take courses taught in various European languages. We have reached out to faculty

Item 2-15
especially in the School of Humanities and have received over thirty (30) responses indicating support of the M.A. and interest in teaching in it. The names are listed in the proposal.

This proposed graduate program can provide inspiration and training for undergraduates who might be interested in pursuing advanced study of European thought and culture. It will also provide a way for such students to begin graduate study at UCI, increasing graduate enrollments in line with the campus academic plan.

5. Interrelationship of the program with other University of California institutions, if applicable.

No such program exists in the UC system. UCLA has the Center for European and Eurasian Studies, which focuses on research and undergraduate teaching. UC Berkeley has the Institute for European Studies, under which there is the Center for German and European Studies. Neither of these are curricular in nature. Moreover, their concentration on “European Studies” involves a different field, more oriented toward the social sciences and less toward the intellectual and cultural traditions (though they are also included).

6. Department or group which will administer the program.

The M.A. in ETC will be administered through the Department of European Languages and Studies, which will also provide the majority of instructors, and will draw on the teaching of colleagues from many departments who will belong to the program’s “Interdisciplinary Core Teaching Faculty.” The Interdisciplinary Core Teaching Faculty will be comprised of faculty in ELS and other departments committed to teaching Core Seminars on a regular basis. We see this program as becoming a curricular focal point for interdisciplinary work on Europe in the School of Humanities and on the UCI campus. A director will be appointed from the ELS faculty and board members will be appointed from ELS and related departments who are members of the Interdisciplinary Core Teaching Faculty. (See bylaws.)

7. Plan for evaluation of the program within the offering departments(s), by the Academic Senate and campuswide.

The Program will follow the standard seven- to ten-year UCI program evaluation process. Within the department, the program’s success will be evaluated regularly by the chair and the director.

Section 2. Program

1a. Undergraduate Preparation for Admission to the 4+1
The program in ETC will draw only the best and brightest undergraduate students to its 4+1 component. Only students who have completed the pre-requisites (described below) will be eligible to apply. Although most students will have their major in European Languages and Studies (European Studies, French, and German), students can also be considered from such disciplines as Art History, Comparative Literature, Political Theory, Philosophy, or History, as well as of course English, Spanish, and other departments.

Students wishing to participate in the 4+1 program will apply in their final year of their undergraduate career on a rolling basis. During this final year, students will be able to take the three-course core sequence, Core Seminars I, II, and III (described below). Students must satisfactorily complete the core sequence with a letter grade of B or higher. The total number of courses, including the Core Seminar sequence, is nine courses equivalent to 36 units. (This course requirement is the same as the number of courses currently required for UCI M.A. degrees in Comparative Literature, English, German, and History and exceeds the number required for the UCI Spanish M.A., which requires 8 courses.) In addition, students have the option of a thesis or comprehensive examination (Plans I or II).

In order to be admitted to the program students must submit an application during their final year of undergraduate study. In line with peer 4+1 B.A./M.A. programs (also at UCI), the following will be the admission requirements for the 4+1 M.A. in ETC:

1) A completed graduate application.
2) An official transcript, including GPA (at least 3.0).
3) One letter of recommendation from an ETC faculty member or faculty member in a related field of study.
4) Writing Sample.

The prerequisites of the program ensure that qualified candidates will be drawn from the UCI undergraduate population.

The ETC director and board members (whose roles are described in the bylaws) will review the applications and make recommendations to the faculty for admissions to the program.

1b. Undergraduate Preparation for the “stand-alone” terminal M.A. program in ETC
In addition to the UCI undergraduates who enter the program as a 4+1, the program will also offer a “stand-alone” terminal master’s degree. Like most M.A. programs, ETC will involve one year of study, meaning nine courses equivalent to 36 units. Three of the courses will be the Core Seminars I, II, and III. Furthermore, students have the option of a thesis or comprehensive examination (Plans I or II).

The admissions requirements for the terminal M.A. program in ETC would be:

1) A completed graduate application.
2) An official transcript, including GPA (minimum of 3.0).
3) Three letters of recommendation from faculty in related fields.
4) Writing sample.
5) GRE scores

As with applicants to the 4+1 program, the ETC director and board members (whose roles are described in the bylaws) will review the applications and make recommendations to the faculty for admissions to the program. Students must maintain a 3.0 (B) average during their coursework. Grades below 3.0 (B- or lower) are considered unsatisfactory.

2. Foreign Language Requirement

Students admitted to the program are required to demonstrate reading knowledge in one European language other than English. For students in the 4+1 program, this prerequisite requirement is expected to be completed by the time they receive their B.A. Competence can be demonstrated by course work (at least two years of college-level instruction or a one-quarter reading course) or by a reading/translation exam administered through the department.

3. Program of Study

a) Specific fields of emphasis: As the coursework consists of 3 core courses and 6 elective courses, students will determine their own specific field of emphasis through their choice of elective courses.

b) Plans: Plan I-Thesis or Plan II-Comprehensive Exam.

c) Unit requirements: all students in the M.A. and 4+1 programs are required to take a total of nine courses, equivalent to 36 units, similar to the nine courses required for the recently approved UCI Art History 4+1 program.

d) Required and recommended courses, including teaching requirement
There are three kinds of courses:

- All students are required to take Core Seminars I, II, and III for a letter grade of B or higher. (4+1 students are expected to complete this sequence during their final year as an undergraduate.)
- Four elective courses offered by the Interdisciplinary Core Teaching Faculty (or pre-approved by the director).
- All students are required to take two quarters of EURO ST 299 to pursue guided work under the supervision of the faculty advisor for the M.A. thesis or comprehensive exam.

A list of existing courses taught by Interdisciplinary Core Teaching Faculty members from 2009-2014 is included in Appendix 3. Sample syllabi for Core Seminars I, II, and III have been submitted via CIM.

4. Field Examinations: Not applicable.
5. Qualifying examinations: Not applicable.
   The thesis is an essay of approximately 25 pages in length.

7. Final Examination: Plan II- Comprehensive Exam.
   In this examination, students will have to answer one long essay question and two short essay questions in writing during a three-hour period. Questions will involve texts and issues covered in seminars and discussions with the student’s adviser.
8. Explanation of special requirements over and above Graduate Division minimum requirements: There will be no special requirements over and above Graduate Division minimum requirements.
9. Relation of master’s and doctor’s programs: Not applicable.
10. Special preparation for careers in teaching: Not applicable.
11. Sample programs: The following are sample courses of study for students who have entered the 4+1 program as UCI undergraduates and for students who have applied to the stand-alone M.A. program.

**UCI undergraduate in 4+1 Program**

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**Post-B.A. student entering stand-alone terminal M.A.**

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**12. Normative time to degree**

Normative time to degree is one year after the completion of the B.A. degree. Maximum time to degree is two years after the B.A. degree.
Section 3. Projected Need
   1. Student populations

The program identifies two classes of students who would be targeted for admissions:

1. UCI undergraduates. Increasing numbers of our students recognize that for academic and career reasons a degree beyond the B.A. is desirable. Our program allows those with interests in a wide array of disciplines (history, philosophy, comparative literature, art history, political theory, anthropology, law, religious studies, as well as English, French, and German literature) to pursue the study of the modern European tradition, which is foundational for understanding developments in those fields. This may be a goal in itself or preparation for application to Ph.D. or other programs. The critical thinking, writing, and interpretive skills learned in the M.A. program would make them stronger candidates for acceptance to those programs with fellowship opportunities. Of 21 of our students surveyed, 15 indicated that they would be either somewhat likely or very likely to apply to the MA in ETC. The Art History 4 + 1 reports that in their first year, of 20 majors in Art History, 14 are enrolling in the 4+1. This experience indicates a similar percentage of students that we are expecting to enroll in our program. UCI currently graduates approximately 20 majors per year in French, German, Spanish, and European Studies, and would expect that perhaps 4-5 of these would be enrolling in the 4 + 1. In addition, we are also currently implementing a new European Thought and Culture track in our undergraduate European Studies major, which should provide an additional source of enrollments. (See attached survey data in appendix.)

2. Stand-alone M.A. applicants. We have already seen in our applicants to such programs as Comparative Literature and German, as well as in UCI students enrolled in a wide array of Ph.D. programs in the humanities, arts, and social sciences, that there is strong interest in the European tradition. For example, a course regularly offered at the graduate level by faculty members in ELS, “German Philosophy for Critical Theory,” attracts up to forty (!) students. A vigorous advertising campaign to departments of English, foreign languages, philosophy, history, political science, art history, and comparative literature will attract considerable attention to this unique program. Students interested in “theory” (of many shapes and sizes) often know that they need to read Descartes, Spinoza, Kant, Hegel, Marx, Nietzsche, Freud, etc. Like the UCI undergraduates in the 4+1 program, these students can then be recruited to Ph.D. programs at UCI or elsewhere (further enhancing our reputation for preparing students for doctoral work).
Thus, we also plan to recruit students graduating from other UC programs in French, German, Spanish, Russian, Italian, and European Studies. Although it was already summer break, we asked those same three professors (as well as one from UCR) to send out the link to our “SurveyMonkey” survey to undergraduates. In the responses, 53.33% said they were “very interested” and 46.67% said they were “somewhat interested” in “deepening [their] knowledge of European thought and culture. 53.33% said they planned on going to graduate/professional school. 57.14% said they thought it “very important” and 46.88% thought it “somewhat important” to get a degree beyond the BA. 26.67% responded they would be “very interested” and 40.00% were “somewhat interested” in an MA Program in European Thought and Culture. Finally, 33.33% would be “very likely” and 26.67% would be “somewhat likely” to apply to our MA Program. While the pool of responses was small (15) the percentages are encouraging. We anticipate enrolling 4-5 students per year from this pool into our stand-alone program.

We furthermore contacted Professor Frank Biess (European History and head of European Studies, UCSD), Professor Todd Kontje (Chair of the Literature Department, UCSF), and Professor Timothy Hampton (Chair of French, UC Berkeley) and include their enthusiastic letters of support for the MA. In addition to their endorsement of the intellectual merits of our program, one of the main points they address is that an MA degree in European Thought and Culture would benefit students applying for their PhD programs. Those students are one of the target audiences for our stand-alone program.

Finally, we also hope to enroll students from colleges outside the UC system who are graduating in these fields. Based on the experiences from other similar programs, the steady-state number of applications from outside the UC system can be 40-80 applicants per year.

The M.A. in History at UC Irvine accepts 5-10 applicants per year for a yield of 2-5. A comparable program to ours, the M.A. in Social and Political Thought at York University, receives 45-50 applicants per year and accepts 5-10. The students admitted to the 4+1 program would make up 40% of those admitted and would be in-state residents. We would anticipate that another 30% would be in-state and 20% out-of-state and 10% international students for the stand-alone program.

2. Opportunities for placement of graduates

Entering students for the 4 + 1 would be primarily our students who graduate with majors in European Studies, French, German, and Spanish. The 4 + 1 program will provide a way for these students to enhance their resumes by expanding their knowledge in one European language and literature so that they will have a broader understanding of European-wide traditions and issues. As such, this program will offer these students a way of building their original European language B.A. into a more advanced qualification that would open up more opportunities to them,
permitting them to go into teaching at either community colleges or private high
schools or to apply to Ph.D. programs. Particularly the students that enter with a
French, Spanish or German major and then finish the M.A. in ETC would have the
opportunity to teach language and European studies courses at community colleges,
which have a history of hiring language MAs to teach their courses. It is also already
the case that applicants to Ph.D. programs in languages and literatures have a
stronger file when they have already completed an M.A. degree before applying to a
Ph.D. program. For example, many applicants to UCI’s German Ph.D. program have
M.A. degrees, for instance from CSU Long Beach’s German program, that improve
the quality of their applications. (San Francisco State advertises an interdisciplinary
humanities M.A. program, “Crossing Borders,” as a “stepping stone” to Ph.D.
programs in other fields. Our M.A. would function in such a manner.) As noted
above, letters from grad directors of PhD programs at UC Berkeley and UCSD in
language and literature and history departments document the ways in which the
MA in ETC would enhance student Ph.D. applications. (See Appendix.)

We anticipate that the majority of students in the 4+1 program and recent B.A.
students in the stand-alone M.A. program will be interested in pursuing advanced
degrees in either professional schools (e.g., law) or Ph.D. programs. Furthermore, in
an increasingly globalized marketplace, students pursuing careers in business will
benefit from deep understanding of the history and culture of Europe. The
department already has ties, for example, with the very active German-American
Business Association (GABA) chapter that is located in Southern California. The
foreign service would be an additional option for students after receiving their M.A.
The M.A. in ETC will undoubtedly make them more competitive for admissions and
funding opportunities. We hope to use the program to recruit some of the best
students into Ph.D. programs at UCI.

The MA in ETC will provide preparation for students who are interested in working
in government, particularly at the U.S. Department of State, the Defense Intelligence
Agency, the National Security Agency, and the Central Intelligence Agency. The
Office of the Director of National Intelligence (www.dni.gov/index.php/about/organization/foreign-language) lists opportunities
with the National Language Service Corps, Department of State Consular Fellows
Program, and the Thomas R. Pickering Foreign Affairs Fellowship. The State
Department website lists skills such as “Cultural Adaptability,” “Oral
Communication,” and “Written Communication” as qualifications for becoming a
Foreign Service Officer (https://careers.state.gov/work/foreign-service/officer). In
addition, they list French, German, Italian, and Russian as desired languages that
they would like to see in their job candidates. The Defense Intelligence Agency lists
vacancies for students graduating with degrees in “Language” and “Foreign Area
Studies” and specifies French, German, and Russian as desired languages for their
candidates (www.dia.mil/Careers/; see also the attached DIA Summer Internship
announcement). The Central Intelligence Agency lists career tracks such as Political
Analyst and Foreign Language Officer for which Masters-level education in foreign
language and foreign area studies would be appropriate prerequisites

Item 2-23
The National Security Agency lists job tracks such as Language Analyst and Foreign Language Advisor for which they require education in Foreign Language or Linguistics, History, Government or Political Science, Intelligence, or International Affairs/Relations/Studies (www.intelligencecareers.gov/nsa/nsacareers.html). While these job opportunities place a value on foreign language proficiency, they also seek graduates who have the kind of area studies knowledge as well as communications skills that the MA in ETC will be developing in its students. The establishment of the M.A. in ETC will be a step toward securing for UCI the status of an Intelligence Community Center of Academic Excellence (http://www.dia.mil/Training/IC-Centers-for-Academic-Excellence/), for which the School of Humanities is presently preparing an application.

3. Importance to the discipline

The program in ETC is foundational. Because UCI has had a long-standing reputation as an institutional home for “theory” (in many shapes and guises), it has over the years attracted graduate students with interests in a variety of theoretical directions—poststructuralism, hermeneutics, Marxism, postcolonial theory, feminism, queer theory, critical race studies, political theory, and Frankfurt School Kritische Theorie (among others). Many of these students encountered such theories either in their undergraduate studies or early in their graduate work. But they quickly discover that a majority of theorists in all these directions rely heavily on the European cultural and philosophical tradition—even as many of the theorists challenge it. (As one student put it: “I’ve been deconstructing the Cartesian subject for years, but never read Descartes.”) Thus, students often sense a major lacuna in their training because they have not had the opportunity to build a firm foundation. While many of the major texts are often taught in philosophy departments, the interests of “professional” philosophers lies less in the “big picture” that provides historical context, connects a broad pattern of issues with one another, and assesses relevance for contemporary theoretical debates than in exploring the validity of specific arguments. A program in ETC will be the place where students can read and study the texts and cultural developments that will place their other studies in context.

4. Ways in which the program will meet the needs of society

In a society that is focused narrowly on both contemporary events and the strictly U.S. context, academia is one place where students can invest time and energy in the study of foreign and past traditions. Such study must not be “historicist,” i.e., concerned with the past or foreign for its own sake but, rather, must understand it as part of what has been called “the history of our present.” Study of the European tradition and its critiques contributes, in other words, to a self-understanding of our place in our own world. This program, in addition to providing a direct service for both post-baccalaureate students of the European traditions, conceives its mission
as giving citizens access to the rich and diverse cultural and intellectual tradition that forms the foundation of the modern world—even (or especially) as many contemporary voices are engaged in strong critiques of this very tradition. In sum, the program contributes to our society’s critical self-reflection on where it came from and where it could be headed.

5. **Relationship of the program to the research and/or professional interests of the UCI faculty**

As indicated below, many UCI faculty have research expertise and years of teaching experience in European cultural and intellectual history (if not as a strict discipline then as a broad range of texts, traditions, and ideas). Over the years, the departments of French, German, Spanish, and Comparative Literature have shifted from earlier emphases on literary history to broader issues in cultural studies, philosophy, and critical theory. Similarly, as Art History had shifted from an earlier focus on connoisseurship to visual studies, a number of faculty in Art History concentrate on the cultural and intellectual context of European art in the early modern and modern periods. Furthermore, over the last few years the School of Social Sciences at UCI has developed a strong concentration in European political theory, and there has already been considerable interaction across School boundaries (e.g., participation in conferences and membership on Ph.D. exam committees). UCI is thus poised to put this program in place with the strengths of existing faculty.

6. **Program differentiation**

There are no programs at UC and very few programs nationwide that are comparable to this proposed M.A. in ETC. While some Ph.D. programs in history have subfields in Intellectual History, they do not offer terminal masters. This program would fill a significant academic niche. (See the list in the Appendix.)

**Section 4. Faculty**

Below is a listing the faculty, with their main areas of specialization, who would be identified as the Interdisciplinary Core Teaching Faculty of the ETC program. While they will staff the Core Seminars and electives, members of the Department of European Languages and Studies will occupy the administrative positions associated with the program. Members from other departments who bring expertise in their disciplines to the table, but cannot commit to participating in the Core Faculty, will support the program by offering courses dealing with European literature, philosophy, and cultural and intellectual history in which the M.A. students will enroll as additional electives.

**Interdisciplinary Core Teaching Faculty**
From the Department of European Languages and Studies:

Anke Biendarra, Ph.D. Cultural Studies, Film, GDR Culture, German Lit & Culture of the 20th/21st Century, Literary Sociology, Literature of unification, New Media, Pop Culture

Kai Evers, Ph.D. Catastrophic Imagination and Rep. of War, European Studies, Film, Modernist Literature, Risk, Violence

Herschel Farbman, Ph.D. Transnational modernism and its aftermath, Film and Media Studies, Literary and Political Theory

Peter Frei, Ph.D. Sixteenth-century and modern French literature and philosophy

Glenn Levine, Ph.D. Applied Linguistics, Foreign Language Pedagogy, German-Jewish Literature, Theoretical Linguistics, Yiddish Language and Literature

Christophe Litwin, Ph.D. Modern French literature, philosophy, and political theory

Ève Morisi, Ph.D. Baudelaire, Camus, Hugo, Modern literature, Poetics & Ethics, Representations of Violence and Alienation

Jane O. Newman, Ph.D. Comparative Renaissance and Baroque Studies, History and Theories of Rhetoric, Cultural Studies and Criticism, History and Theories of Comparative Literature, Walter Benjamin and the Baroque

Carrie Noland, Ph.D. Avant-Garde, Critical Theory, Dance and Performance Studies, Poetry and Poetics, Twentieth-Century French Literature

David T. Pan, Ph.D. 18th and 19th Century German Literature, Intellectual History

John H. Smith, Ph.D. 18th- to 20th-century European Literature, Intellectual History, Literary Theory, Philosophy

From the Department of History:

Vinayak Chaturvedi, Ph.D. History .Modern South Asia, Social and Intellectual History

Ian Coller, Ph.D. History. Modern French and Mediterranean history

Sarah Farmer, Ph.D. History. Modern French history, twentieth-century Europe, social and cultural history

Douglas Haynes, Ph.D. History. British history, race theory, history of medical sciences
Nancy McLoughlin, Ph.D. History. Late Medieval Intellectual and Gender History

Susan Morrissey, Ph.D. History. Modern Russian History


From African American Studies


From Art History

James D. Herbert, Ph.D. Art History. Modern European Art and Intellectual History

Amy Knight Powell, Ph.D. Art History. Late medieval and early modern art of Northern Europe, critical theory

From the Department of Music

David Brodbeck, Ph.D. Central European music and musical culture in the long nineteenth century and Anglo-American popular music of the past fifty years

From Spanish and Portuguese

Luis Avilés, Ph.D. Spanish. Golden Age Literature

Horacio Legras, Ph.D. Spanish. Latin American Literature; European Literary Theory and Intellectual History

Santiago Morales-Rivera, Ph.D. Spanish. Contemporary Spanish Intellectual History, Literature, and Culture

From English

Elizabeth Allen, Ph.D. Chaucer, Gower, fifteenth-century poetry; exemplary literature, romance, chronicle, episodic form; intersections between ethics and politics, politics and religion; hospitality, sovereignty, legal and constitutional history of England

Ellen Burt, Ph.D. English and French. 19th Century French Poetry; Enlightenment; Autobiography; Literary Theory
Martin Harries, Ph.D. Modern European drama, performance theory, and avant-garde.

Rebecca Helfer. Ph.D. Renaissance literature and Culture; Memory; Spenser

Jayne Lewis, Ph.D. Literature and medicine, restoration and 18th-century british literature; literature of the supernatural and gothic fiction; history and/of fiction; atmosphere as literary concept and construct within natural philosophy

Victoria Silver, Ph.D. English. Early Modern Literature and Culture; Religious Studies; History and Theory of Rhetoric; Literature and Philosophy

James Steinrager, Ph.D. English. 18th-century Comparative Literature; Aesthetics; Ethical Philosophy and Literature; Systems Theory; Amatory and Erotic Fiction

From Comparative Literature

Nasrin Rahimieh. Ph.D. Modern Persian Literature and Culture, Translation, Exile, and Diaspora; European/Iranian cultural connections

Annette Schlichter, Ph.D.Critical Theories of Gender and Sexuality; Constructions and Critiques of Heterosexuality; Subjects and Objects of Cultural Critiques; Gender and Sexuality in Literature

Beryl Schlossman, Ph.D. French and Francophone studies, literature, cinema, and the arts in society

Georges van den Abbeele, Ph.D. Travel narrative, critical theory, and Renaissance literature; member of the European Academy of Sciences and recipient of the Blaise Pascal medal

From Film and Media Studies

Peter Krapp, Ph.D. Digital culture and media history, secret communications and cultural memory, history & theory of gadgets, games and simulations

Catherine Liu, Ph.D. Hou Hsiao-Hsien, psychoanalysis, U.S. intellectual history and educational/cultural/media policy, culture wars, Frankfurt School

From Philosophy

Sean Greenberg, Ph.D. History of early modern philosophy, and secondary interests in moral psychology
From Political Science

Daniel Brunstetter, Ph.D. Political Science. Just war, early modern thought, otherness/identity, new world discovery, Montaigne, Rousseau, French immigration

Simone Chambers, Ph.D. Political Science. Democratic theory, ethics, secularism, rhetoric, civility and the public sphere

Kevin Olson, Ph.D. Political Theory. Political theory, history of political thought, legal theory, philosophy of the social sciences

Keith Topper, Ph.D. Political theory

Section 5. Courses

The only new courses to be created in the context of ETC make up the sequence of Core Seminars I, II, III. There are numerous existing courses that can accommodate the distinctly European context of the program and will serve as electives.

Core Seminar I: Foundations of European Thought and Culture (Euro St 200A)

This course provides a historical, geographical, and methodological overview of foundational texts and issues in European thought and culture. It will be structured thematically around topics such as: the idea of freedom; ideas of sovereignty; forms of intellectual authority; revolutions; terror; religion and secularization; a critical history of modernity; the idea of Europe; nationalism, cosmopolitanism, and transnationalism. In each case, there will be coverage of several historical periods between the Middle Ages and the present, such that students see how ideas and institutions change over time.

Core Seminar II: Theorizing Periods and Movements in European Thought and Culture (Euro St 200B)

Periods and movements still form basic units for organizing European thought and theory, even as such categories are problematized. This course will allow for greater focus on a specific time period or constellation of issues around a movement, selected by the faculty based on their expertise, and address theorizations of periodization. Sample topics will include: the (late) Middle Ages; Humanism; the Renaissance; the Early Modern period; the Enlightenment; Romanticism; Realism; Marxist Thought; Modernism; Psychoanalysis; Feminism; Postmodernism (but also other temporal schemes, like “ca. 1800,” “Revolutions of 1848,” “Turn-of-the-Century,” or “post-1989” or even a given year (as in Gumbrecht’s study of 1926). The goal is not to provide a formal or dogmatic definition of a period/movement but, rather, to look at the use and abuse of such categories for the study of European
intellectual and cultural history (including the question of the national and/or transnational nature of such periods and movements).

**Core Seminar III: European Thought and Culture Beyond Europe (or: Translations and Transformations of European Thought and Culture)**  
**Euro St 200C**

This course will study particular cases of the intersection and afterlives of European thought and culture with and in non-European contexts, i.e., the way European thought and culture has been translated and transformed, taken up and challenged, in colonial, postcolonial, and other global situations (such as the analysis of race, gender, and sexuality in the U.S.). The course may take the form of comparative analysis (e.g., psychoanalysis and Fanon, or Hegel, Nietzsche, and queer theory), or explore the different ways in which European and non-European/colonial/postcolonial thinkers examine fundamental concepts such as identity, community, power, knowledge, or investigate how European cultural forms, imposed on or received in non-European contexts are reinvented and become new critical interventions.

The Electives will come almost exclusively from existing course offerings. The Appendix 3 provides a list of courses offered by members of the Interdisciplinary Core Teaching Faculty over the last five years. Chairs of the departments from which the Interdisciplinary Core Teaching Faculty come have written letters of support and understand that participation in the M.A. Program in ETC will not affect departmental offerings in any negative way.

**Section 6. Resource Requirements**

No new resources are required, as the courses required for the new program are for the most part already in place and being taught, with room for growth in enrollment numbers. The new core courses for this program can also serve students in other fields, such as Comparative Literature, German, History, and Philosophy.

1. **FTE faculty**  
There will be no resource implications in terms of FTE. The only new course is the Core Seminar sequence and it can be covered by existing ELS faculty and other members of the Interdisciplinary Core Teaching Faculty. Other courses (electives) will be covered by the Interdisciplinary Core Teaching Faculty and other faculty as part of their normal teaching load. Both the Core courses and the elective courses can be cross-listed with other graduate programs such as Comparative Literature, Critical Theory, and German.

2. **Library acquisition**  
There will be no resource implications for the library. A letter of support from the University Librarian is in the appendix.
3. Computing costs
No resource implications.

4. Equipment
No resource implications.

5. Space and capital facilities
No resource implications. The Program will use existing facilities and classrooms.

6. Other operating costs
Staff support will be provided through the administering department, European Languages and Studies.

Section 7. Graduate Student Support

The students will have to rely on self-funding or on extramural funds. Because this is a terminal M.A. program, no guaranteed graduate student support will be provided, though we will support applicants in securing any forms of funding possible.

Section 8. Governance

The Department of European Languages and Studies will administer the program. Bylaws have been included with this proposal for review.

Section 9. Changes in Senate Regulations

No changes in Senate regulations are required.

Section 10. Diversity (UCI only)

Since it is clearly in the best interest of the program to have the most diverse collection of students possible, we will make every effort to encourage diverse students to apply to the program. The different pools of potential applicants—UCI undergraduates and stand-alone M.A. applicants nationwide—should attract a diverse student population. We will advertise the new program widely and closely track our success in recruiting a broad selection of students. All students in the program will receive support through individualized faculty mentoring. Furthermore, we recognize that developing a strong student cohort is perhaps the most important way for students to feel supported, and the German graduate program (within ELS) has years of experience in this regard.

In addition, the 4 + 1 would be a good way to enhance the diversity of the pool of students who choose to go into a teaching profession in the European languages and studies fields. At present, such a direction is not an obvious career choice for underrepresented minorities. Pursuing an M.A. is often a good way for students who have developed these interests later in their undergraduate career to explore this field.
and make up for training that they have missed earlier. The M.A. in European Thought and Culture would then allow these students to develop themselves so that they would be competitive applicants to Ph.D. programs in European languages, History, and Philosophy. It is in large measure to address more diverse student populations that the academic thrust of the M.A. in European Thought and Culture stresses the way European ideas have interacted with, and been challenged by, non-European traditions.
Appendix

List of selected programs for comparison

We have identified four M.A. programs that are similar to the proposed program in European Thought and Culture.

New York University offers the two-year John D. Draper Interdisciplinary Master’s Degree in Humanities and Social Thought. They had 112 students in their program in fall 2009, according to their website.

Kingston University (UK) offers a one-year M.A. in Modern European Philosophy. According to one of their faculty, they have 80 applicants per year, of which 60 students enroll. 60% of their students are international students, who pay full-time tuition and fees of about $18,000 per year.†

New School for Social Research (NYC) – the Masters in Liberal Studies includes “Intellectual History and Modern Thought” as one of its four tracks. This two-year M.A. program receives about 30 applications a year, accepts 20, and enrolls about 15 each year, all of whom pay full-time tuition and fees of about $30,000 per year.‡

The M.A. and Ph.D. in Social and Political Thought at York University (Canada) receives 45-50 applicants per year and accepts 6-10.§

Though the following programs seem similar to our proposed program, a look at their websites indicates that they are in fact different, either because they are not designed as stand-alone M.A. programs or because the content of the program is different.

The Committee on Social Thought at the University of Chicago offers a Ph.D. granting program that is broader in scope.

Georgetown University offers a two-year M.A. as well as a Ph.D in German and European Studies. This program is more focused on public and foreign policy rather than on European thought and culture.

UC Irvine – The M.A. and Ph.D. programs in History do not have Intellectual History as subfields.

† Email of April 3, 2016, from Catherine Malabou, Faculty Member.
‡ Email of April 2, 2016, from Dominic Pettman, Chair.
§ Email of April 4, 2016, from Eve Haque, Director.
UCLA – Within the Ph.D. program, “European Intellectual and Cultural History since ca. 1450” is a subfield for the qualifying examinations. (There is no M.A. program.)

UCSC – The Ph.D. program in History of Consciousness has little overlap with our planned curriculum.

UC Davis and UC Berkeley Ph.D. programs in History do not list Intellectual History as a subfield.

Columbia University’s History and Literature program is an M.A. for study in Paris.

Harvard – Ph.D. in History lists Intellectual History of Europe and the US as a subfield.

Johns Hopkins Humanities Center – the Ph.D. program offers two tracks: Comparative Literature and Intellectual History.

University of Illinois – Ph.D. in History offers Cultural and Intellectual History as a subfield.

Drew University – M.A. and Ph.D. in History and Culture is more focused on history, and the M.A. is not designed as a stand-alone program.
M.A. in European Thought and Culture (ETC)
Bylaws
April 11th, 2014

Administrative home: Department of European Languages and Studies, School of Humanities
Graduate Council Approval Date:

Article I: Goals and Objectives

The purpose of the program in ETC is to provide instruction leading to an M.A. degree in the School of Humanities in accordance with the rules of the Graduate Council of the Academic Senate of the University of California, Irvine. The M.A. in ETC will be administered by the Department of European Languages and Studies which will draw largely on the faculty of that department, but will also rely on faculty from other departments in the Schools of Humanities, Arts, and Social Sciences.

The objective of this program is to train individuals in interpreting and writing about fundamental cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in political theory, the history of science, and theology) from the European tradition. The program will also emphasize the legacy and transformation of this tradition, in both recent developments in the broad area of “literary and critical theory” and in colonial, postcolonial, and other non-European contexts.

Article II. Membership

Interdisciplinary Core Teaching Faculty Membership in the M.A. Program in ETC will be made up of the faculty of the Department of European Languages and Studies (ELS) and all faculty engaged in active research in areas germane to the study of European thought and culture, who commit to teaching one of the program’s Core Seminars as needed (at least once every five years) and who shall be deemed qualified by University regulations and by vote of the M.A. in ETC Board Members.

Voting rights are restricted to the members of the Department of European Languages and Studies as the administering unit.

Affiliate Membership in the M.A. program in ETC shall be open to all faculty and instructors who are actively engaged in research related to those participating departments from the Schools so noted and are interested in teaching and/or advising M.A. in ETC students, but do not wish to commit to the level of effort required to be a Core Member. Affiliate Members shall be deemed qualified by University regulations and by vote of the ETC Board Members. Affiliated Members do not have voting rights in the M.A. program in ETC.
Present membership in the Interdisciplinary Core Teaching Faculty has been secured by invitation and acceptance (see Appendix with emails). Any faculty member may become a member of the Interdisciplinary Core Teaching Faculty of the M.A. program in ETC in the future by invitation or by submission of a formal request to the Director of the Program. The request should include the specific qualifications and identify the reason for wishing to become an Interdisciplinary Core or Affiliate Member. These applicants will be evaluated in terms of their current research interests and teaching commitments, and their potential for graduate student guidance and contribution to the Program's course offerings. The application will be acted upon by the Director in consultation with the M.A. in ETC Board Members.

Interdisciplinary Core and Affiliated Membership in the M.A. program in ETC will be subject to review for continuation every year by the Board. Based on that review, the Director will confer with Core Members and Affiliated Members who do not participate in seminars, graduate student committees and/or teach regular courses germane to the Program's educational activities to determine if they wish to continue to serve as Interdisciplinary Core or Affiliated Members.

**Article III. Administration: Director, Committees, Responsibilities, and Oversight**

The M.A. Program in ETC will be housed in and administered by the Department of European Languages and Studies in the School of Humanities. It will establish a Director from the ELS faculty and a Board from among the Interdisciplinary Core Teaching Faculty members to administer the program. The Director will serve as the administrative point of contact for the program, as chair of the Program Board, and will serve a three-year term. Just prior to the end of the Director’s term, a new Director will be nominated. Successful Directors will be able to serve multiple terms.

The nomination process will be conducted in accordance with current Graduate Council and Academic Personnel policies, APM Section 24. A “Nominating Committee” will be named by the Program Board to solicit from the faculty, instructors, and graduate students of the Program the names of nominees for a new Director (from ELS faculty). The nominees will then be forward to the Dean of Humanities.

For the inaugural term, faculty from ELS will serve as the Nominating Committee and will provide one or more names as nominees for the position of Director. They will serve to select (at minimum) another two members of the ETC Program Board.

The Dean will submit up to three names for each open position to the Dean of the Graduate Division along with comments received on the nominees. The Program, Nominating Committee and/or the Dean may express a preference and, if so, should
indicate the basis for that preference. The Dean of Graduate Division, perhaps after an interview, will forward his or her choice to the Dean and the Program.

The Board Members will provide oversight of the Program itself, Program policy, and Program direction, and will have the authority to designate other committees that will provide guidance on Program admissions, retention, and matriculation, as deemed necessary. The Board will consist of the Director and at least an additional three faculty members drawn from the Interdisciplinary Core Members. The Board members will be elected by the Interdisciplinary Core Membership and will serve for renewable three-year terms.

For the inaugural term, one will be elected to serve a one-year term, one will be elected to serve a two-year term, and one will be elected to serve a three-year term.

The Director will be responsible for day-to-day oversight of the program and will report to the Dean of Humanities. The Dean and Director will routinely consult with the administrative leadership of departments and schools associated with the M.A. Program in ETC.

Elections are by email ballot or at a meeting (provided that notice shall have been sent to the Members at least one week prior to the date of voting) at least three weeks before the end of the Spring quarter. Newly elected Board Members assume their duties on July 1. Vacancies before the end of a term shall be filled by special election.

**Article IV. Academic Oversight**

As noted, in Article III, the Director will provide day-to-day oversight of the program while the Board will oversee general academic and curricular issues. However, any program modifications, course deletions or additions, or other degree modifications must be approved by the faculty members of ELS as the administering department either in person at a meeting or by email ballot. In turn, those modifications approved by ELS will be submitted to the Graduate Council.

**Article V. Admissions**

Applicants will be directed to apply to the School of Humanities for admission to the M.A. Program in ETC. The admission files will be administered by the Director of the program. The initial decisions on admissions will be made by an Admissions Committee composed of at least three ETC Interdisciplinary Core Members. The list of potential applicants, as well as files of all others, will then be made available to the ELS faculty for final selection of applicants.

**Article VI. Financial Oversight**
Financial oversight will be provided by the School of Humanities. The Director will collaborate with the M.A. Program in ETC Board on all administrative decisions related to the financial oversight of the Program in conjunction with any relevant committee charged with such review.

**Article VII. Academic Program Review Committee**

The Board will conduct a yearly program review.

**Article VIII. Meetings, Quorum, and Balloting**

Meetings with ELS, as the administering department, are called by the Director as she or he deems necessary, or at the request of the Board, or upon written notice from three or more Members of ELS.

Meetings shall be conducted in accordance with generally accepted procedures including report of the Board, unfinished business and new business. At meetings, 50% of the ELS faculty shall constitute a quorum that will be empowered to take any action during the meetings except for changes in these bylaws. Minutes will be distributed to all Interdisciplinary Core Teaching faculty promptly after each meeting.

**Article IX. Student Representatives**

Upon the recommendation of appropriate student groups, the Board may consider student representatives to sit on relevant committees as so deemed by the Board. The student(s) will have voting privileges regarding issues related to the academic program. However, the student representatives may not be present during any collective bargaining issue or concern regarding faculty and instructor personnel matters and hence will not have voting privileges with respect to these matters.

**Article X. Graduate Student Advising**

The M.A. Program in ETC Board, in conjunction with the Director of the M.A. in ETC and the School’s Associate Dean, will ensure that all matriculation and advancement are done in accordance with UCI policy. As such, the M.A. in ETC acknowledges the Dean of Graduate Division by the authority of the Graduate Council as the final authority to approve appointments to graduate student advancement. The appointments originate with the faculty mentor and student, and are submitted to the Dean of Graduate Division via the program’s the program Director, and the School’s Associate Dean for Graduate Curriculum and Student Affairs or other administration official who oversees the program. The Director will serve as the M.A. Program in ETC’s representative in dealing with the Office of Graduate Division.
In addition, the Director will assign one faculty mentor from the ELS faculty to each student in the program. The mentor will meet with his or her mentee at least once per quarter to discuss the student’s progress in the program.

In consultation with their mentors and the director, students will select a member of the Interdisciplinary Core Teaching Faculty during winter quarter (at the latest) to be their adviser for the Comprehensive Examination or Thesis. Students will enroll for spring quarter in an independent study course with their exam/thesis adviser and meet regularly to complete the requirements.

**Article XI. Amendments and Suspension of Rules**

Changes in these bylaws shall be made by approval of at least two-thirds of the ELS faculty, by email vote or at a meeting (provided that notice of such proposed changes shall have been sent to the voting Members at least one week prior to the date of voting). Any significant amendments and revisions to the rules or bylaws must satisfy the M.A. program in ETC’s quorum rules. The rules of the Faculty and instructors may be suspended by vote of the Faculty and instructors provided that not more than one-third of the voting members present an objection to such suspension. The Director will always state the question as follows: “Those who object to a suspension of the rules will raise the right hand.” Both the duration and nature of the suspension will be explicitly stated before the votes are cast.
SUPPORTING DOCUMENTATION

1. Sample syllabi for Euro St 200ABC

2. Emails of faculty accepting the invitation to be members of the Interdisciplinary Core Teaching Faculty:

Elizabeth Allen, English
Luis Aviles, Spanish
Anke Biendarra, ELS
David Brodbeck, Music
Daniel Brunstetter, Political Science
Ellen S. Burt, English
Simone Chambers, Political Science
Nahum Chandler, African American Studies
Kai Evers, ELS
Herschel Farbman, ELS
Sarah Farmer, History
Sean Greenberg, Philosophy
Martin Harries, English
Gail Hart, ELS
Douglas Haynes, History
Rebecca Helfer, English
James D. Herbert, Art History
Susan C. Jarratt, Comparative Literature
Peter Krapp, Film and Media Studies
Horacio Legras, Spanish
Glenn Levine, ELS
Jayne Lewis, English
Catherine Liu, Film and Media Studies
Nancy McLoughlin, History
Santiago Morales-Rivera, Spanish
Ève Morisi, ELS
Jane O. Newman, ELS/Comparative Literature
Carrie Noland, ELS
David Pan, ELS
Amy Knight Powell, Art History
Nasrin Rahimieh, Comparative Literature
Renee Raphael, History
Annette Schlichter, Comparative Literature
Beryl Schlossman, Comparative Literature
Victoria Silver, English
John H. Smith, ELS
Keith Topper, Political Science
Georges van den Abbeele, Comparative Literature (Dean of Humanities)
3. Letters of support from deans and chairs:

- Georges van den Abbeele, Dean of Humanities
- Bill Maurer, Dean of Social Sciences
- Jeffrey Kopstein, chair of Political Science
- David Iglar, chair of History
- Gabriele Schwab, chair of Comparative Literature
- Cécile Whiting, chair of Art History
- Aaron James, chair of Philosophy
- Luis Aviles, chair of Spanish
- Martin Harries, chair of English
- David Pan, chair of European Languages and Studies

4. Letters of support from other UC Program Directors

- Frank Biess, Prof. of History, UCSD
- Todd Kontje, Prof. of German, UCSD
- Timothy Hampton, Prof. of French, UCB

5. Elective Courses already in the UCI catalogue (and taught between Fall 2009 and Fall 2014)

6. UCI Undergraduate Survey Results
CORE SEMINARS I - EURO ST 200A -- SAMPLE SYLLABUS

European Studies 200A
Europe and the Foundations of the Modern World

Core Seminar I: Foundations of European Thought and Culture (Euro St 200A)

This course provides as much of a historical, geographical, and methodological overview of foundational texts and issues in European thought and culture as is possible in the limited time of one quarter. It will be structured thematically around topics such as: the idea of freedom; ideas of sovereignty; forms of intellectual authority; revolutions; terror; religion and secularization; a critical history of modernity; the idea of Europe; nationalism, cosmopolitanism, and transnationalism. In each case, there will be coverage of several historical periods between the Middle Ages and the present, such that students see how ideas and institutions change over time.

Course description:

The goal of this course is to explore how developments coming out of Europe helped shape the modern (western) world we live in today. We will concentrate on the period between the late Middle Ages and the present. This is the period that includes such movements as the Protestant Reformation, the scientific and industrial revolutions, the rise of capitalism, encounters with Islam (the Ottoman Empire) and “orientalism,” the Enlightenment, Romanticism, the age of revolutions, and secularization. We will consider these crucial developments from a variety of perspectives in the social sciences (economics, political theory, sociology) and the humanities (art, literature, music, and philosophy). Topics to be discussed are:

1. Luther, the Reformation, the end of the Middle Ages, the birth of the modern individual (in conscience), and the “spirit of capitalism” in the Protestant work ethic;

2. The rise of science and the mathematization of nature; the role of “technology” in the history of science;

3. European encounters with the Ottoman empire and Islam; how there has been a constant engagement with this supposed “other” throughout early modernity;

4. The horrors of the Thirty Years’ War and the Age of the Baroque; how the modern system of the nation state and rationalist approaches to God and nature emerged out of the wars of religion;

5. Enlightenment concepts of reason, tolerance, natural (vs. revealed) religion, mathematics (calculus), and science; inherent limits of the Enlightenment project;
Idealist thought; the French Revolution as a founding moment of modern political life;

6. Romantic responses to the Enlightenment;

7. Major 19\textsuperscript{th}- and early 20\textsuperscript{th}-century thinkers and movements (Marx, Nietzsche, Freud, European revolutions);

8. Modernism and postmodernism.

We will explore these issues by examining a wide array of cultural products: literary texts (plays, stories, poetry), historical documents, philosophical treatises, music, artworks, and architecture. You will be exposed to some of the greatest masterpieces of modern European culture.

**Pedagogical goals:**

Upon successful completion of the course, students should be able to
--engage with the variety of cultural products by understanding their historical origin, their
   particular mode of representation;
--understand some basic concepts and methods of the humanities and social sciences;
--grasp key developments in the formation of the modern—i.e., our own—world;
--think, discuss, and write critically about literature, culture, and philosophy;
--have a broad overview of European thought and culture.

**Assigned work:**

1. Reading: The following syllabus provides the reading assignments that will be discussed in a given class. The pages indicated must be read for that class period. Students are expected to demonstrate that they have done the reading by preparing questions for discussion.

2. Attendance and Discussion: Because knowledge does not flow like information from one source (teacher) to an empty vessel (students) but, rather, comes about through interaction in dialogue, active participation in class discussion—which means listening to others, asking questions, and seeking helpful answers—is expected. Such interaction and participation is possible even in a lecture course of this size. Thus, class attendance is mandatory. You cannot participate if you are not there. Grade deductions will occur for unexcused absences. Moreover (see below), you MUST BRING A COPY OF THE READINGS TO CLASS in whatever form is accessible.

5. Writing: Written expression is the means we use to give our thoughts clearer form so that we can both communicate them to others and be sure that we ourselves really know what we think we know. Thus, students will be expected to produce
different kinds of writing, specifically many short response papers on the readings
as answers to assigned questions and blog postings to other students.
Blog posts need to be at least 5 grammatically correct and spell-checked sentences
responding directly to the readings or to another student post.
A final essay will be required.

Readings:
Huizinga, The Waning of the Middle Ages
Luther, The Freedom of a Christian
Machiavelli, The Prince
Galileo, The Starry Messenger
The Renaissance Reader (selections on encounters with the Ottoman Empire)
Said, Orientalism (selections)
Readings on the French Revolution
Kant, What is Enlightenment?
Blake, Songs of Experience
Hegel, Preface to the Phenomenology of Spirit
Marx, Communist Manifesto
Nietzsche, Genealogy of Morals
Camus, The Stranger
Simone de Beauvoir, Introduction to The Second Sex
Derrida, “Structure, Sign, and Play”
Sample Syllabus

Euro St 200B - Core Seminar II: Theorizing Periods and Movements in European Thought and Culture

Periods and movements still form basic units for organizing European thought and theory, even as such categories are problematized. This course will allow for greater focus on a specific time period or constellation of issues around a movement, selected by the faculty based on their expertise, and address theorizations of periodization. Sample topics will include: the (late) Middle Ages; Humanism; the Renaissance; the Early Modern period; the Enlightenment; Romanticism; Realism; Marxist Thought; Modernism; Psychoanalysis; Feminism; Postmodernism (but also other temporal schemes, like “ca. 1800,” “Revolutions of 1848,” “Turn-of-the-Century,” or “post-1989” or even a given year (as in Gumbrecht's study of 1926). The goal is not to provide a formal or dogmatic definition of a period/movement but, rather, to look at the use and abuse of such categories for the study of European intellectual and cultural history (including the question of the national and/or transnational nature of such periods and movements).

This course is designed to question the claim that secular rationality is one of the signature elements of the modern era and that this era took its beginnings in what has come to be known as the Renaissance or, more recently, as the Early Modern period (c. 1450 to 1700), with its revival of the western Classics and focus on secular humanism. In this story, political life in and beyond the modern territorial state was concerned primarily with this-worldly issues of power and glory (achieved mostly through manipulation and deceit); even the continent-crushing century of religious wars (c. 1548 to 1648) are said to have been fought over finances and not faith. This course will engage in a critical genealogy of the secularization thesis as it is associated with the Renaissance and early modernity. We will read selected founding texts of modern political theory written during the Renaissance, both in dialogue with the Hebrew Bible and the New Testament and as historical reflections on the ideological, rhetorical, and material role of religion in early modern political life. Readings will include selections from the Old and New Testaments, Aristotle, Aquinas, Machiavelli and Luther, Calvin and Althusius, Bodin, Hobbes, Spinoza, and Leibniz. Lectures will cover historical background. Central to our discussions will be the various ways that the relation between transcendence and immanence, the so-called “Two Kingdoms” of this world and the next, was discussed during this period. We will focus on the political dimensions of Scriptural narratives and topoi and the important role they played in the evolution of the early modern democratic and the authoritarian (nation) state (and resistance to it) in European thought in an attempt to answer both the general question: “Have we ever been secular?” and the more specific one: “Was the Renaissance a secular era?”

Course Requirements:

1. In general: Attendance and participation in the online discussion of the assignments in advance of the class meetings are mandatory.
2. **Required Reading and Reading Questions**: It goes without saying that doing the **required reading** is mandatory. I will distribute reading questions by email to the class by Monday before each Wednesday class. Students are required to post their own reading questions to the class list on the assignments on which they are going to present (see below, #3).

3. All students are required to write a 3-5 page paper ONCE during the quarter on materials assigned for the course. A sheet will be circulated for you to sign up for a date. The paper is due to me on the day for which the texts you are writing are assigned. **You will be expected to take leadership in the discussion on that day.**

4. **Required email postings to class listserv**: Each participant in the seminar is required to post a position statement on some aspect of the assigned readings by **9 a.m. before each Wednesday class** to the entire class list. Use this requirement to formulate some analytical points/interpretive questions that may have occurred to you in the course of your preparation for class in advance of the actual class session. Think about these contributions as dry-runs for the first thing you are going to say to the group. You may use--but are not required to use--the reading questions as points of departure for your postings. **Please limit yourself to a modest amount of prose.**

5. For the **final paper** for this course, you are asked to analyze one of the texts we have read in the course in greater detail, citing at least five (5) secondary sources, OR use the ancient and Renaissance/early modern materials we have covered in the class to analyze a specific contemporary controversy or event (the five-source requirement obtains here as well).

**Syllabus:**

**Meeting 1**  
Introduction: The State, Religion, and ‘Secularization’:  
Origin Texts

**Required readings:**

1. Aristotle, Politics (selections)  
2. The Decalogue/Ten Commandments – Exodus 20 and Deuteronomy 5  
   (= c. 4 pp.)  
3. Cicero, De legibus (On the Laws) (selections) (c. 50 b.c.e)  
4. The Letter of Paul to the Romans

**Meeting 2**  
Christian Aristotelianism and the Thomist Tradition

**Required readings:**

Meeting 3  
Religion and the State in Renaissance Florence:  
Humanist Pragmatism and the Politics of Heaven on Earth

Required readings:


Meeting 4  
The Two Kingdoms

Required readings:


Meeting 5  
Providence, Governance, and Election

Required readings:

1. The Peace of Augsburg (1555) (selections) (ON COURSE WEBSITE)  

Meeting 6  
Sovereignty, Tyranny, and the Duty of Rebellion

Required readings:


Meeting 7  
Religion and the Right to Resist

Item 2-47
Required readings:


**Meeting 8**

**Symbiotic Consociations and the Potestas of the People**

**Required readings:**


**Meeting 9**

**A Mortal God?**

**Required readings:**


**Meeting 10 (30 Nov.)**

**Tolerance and Freedom: Divine and Natural Reason**

**Required readings:**

Sample Syllabus

Euro St 200C - Core Seminar III: European Thought and Culture Beyond Europe

This course will study particular cases of the intersection and afterlives of European thought and culture with and in non-European contexts, i.e., the way European thought and culture has been translated and transformed, taken up and challenged, in colonial, postcolonial, and other global situations (such as the analysis of race, gender, and sexuality in the U.S.). The course may take the form of comparative analysis (e.g., psychoanalysis and Fanon, or Hegel, Nietzsche, and queer theory), or explore the different ways in which European and non-European/colonial/postcolonial thinkers examine fundamental concepts such as identity, community, power, knowledge, or investigate how European cultural forms, imposed on or received in non-European contexts are reinvented and become new critical interventions.

Global Kafka

Professor: Kai Evers
Office: HIB 214
Email: kevers@uci.edu

Course Description:

Kafka is among the very few global authors whose works shape the ways how we perceive the cultural and political transformations of the 20th and 21st century. Cultural theorists, political scientists, sociologists and historians have analyzed the effects of modernization and globalism through Kafka’s stories. After an introduction to central issues and theoretical concepts of globalization in the first two weeks, this course explores how writings by Kafka and his successors help us to understand global phenomena from the emergence of hybrid identities to the blurring of geopolitical boundaries. This course explores Kafka’s view of his own world as well as his visions of China, Russia, America, and the Arab world. It traces the strange story how the unknown Prague author become after his death a global phenomenon, how his writings continue to inspire artists and scholars to represent and rethink modernity and modernization, totalitarianism and globalization. Further, this course analyzes recent literary rewritings of Kafka in Latin America (Gabriel Garcia Marquez), Africa (J.M. Coetzee), and Japan (Haruki Murakami). The course is taught in English.

Texts available at the bookstore:

Franz Kafka. The Complete Stories [CS] (Schocken 1971)
Franz Kafka. Amerika: The Missing Person. Translated by Mark Harman (Schocken 2011)
Franz Kafka. *The Trial*. Translated by Breon Mitchell (Schocken 1998)


**Other texts are available in the dropbox for this class** (http://eee.uci.edu/).

**Grading:**

- **Short Writing Assignments: 30%**
  To prepare for class discussion students will write short reaction papers every week.

- **Mid-Term: 30%**
  An open-book, open-note mid-term will be given in class. The week before the mid-term you will be given sample topics to help you prepare for the test.

- **Final Essay: 40%**
  You will write an essay in which you will investigate one of the topics discussed in class or researched with your research group. In this essay you defend your thesis in an argument that provides evidence and warrants. It will be due in my office (not via email) by noon, **Wednesday, June 11th**

  - **Subject:**
    - We will discuss a wide range of possible topics in Week 8.
    - Each paper must be an *argument* in which you state and defend an original thesis with evidence from your sources.

  - **Paper Format:**
    - Length: 5-6 pages.
    - Late papers will be graded down one full letter grade.
    - Font: Times New Roman, 12pt, with one inch margins.
    - For references, please use the MLA works cited format.

  - **Grading:**
    Your essay grade will reflect the sophistication of your thesis (30%), the quality of your evidence, which should include both your own observations and some found in secondary sources (30%), the agility with which you handle one or more ideas from the theories we discuss in class (30%), your adherence to the required paper format and the quality of your prose (10%).

**Kafka Global / Global Kafka: Semester plan**

<table>
<thead>
<tr>
<th>Week I</th>
<th><strong>Introduction: Global Kafka</strong></th>
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<tr>
<td></td>
<td><strong>Homework for the next session:</strong> Franz Kafka, “An Imperial Message” [1917] (CS 4-5); Theodor Levitt, “The Globalization of Markets” [1983] (16-32). Texts and study questions available in eee dropbox. Answer the study questions and take a printed copy to next class.</td>
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**Item 2-50**
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<tr>
<th>Week</th>
<th>Chapter</th>
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<td><strong>Globalization as a Realizable Utopia</strong></td>
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<td><strong>Homework for the next session:</strong> Franz Kafka, “The Cares of a Family Man” (CS 427-29) Francis Fukuyama, “Introduction to <em>The End of History and the Last Man</em>” [1992]. Texts and study questions available in eee dropbox. Answer the study questions and print out a copy for next class.</td>
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<tr>
<td></td>
<td><strong>Globalization as a Realizable Utopia</strong></td>
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<td></td>
<td><strong>Homework for the next session:</strong> Franz Kafka, “Jackals and Arabs,” (CS 407-11); Michael Mann, “Globalization as Violence” [2001] Texts and study questions available in eee dropbox. Answer the study questions and print out a copy for next class.</td>
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<tr>
<td>Week II</td>
<td><strong>Globalization as a Realizable Dystopia</strong></td>
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<td><strong>Homework for the next session:</strong> Franz Kafka “A Little Fable” (CS 445), Jay Cantor, “Forgiving the Angel” [2014]. Text and study questions available in eee dropbox. Answer the study questions and print out a copy for next class.</td>
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<td></td>
<td><strong>Becoming a Global Author</strong></td>
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<tr>
<td></td>
<td><strong>Homework:</strong> Franz Kafka. <em>Amerika</em>. (pages 3-49) Answer the study questions and print out a copy for next class</td>
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<td><strong>Becoming a Global Author</strong></td>
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<td><strong>Homework:</strong> Franz Kafka. <em>Amerika</em>. (pages 50-113) Answer the study questions and print out a copy for next class</td>
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<td>Week III</td>
<td><strong>Kafka’s America</strong></td>
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<td></td>
<td><strong>Homework:</strong> Franz Kafka. <em>Amerika</em>. (pages 114-40) Answer the study questions and print out a copy for next class</td>
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<td><strong>Kafka’s America</strong></td>
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<td><strong>Homework:</strong> Franz Kafka. <em>Amerika</em>. (pages 141-83) Answer the study questions and print out a copy for next class</td>
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<td></td>
<td><strong>Kafka’s America</strong></td>
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<td></td>
<td><strong>Homework:</strong> Franz Kafka. <em>Amerika</em>. (pages 141-241) Anthony Giddens, “The Globalization of Modernity”; Answer the study questions and print out</td>
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Item 2–51
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<tr>
<th>Week IV</th>
<th><strong>Kafka’s America</strong></th>
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<tr>
<td><strong>Homework for the next session:</strong> Roland Robertson, “Mapping the Global Condition” Franz Kafka. <em>In the Penal Colony</em> (CS 140-67) Answer the study questions and print out a copy for class. <em>(due Monday April 28)</em></td>
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<tr>
<td><strong>Mapping the Global Condition: Kafka, Colonialism, and the Other</strong></td>
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<th>Week V</th>
<th><strong>Mapping the Global Condition: Kafka, Colonialism, and the Other</strong></th>
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<tr>
<td><strong>Homework for the next session:</strong> Franz Kafka, “A Report to an Academy” (CS 250-59) Answer the study questions and print out a copy for next class.</td>
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<th>Human Rights, Animal Rights and the Question of Ethics</th>
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<tr>
<td><strong>Homework for the next session:</strong> J.M. Coetzee “The Lives of Animals.” Answer the study questions and print out a copy for next class.</td>
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<tr>
<td><strong>Homework for the next session:</strong> Franz Kafka, “A Hunger Artist” (CS 168-177); Reading by Guy Debord available in the eee dropbox. Answer the study questions and print out a copy for next class.</td>
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<tr>
<th>Week VI</th>
<th><strong>Society as a Spectacle</strong> / Discussion of Midterm topics</th>
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<tr>
<td><strong>Homework for the next session:</strong> Franz Kafka, “The Burrow” (325-43, ...where I am in a deep slumber); Ulrich Beck, “The Silence of Words and Political Dynamics in the World Risk Society” [2002] Answer the study questions and print out a copy for class. <em>(due Friday May 9)</em></td>
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<th>Globalization and World Risk Society</th>
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<td><strong>Homework for the next session:</strong> Franz Kafka, “The Burrow” (343-59); Ulrich Beck, “The Silence of Words and Political Dynamics in the World Risk Society” [2002] Answer the study questions and print out a copy for next class. <em>(due Friday May 9)</em></td>
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<td>Week VII</td>
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<th>Week VII</th>
<th>MIDTERM</th>
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<td><strong>Homework for the next session:</strong> Franz Kafka, <em>The Trial</em> (Chapter 1 and 2; pages 3-34). Answer the study questions and print out a copy for next class.</td>
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<th>Week VII</th>
<th>Law and Society</th>
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<td></td>
<td><strong>Homework for the next session:</strong> Franz Kafka, <em>The Trial</em> (Chapter 3 and 4; pages 35-79). Answer the study questions and print out a copy for next class.</td>
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<th>Week VIII</th>
<th>Law and Society</th>
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<td></td>
<td><strong>Homework for the next session:</strong> Finish reading Franz Kafka, <em>The Trial</em> (Chapter 166-231). Answer the study questions and print out a copy for next class.</td>
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<td><strong>Homework for the next session:</strong> Read J. M. Coetzee. <em>Life &amp; Times of Michael K</em> (1-35) [1983] Answer the study questions and print out a copy for next class.</td>
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<tr>
<th>Week IX</th>
<th>Rewriting Kafka across the Globe (I): Kafka in South Africa</th>
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<td></td>
<td><strong>Homework for the next session:</strong> Read J. M. Coetzee. <em>Life &amp; Times of Michael K</em> (35-126) [1983] Answer the study questions and print out a copy for next class. (due May 27)</td>
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<tr>
<td></td>
<td><strong>Homework for the next session:</strong> Read J. M. Coetzee. <em>Life &amp; Times of Michael K</em> (127-86, the end) [1983] Answer the study questions and print out a copy for next class.</td>
</tr>
</tbody>
</table>

*Item 2-53*
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Homework for the next session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week X</td>
<td>Rewriting Kafka across the Globe (II): Kafka in South America</td>
<td>Read Franz Kafka. <em>Metamorphosis</em>. (CS 89-139) Answer the study questions and print out a copy for next class.</td>
</tr>
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<td></td>
<td>Kafka’s Metamorphoses</td>
<td>Read Haruki Murakami <em>Samsa in Love</em> (2013) Answer the study questions and print out a copy for next class.</td>
</tr>
<tr>
<td></td>
<td>Samsa in Love: Rewriting Kafka across the Globe (III): Kafka in Japan</td>
<td></td>
</tr>
</tbody>
</table>
Sure, John, you can add me to the faculty. Thanks. Elizabeth

On Mon, May 12, 2014 at 9:09AM, John H. Smith <jhsmith@uci.edu> wrote:

Dear Elizabeth,

Hope this email finds you well as the quarter heads downhill....

I'm writing because ELS has been contacting faculty in other departments to see if they would be interested in joining our "Interdisciplinary Core Teaching Faculty" for an MA we are proposing in European Thought and Culture. Here's a key paragraph defining the goal.

The objective of this program is to train individuals in interpreting and writing about cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in aesthetics, political theory, the history of science, and theology) from the European tradition. This training has three goals: (1) attentiveness to the formal structures and languages in which ideas are expressed; (2) location of ideas in larger historical contexts be they social, economic, or political institutions, cultural developments, or exchanges with other ideas; (3) exploration of ideas and texts that are crucial for understanding the formation of modern critical theory. The program will also emphasize the legacy and transformation of this tradition, in both recent developments in the broad area of "literary and critical theory" and in colonial, postcolonial, and other non-European contexts.

I'm attaching the draft proposal. If you care to read the opening pages (1-5) and esp. pages 14-15 defining the "Core Seminars" that would be great. The Core faculty "commit" to teaching one of the Core Seminars every 5 years. (Of course, as our Core faculty grows-we already have a number of people on board from Art History, Comparative Literature, English, History, Spanish, and of course ELS-the commitment becomes more flexible.)

I'd be happy to meet if you have questions (I'm available most afternoons). If you'd like to 'sign on' I'd put you in as Core faculty. (Please send a short email that you've read the proposal and agree-it needs to be official for committees.) Of course, one can always rotate in and out if needs and interests change. So it's up to you, your commitments, etc.

Looking forward to hearing from you.

'Best,
Dear John:

I have read very carefully the MA proposal in European Thought and Culture and I agree to be part of the Interdisciplinary Core Teaching Faculty.

Thank you very much for the invitation.
All the best
Luis

Luis F. Aviles, Chair
Dept. of Spanish and Portuguese
UC Irvine
Irvine, CA  92697-5275
Subject: Re: [ELS-Faculty] Brief Request
From: Anke Biendarra <abiendar@UCI.EDU>
Date: 5/7/14 10:36 PM
To: John Smith <jhsmith@UCI.EDU>

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.
:: Anke

P.S. Sorry for clogging up your inbox.

On May 7, 2014, at 8:52 PM, John H. Smith <jhsmith@uci.edu> wrote:

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697

ELS-Faculty mailing list
ELS-Faculty@department-lists.yci.edu
http://department-lists.uci.edu/mailman/listinfo/els-faculty
Subject: Re: Brief Request
From: dbrunste@uci.edu
Date: 5/9/14 10:03 AM
To: "John H. Smith..<jhsmith@uci.edu>

Dear John,

I have read our new MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Daniel Brunstetter

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! looking forward to seeing this project come to life.

Best,
John

John H. Smith
Professor of German
Department of European languages and Studies
University of California
Irvine, CA 92697

"La sagesse a ses exces et n'a pas moins besoin de moderation que la folie."
- Michel de Montaigne (Essais, III.S)

Daniel R. Brunstetter
Associate Professor
Political Science
Director of Study Abroad
University of California, Irvine
dbrunste@uci.edu
Subject: Re: Brief Request
From: esburt@uci.edu
Date: 5/8/14 12:24 PM
To: "John H. Smith" <jhsmit@uci.edu>

Dear John
I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Best Ellen
Dear Professor Chambers,

I was very excited to hear that you have joined our faculty, and I'm writing to find out if you would be willing to serve as one of the participating faculty for a new MA in European Thought and Culture that our department is currently proposing to Grad Council. I have attached a copy of our proposal. It would be great if you would be willing to be part of this. I'd also welcome any comments you might have.

It would also be nice to involve you in other activities that we plan. In particular, we are planning a symposium on May 10 on contemporary European politics that might be of interest to you and that I describe below. If it is of interest to you, we could also include you on the panel.

Item 12-60
Best,

David

Symposium on Contemporary Europe: The Confrontation with Islamic State and the Far Right

May 10: Panel presentations and discussion from 2 - 4 pm, with reception from 4 5 pm.

Humanities Gateway 1010

Panelists: Daniel Brunstetter, Political Science, UCI; Ian Coller, History, UCI; Marc Crepon, Ecole Normale Superieure, Paris; Kai Evers, European Languages and Studies, UCI; Catherine Malabou, Kingston University, London

The challenges of both terrorist violence and the refugee crisis have brought about a profound shift in the cultural and political landscape of Europe. Boxed in through the need to address simultaneously the terrorist threat, the refugee crisis, and a growing far right movement, moderates in Europe have slid into an increasingly embattled position. At the same time as they are fighting Islamic terrorism, the traditional parties in France and Germany, for instance, must integrate large numbers of Muslims into their societies. If current European policies depend upon a strict distinction between Islamic State violence and Islam itself, critics on the far right, but also increasingly from across the political spectrum, have questioned the compatibility of Islam with contemporary European culture, particularly in terms of gender issues, shared traditions, and the separation of the political from the religious spheres. What are the long term implications of these conflicts in Europe for the political landscape in individual countries and for the structure of the European Union as a whole?

David Pan
Professor of German and Chair, European Languages and Studies
University of California, Irvine

Executive Director, Telos Paul Piccone Institute (www.telosinstitute.net)

David Pan
Professor of German and Chair, European Languages and Studies
University of California, Irvine
Executive Director, Telos-Paul Piccone Institute (www.telosinstitute.net)
Subject: Re: Invitation to participate in MA 
From: Nahum Chandler <n.d.chandler@uci.edu> 
Date: 5/8/14 10:57 AM 
To: "John H. Smith" <jhsmith@uci.edu>

Dear John:

Yes, indeed; I would be honored; thank you for thinking of me. Too, though, I have taught and can teach on the history of the concept of sovereignty and would be interested (or will be doing so again sometime over the coming years) and would be up to offering a seminar on it. That is, I believe that I could also propose a course that could or should properly be considered under Core Seminar 1 in your schema. Nonetheless, yes, as you choose, please do include me as faculty in the project as you have outlined it here. Thanks again, and for now,

Nahum

On 05/05/2014 11:25, John H. Smith wrote:

Dear Nahum,

Hope this email finds you well mid-quarter....

Back a couple of weeks ago I mentioned that we were putting together a proposal for an MA in European Thought and Culture. ELS has been contacting faculty in other departments to see if they would be interested in joining our "Interdisciplinary Core Teaching Faculty" for. Here's a key paragraph defining the goal.

The objective of this program is to train individuals in interpreting and writing about cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in aesthetics, political theory, the history of science, and theology) from the European tradition. This training has three goals: (1) attentiveness to the formal structures and languages in which ideas are expressed; (2) location of ideas in larger historical contexts be they social, economic, or political institutions, cultural developments, or exchanges with other ideas; (3) exploration of ideas and texts that are crucial for understanding the formation of modern critical theory. The program will also emphasize the legacy and transformation of this tradition, in both recent developments in the broad area of "literary and critical theory" and in colonial, postcolonial, and other non-European contexts. 

I'm attaching the draft proposal. If you care to read the opening pages (1-5) and esp. page 16 defining the "Core Seminars" that would be great. The Core faculty "commit" to teaching one of the Core Seminars every 5 years. (Of course, as our Core faculty grows--we already have a number of people on board from Art History, Comp Lit, Film and Media Studies, History, Spanish, and of course ELS--the commitment becomes more flexible.) We thought of you, Nahum for a Core Seminar 3 since you have interesting things to say on the exchanges between European thought and and African American thinkers (among other things).
I'd be happy to meet if you have questions (I'm available most afternoons). If you'd like to 'sign on' I'd put you in as Core faculty. Of course, one can always rotate in and out if needs and interests change.

Looking forward to hearing from you. We've already had extensive response from other colleagues in almost all departments.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697
From: "Kai Evers" <kevers@uci.edu>
Date: 5/7/14 10:08 PM
To: "John H. Smith" <jhsmit@uci.edu>

Hi John,

I've read the MA proposal in European Thought and Culture and gladly agree to be part of the Interdisciplinary Core Teaching Faculty.

Best,
Kai

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697

ELS-Faculty mailing list
ELS-Faculty@department-lists.uci.edu
http://department-lists.uci.edu/mailman/listinfo/els-faculty
Subject: Re: [ELS-Faculty] Brief Request
From: Herschel Farbman <hfarbman@uci.edu>
Date: 5/7/14 9:22 PM
To: "John H. Smith.. <jhsmith@uci.edu>

To Whom It May Concern:

I have read the proposal for an MA program in European Thought and Culture and I am delighted to be part of the Interdisciplinary Core Teaching Faculty.

Sincerely
Herschel Farbman
Assistant Professor of French
Dept. of European Languages and Studies

On 5/7/14 8:52 PM John H. Smith wrote:

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!) but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best
John
Subject: Re: Brief Request
From: Sarah Farmer <sfarmer@uci.edu>
Date: 5/11/14 12:51 PM
To: "John H. Smith" <jhsmith@uci.edu>

Dear John,
I am sorry I let this slip by. I went east for a funeral and got behind in emails....

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty

Sarah Farmer

On May 7, 2014, at 8:52 PM, John H. Smith wrote:

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697
Dear John,

I have read the excellent MA proposal in European Thought and Culture and am very happy to be part of the Interdisciplinary Core Teaching Faculty.

Yours,

Martin

On 07.05.2014 20:52, John H. Smith wrote:

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,

John
Subject: European Thought and Culture
From: Gail Hart <gkhart@uci.edu>
Date: 5/8/14 6:29 AM
To: John Smith <jhsmit@uci.edu>

Dear John,

I have read the proposal for the MA in European Thought and Culture and I am both in favor of this proposal and willing to teach in the program.

Gail Hart
Professor of German
Subject: MAin European Thought and Culture
From: "Rebeca Helfer" <rhelfer@uci.edu>
Date: S/7/14 9:37 PM
To: "John H. Smith" <jhsmith@uci.edu>

Dear John,

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

All best, Becky

Rebeca Helfer
Associate Professor, English
University of California, Irvine
rhelfer@uci.edu
I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

James D. Herbert  
Professor, Department of Art History  
& Ph.D Program in Visual Studies  
University of California, Irvine
Dear Professor Smith,

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Best,

Susan C. Jarratt
Professor, Department of Comparative Literature

---

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,

John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697

---

Susan C. Jarratt
Department of Comparative Literature
University of California, Irvine
I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty

Peter Krapp
Chair, UC Irvine Academic Senate
chair@uci.edu
I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Best, Horacia Legras

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

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I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697
Subject: Re: [ELS-Faculty] Brief Request
From: Glenn Levine <glevine@uci.edu>
Date: 5/7/14 9:37 PM
To: "John H. Smith", <jhsmith@uci.edu>
CC: els-faculty@department-lists.uci.edu, Luis F. Aviles, <laviles@uci.edu>, Horacio Legras <hlegras@uci.edu>, Santiago Morales-Rivera <s.morales@uci.edu>, Amy Powell <amy.powell@uci.edu>, James D. Herbert <jdherb@uci.edu>, esburt@uci.edu, Jim Steintrager <jsteintr@uci.edu>, Susan C. Jarratt <sjarratt@uci.edu>, Nasrin Rahimieh <nasrin.rahimieh@uci.edu>, Rebeca Helfer <rheffer@uci.edu>, Annette Schlichter <aschlich@uci.edu>, mharries <martin.harries@uci.edu>, dbrunste@uci.edu, vasilver@uci.edu, Vinayak CHATURVEDI <vinayak@uci.edu>, Sarah Farmer <sfarmer@uci.edu>, Renee Raphael <renee.raphael@uci.edu>, Nancy Mcloughlin <nmclough@uci.edu>, Peter Krapp <krapp@uci.edu>, Catherine Liu <liu@uci.edu>, Keith Topper <ktopper@uci.edu>, Kevin Olson <kevin.olson@uci.edu>, Humanities Dean <humanitiesdean@uci.edu>

Dear JohnJ
I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.
Glenn
Subject: Re: Invitation to MA program
From: jelewis@uci.edu
Date: 5/12/14 10:19 PM
To: "John H. Smith" <jhsmith@uci.edu>

Dear John,

Ah, yes, downhill. Couldn't be a more operant term. I love this proposal and would be honored to be part of the ETC core faculty. I'm especially heartened by the emphasis on historical development and Geistegeschichte, as well as by the project of embracing Europe's alterity. I could easily imagine offering something for Core Seminar II (Enlightenment and its possibly spurious distinction from Romanticism). Thank you very much for inviting me to participate, and for the work you have done to draft something at once so substantive and so innovative.

My best,
Jayne

> > Dear Jayne,

Hope this email finds you well as the quarter heads downhill....

I'm writing because ELS has been contacting faculty in other departments to see if they would be interested in joining our "Interdisciplinary Core Teaching Faculty" for an MA we are proposing in European Thought and Culture. Here's a key paragraph defining the goal.

*The objective of this program is to train individuals in interpreting and writing about cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in aesthetics, political theory, the history of science, and theology) from the European tradition. This training has three goals: (1) attentiveness to the formal structures and languages in which ideas are expressed; (2) location of ideas in larger historical contexts be they social, economic, or political institutions, cultural developments, or exchanges with other ideas; (3) exploration of ideas and texts that are crucial for understanding the formation of modern critical theory. The program will also emphasize the legacy and transformation of this tradition, in both recent developments in the broad area of "literary and critical theory" and in colonial, postcolonial, and other non-European contexts.*

I'm attaching the draft proposal. If you care to read the opening pages (1-5) and esp. pages 14-15 defining the "Core Seminars" that would be great. The Core faculty "commit" to teaching one of the Core Seminars every 5 years. (Of course, as our Core faculty grows--we already have a number of people on board from Art History, Comparative Literature, English, History, Spanish, and of course ELS--the commitment becomes more flexible.)

Item 2-76
I'd be happy to meet if you have questions (I'm available most afternoons). If you'd like to 'sign on' I'd put you in as Core faculty. (Please send a short email that you've read the proposal and agree--it needs to be official for committees.) Of course, one can always rotate in and out if needs and interests change. So it's up to you, your commitments, etc.

Looking forward to hearing from you.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697
Subject: Re: Brief Request
From: Catherine Liu <liu@uci.edu>
Date: 5/9/14 10:57 AM
To: "John H. Smith" <jhsmith@uci.edu>

I have read our new MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

yours,

Catherine Liu

On Wed, May 7, 2014 at 8:52PM, John H. Smith <jhsmith@uci.edu> wrote:
Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

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I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,

John

---

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697
Subject: Re: Brief Request
From: Nancy McLoughlin <nmclough@uci.edu>
Date: 5/8/14 7:15AM
To: "John H. Smith" <jhsmit@uci.edu>

Dear John,
I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.
Nancy

On May 7, 2014, at 8:52 PM, John H. Smith <jhsmit@uci.edu> wrote:

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697
Subject: Re: Brief Request
From: Santiago Morales-Rivera <s.morales@UCI.EDU>
Date: 5/8/14 3:34PM
To: "John H. Smith" <jhsmith@UCI.EDU>

Dear John
I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.
Best,
Santiago
PS. And thank you for inviting me to participate in your European program. As Luis told you, we are willing to participate. Personally, I think that it will be a great experience for me. I just finished my manuscript. Next academic year I hope to have more time for working in new projects, like the one that you are proposing us. Again, many thanks!

Santiago Morales-Rivera
Assistant Professor
http://w:\w.faculty.uci.edu/profile.cfm?faculty_id=5559
Department of Spanish and Portuguese
University of California-Irvine

On Wed, May 7, 2014 at 8:52PM, John H. Smith <jhsmith@uci.edu> wrote:

   Dear Interdisciplinary Core Teaching Faculty,

   I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

   "I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

   I need to print out your responses as the file enters the netherworld of committee review.

   Thanks! Looking forward to seeing this project come to life.

   Best,
   John

   John H. Smith
   Professor of German
   Department of European Languages and Studies
Subject: MA note
From: "Eve Celia Morisi" <emorisi@uci.edu>
Date: S/8/14 6:06 PM
To: jhsmith@uci.edu

Dear John,

I have read our new MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Eve

Eve Celia Morisi
Assistant Professor of French and Francophone Literature
University of California, Irvine
Department of European Languages and Studies
296 Humanities Instructional Building
Irvine, CA 92697

E-mail: emorisi@uci.edu
Phone of ELS Dept: (991) 949-824-6496
Fax of ELS Dept: (901) 949-824-6416

Web page: http://www.faculty.uci.edu/profile.cfm?faculty_id=5944

"Ma Lorenzo era un uomo; la sua umanità era pura e incontaminata, egli era al di fuori di questa mondo di negazione. Grazie a Lorenzo mi è accaduto di non dimenticare di essere io stesso un uomo."
Primo Levi, Se questo è un uomo (1947)
Subject: My one line
From: "Jane 0. Newman" <jonewman@uci.edu>
Date: 5/9/14 11:10 AM
To: "John H. Smith" <jhsmith@uci.edu>

Dear John:

I am happy to be a member of the Interdisciplinary Core Faculty for the MA in European Thought and Culture.

Jane 0. Newman
Ditto!

On e8.e5.2e14 18:e3, Eve Celia Morisi wrote:

Dear John,

I have read our new MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Eve

Eve Celia Morisi
Assistant Professor of French and Francophone Literature
University of California, Irvine
Department of European Languages and Studies
2e6 Humanities Instructional Building
Irvine, CA 92697

E-mail: emorisi ci.edu
Phone of ELS Dept: (e01) 949-824-6416
Fax of ELS Dept: (e01) 949-824-6416

Web page: http://www.faculty.uci.edu/profile.cfm?faculty id=5944

"Ma Lorenzo era un uomo; la sua umanità era pura e incontaminata, egli era al di fuori di questa mondo di negazione. Grazie a Lorenzo mi è accaduto di non dimenticare di essere io stesso un uomo."
Primo Levi, Se questa è un uomo (1947)

On Wed, May 7, 2014 9:37 pm, Glenn Levine wrote:

Dear John,

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Glenn
Subject: Re: [ELS-Faculty] Brief Request
From: David Pan <dtpan@uci.edu>
Date: 5/7/14 9:10 PM
To: "John H. Smith" <jhsmith@uci.edu>

Dear John,

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

David Pan

On Wed, May 7, 2014 at 8:52PM, John H. Smith <jhsmith@uci.edu> wrote:

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

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I need to print out your responses as the file enters the netherworld of committee review.

Thanks! Looking forward to seeing this project come to life.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine, CA 92697

______________________________
ELS-Faculty mailing list
ELS-Faculty@department-lists.uci.edu
http://department-lists.uci.edu/mailman/listinfo/els-faculty
David Pan
Professor of German
University of California, Irvine
Dear John

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

All best

Amy

Amy Powell
Associate Professor
Department of Art History and
The Graduate Program in Visual Studies
University of California Irvine
Subject: MA Proposal in European Thought and Culture
From: Nasrin Rahimieh <nasrin.rahimieh@uci.edu>
Date: 5/7/14 10:16 PM
To: "John H. Smith" <jhsmith@uci.edu>

Dear John/

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Best wishes/

Nasrin

Nasrin Rahimieh
Maseeh Chair and Director
Samuel Jordan Center for Persian Studies and Culture & Professor of Comparative Literature
1112 Humanities Gateway Building
University of California, Irvine
Irvine, CA 92697-3370
Tel: (949) 824-0406
Fax: (949) 824-9895
Subject: Re: Brief Request
From: Annette Schlichter <aschlich@uci.edu>
Date: 5/8/14 5:03 PM
To: "John H. Smith.. <jhsmith@uci.edu>

Dear John

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Best
Annette Schlichter
Subject: Re: MAin European Thought and Culture
From: Beryl Schlossman <bschloss@uci.edu>
Date: 5/6/14 11:13 AM
To: John Smith <jhsmith@uci.edu>

Dear John,

It looks great.

I would be happy to be part of your core faculty for the MA.

Thanks and all best,
Beryl

Sent from my iPhone

On Apr 29, 2014, at 12:34, John Smith <jhsmith@uci.edu> wrote:

Hi Beryl,

Hope this email finds you well at mid-quarter....

I'm writing because ELS has been contacting faculty in other departments to see if they would be interested in joining our "Interdisciplinary Core Teaching Faculty" for an MA we are proposing in European Thought and Culture. Here's a key paragraph defining the goal.

The objective of this program is to train individuals in interpreting and writing about cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in aesthetics, political theory, the history of science, and theology) from the European tradition. This training has three goals: (1) attentiveness to the formal structures and languages in which ideas are expressed; (2) location of ideas in larger historical contexts be they social, economic, or political institutions, cultural developments, or exchanges with other ideas; (3) exploration of ideas and texts that are crucial for understanding the formation of modern critical theory. The program will also emphasize the legacy and transformation of this tradition, in both recent developments in the broad area of "literary and critical theory" and in colonial, postcolonial, and other non-European contexts.

I'm attaching the draft proposal. If you care to read the opening pages (1-5) and esp. pages 15-16 defining the "Core Seminars" that would be great. The Core faculty "commit" to teaching one of the Core Seminars every 5 years. (Of course, as our Core faculty grows--we already have a number of people on board from Art History, History, Spanish, and of course ELS--the commitment becomes more flexible.) We thought of you, Nasrin, for a Core Seminar 3 since you have interesting things to say on the exchanges between European thought and culture and Iran. And you, Susan, for either Core Seminar 1 or 2 on ideas of free speech/rhetoric (either diachronically or in a specific period).

I'd be happy to meet if you have questions (I'm available most afternoons). If you'd like to 'sign on'
I'd put you in as Core faculty. Of course, one can always rotate in and out if needs and interests change.

Looking forward to hearing from you.

Best,
John

<Masters Program Proposal revised6-2.docx>
Subject: MA Proposal in European Thought and Culture
From: vasilver@uci.edu
Date: S/7/14 8:57 PM
To: jhsmith@uci.edu

Dear John:

I have read the MA Proposal in European Thought and Culture, and agree to be part of the Interdisciplinary Core Teaching Faculty.

Victoria Silver
Department of English
Subject: Fwd: [ELS-Faculty] Brief Request
From: "John H. Smith" <jhsmith@uci.edu>
Date: 5/7/14 9:18 PM
To: "jhsmith@uci.edu >>""John H. Smith"" <jhsmith@uci.edu>

I have read the MA proposal in European Thought and Culture and accept to be a member of the Interdisciplinary Core Faculty

--------Original Message-------- Subject:[ELS-Faculty] Brief Request
Date:Wed, 07 May 2014 20:52:53 -0700
From:John H. Smith <jhsmith@uci.edu>
To:els-faculty@department-lists.uci.edu, Luis F. Aviles, <laviles@uci.edu>, Horacio Legras <hlegras@uci.edu>, Santiago Morales-Rivera <s.morales@uci.edu>, Amy Powell <amy.powell@uci.edu>, James D. Herbert <jdherb@uci.edu>, esburst@uci.edu, Jim Steintrager <isteintr@uci.edu>, "Susan C. Jarratt" <sjarratt@uci.edu>, Nasrin Rahimieh <nasrin.rahimieh@uci.edu>, Rebeca Helfer <rhelfer@uci.edu>, Annette Schlichter <aschlich@uci.edu>, mharries <martin.harries@uci.edu>, dbrunste@uci.edu, vasiliver@uci.edu, Vinayak CHATURVEDI <vinayak@uci.edu>, Sarah Farmer <sfarm@uci.edu>, Renee Raphael <renree.raphael@uci.edu>, Nancy Mcloughlin <nmclough@uci.edu>, Peter Krapp <krapp@uci.edu>, Catherine Liu <liu@uci.edu>, Keith Topper <kstopper@uci.edu>, Kevin Olson <kevinolson@uci.edu>, Humanities Dean <humanitiesdean@uci.edu>

Dear Interdisciplinary Core Teaching Faculty,

I'm very sorry to do this (also because of how it will clog my inbox!), but I've been told that we need a ONE LINE response from each of you that says something like:

"I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty."

I need to print out your responses as the file enters the netherworld of committee review.

Thanks! looking forward to seeing this project come to life.

Best,
John

John H. Smith
Professor of German
Department of European Languages and Studies
University of California
Irvine CA 92697

ELS-Faculty mailing list
ELS-Faculty@department-lists.uci.edu
http://department-lists.uci.edu/mailman/listinfo/els-faculty

Item 2-93
Dear John,

I have read the MA proposal in European Thought and Culture and agree to be part of the Interdisciplinary Core Teaching Faculty.

Best,

Keith

Keith Topper, Associate Professor and Chair
Department of Political Science
University of California, Irvine
3151 Social Science Plaza
Irvine, CA 92697-5100

Email: ktoppen@uci.edu
Web Page: http://www.faculty.uci.edu/profile.cfm?faculty_id=5772
Office: 5225 SSPB
Phone: (949) 824-4012
Fax: (494) 824-8762
Hi John, yes of course I would be delighted to participate with this.

Best, georges

Georges Van Den Abbeele
Dean, School of Humanities
Humanities Dean's Office
4100 Humanities Gateway Building
University of California
Irvine, CA 92697-3375

email: humanitiesdean@uci.edu
phone: 949-824-5133

On 5/4/14, 1:52 PM, "John H. Smith" <jhsmith@uci.edu> wrote:

Hi Georges,

Sorry to write on a Sunday, but this is when I get around to such things....

I'm writing as the point person for my chair regarding the proposed MA in European Thought and Culture. By now you have received a copy of the proposal from Jane. I'm attaching an ever-so-slightly modified version. I'd like to know if you would be willing to be a part of our "Interdisciplinary Core Teaching Faculty." We decided to gather colleagues who work on Europe and now have well over 15 signed on from Art History, Camp Lit, English, F&M Studies, History, Political Science (Theory), and Spanish (in addition to ELS faculty). (I'm still awaiting responses from others, like Beryl and Ed Dimenberg.) It's great that this is turning into a radically interdisciplinary and cross-departmental project. There is great enthusiasm.

We recognize that your administrative duties limit your teaching, but the "commitment" involves merely agreeing to teach one Core Seminar (see p.16) every 5 years. (And with so many faculty signed on, the commitment is very, very flexible.)

You'll be hearing about the MA proposal in the coming C&D and HEC meetings. We're hoping for a positive vote in the latter so it can start winding its way through the Kafkaesque castle of committees.

Hope all's well.

Best,
February 8, 2016

To whom it may concern,

I write in support of proposal from the Department of European Languages and Studies for an MA program in European Thought and Culture. It seems to me the proposers have identified an area of study that presents a unique opportunity for UCI because of a particular confluence of circumstances. In the first place, the area of European Thought and Culture is currently poorly served as a focus of stand-alone M.A. programs. The proposers have identified the four programs globally that would be similar to what they are proposing. None of them are in California, all of them are fee-based, and two of them (NYU and the New School) charge very high tuition and fees. Second, the 40-80 applicants that these four programs receive per year demonstrate that there is a significant international demand for spots in these programs. Moreover, survey results indicate that up to 70% of our graduates in European studies fields from UCI would be likely to apply to the 4+1 version of the program. Finally, our Schools of Humanities and Social Sciences happen to have very strong expertise in the areas of European Thought and Culture and are currently already offering many graduate seminars every year that would serve the proposed M.A. program. Consequently, the opening of this program would require very little in the way of new resources.

Yours,

[Signature]

Georges Van Den Abbeele
Dean, School of Humanities
April 9, 2016

JOHN H. SMITH, COORDINATOR OF M.A. PROPOSAL
DAVID PAN, CHAIR, EUROPEAN LANGUAGES AND STUDIES

Re: Proposed MA in European Thought and Culture

I write in support of the proposed MA programs in European Thought and Culture. The proposal is for a 4+1 program as well as a stand-alone, terminal MA. Serving both exceptional UC Irvine undergraduates seeking advanced training, as well as educators or those considering a career in education, the program has several unique characteristics to serve these two distinct populations. I note in particular the innovative alternative exam for educators, built around the crafting and defense of syllabi rather than traditional papers.

The proposed programs leverage the exceptional strength of the faculty in the School of Humanities in critical theory, cultural studies and European languages and literatures in a new and exciting venture. It also draws on the expertise of the core Political Theory group in the School of Social Sciences.

I am very pleased to lend this proposal my support.

Bill Maurer
Dean
David Pan
Professor of German
Chair, European Languages and Studies

April 19, 2016

Dear David,

I am writing as the Chair of the Department of Political Science to express my department's enthusiastic support for your proposed Masters program in European Thought and Culture. Not only would our faculty members enjoy participating in this, since many focus their own research on European politics and thought, but our graduate students would also benefit from the existence of such a program on campus. In fact, some of better undergraduates would consider a Masters in European Thought and Culture to be a nice jumping off point for any number of careers or as a springboard to doctoral work.

I do not see any negative resource implications for our unit and we would be happy to contribute to the general intellectual life and teaching mission of the new program.

Sincerely,

Jeffrey Kopstein
Professor and Chair
April 12, 2016

Professor David Pan
Chair, European Languages and Studies
UC Irvine

Dear Professor Pan,

The Department of History is pleased to offer support to your department for the proposed Masters Program in European Thought and Culture. As you know, our department has seven tenured faculty in European history and they would welcome the opportunity to contribute to your program in whatever way you see fit. As chair, I would also welcome this collaboration. Our current MA in History (which has few students and primarily in the field of US history) would not overlap with or complete with the MA program you propose.

Please let me know if I can provide you with any additional assistance.

Sincerely,

David Igler
Chair and Professor of History
April 13, 2016

Humanities Executive Council
School of Humanities
University of California, Irvine

To the Humanities Executive Council:

As Chair of the Department of Comparative Literature, I would like to express my support for the proposed Master's Program in European Thought and Culture. In particular, I support the members of my department who have elected to participate in the program as members of the Interdisciplinary Core Teaching Faculty. Given the increasing importance of European Studies and its reconceptualization in today's global world, this program is likely to draw interest from a variety of students. The Master's Program is well conceived, especially in its emphasis on European historical and current encounters with other parts of the world. This MA would also provide students who work in the field an important opportunity for interdisciplinary collaboration with other departments and the Critical Theory Emphasis. Moreover, the Master's Program might be an important step in rebuilding strength in graduate studies in the department of European Languages and Studies.

I fully support the proposed initiative.

Gabriele chwab, Chair
Chancellor's Professor of Comparative Literature
0% Appointment with the Department of Anthropology
Dear David,

I have read the proposal for a new M.A. Program in European Thought and Culture and am writing to convey my support. In particular, I support the members of my department who have elected to participate in the program as members of the Interdisciplinary Core Teaching Faculty.

Good luck with this new M.A.

Sincerely,

Cécile Whiting
Chair, Department of Art History
April 18, 2016

Academic Senate

Re: Masters Program in European Thought and Culture

Dear colleagues:

In my judgment establishing a Masters Program at UC Irvine in European Thought and Culture would not compete with the existing Ph.D. program in Philosophy. I happily support it.

Sincerely yours,

[Signature]

Aaron James
Professor of Philosophy and Chair
April 16, 2016

The Department of Spanish and Portuguese is happy to support the M.A. degree program in “European Thought and Culture” developed by the European Languages and Studies Department. As a scholar working on Early Modern literature and culture, I would be very happy to participate and help in any way, including the teaching of course courses. The proposal was also evaluated by my colleague Prof. Santiago Morales-Rivera and he has agreed not only to support the proposal, but also to contribute as part of the “Interdisciplinary Core Teaching Faculty” if needed. Students who participate in the M.A. program may also enroll in Spanish courses in order to fulfill their requirements. Students from our own graduate program may also enroll in MA courses in the program, and such courses will count as part of the required courses in Spanish and Portuguese.

Sincerely,

Luis F. Avilés, Chair

Department of Spanish and Portuguese

laviles@uci.edu
(949)878-0396 (cell phone)
TO: David Pan, Chair, European Languages and Studies

FROM: Martin Harries, Chair, Department of English

DATE: 22 April 2016

SUBJECT: MA in European Thought and Culture

I have read the proposal for a new MA Program in European Thought and Culture and write to convey my support. In particular, I support the members of my department who have elected to participate in the program as members of the Interdisciplinary Core Teaching Faculty. The MA Program will build the culture of interdisciplinary research and teaching in the School of Humanities, and take advantage of – and draw attention to – some of the School’s greatest strengths. I support it without reservation.

Sincerely,

[Signature]

Martin Harries
Grad Council
UCI Academic Senate

April 21, 2016

Dear Academic Senate members,

I enthusiastically support the proposal for an M.A. in European Thought and Culture. The program not only fills a demonstrated need on the part of UCI undergraduates and students from other universities wishing to pursue masters-level studies in European thought and culture, but does this by taking advantage of the unique set of courses and resources centered around European thought and culture, critical theory, philosophy, and critical theory that are already in place on the UCI campus. The program will also enhance the value of our undergraduate programs and support the goals of related graduate programs in comparative literature, critical theory, European languages, history, philosophy, and political science. I fully support the members of my department who have elected to participate in the program as members of the Interdisciplinary Core Teaching Faculty.

David Pan
Professor and Chair, European Languages and Studies
To whom it may concern:

RE Faculty Vote

On 5 May, 2014, the 10.5 voting members of the Department of European Languages and Studies voted unanimously to approve the proposal for an MA in European Thought and Culture.

Sincerely,

Jane O. Newman
Chair, Department of European Languages and Studies
To Whom It May Concern:

I am writing with a strong endorsement of the planned MA program in "European Thought and Culture" at UC-Irvine. It is well known that the demand for a MA program has increased in general. Many employers now seem to see an MA degree as the "new BA." Given the specific strengths of the Irvine faculty in a variety of Departments (European Studies, History, English), it makes perfect sense to establish an MA program in "European Thought and Culture." UC-Irvine would fill an important market niche in this field since this area is not very well represented at other universities in the region. Neither UCSD, USC, or UCLA really have a strong concentration of scholars working in European intellectual history. In this sense, an MA program in "European Thought and Culture" stands an excellent chance to attract talented students to UC-Irvine and to the UC-system more generally. As the former Director of European Studies on my campus at UC-San Diego, I would see such a program also as strengthening the field of European Studies in Southern California and on the West Coast more generally.

An MA degree in European Thought and Culture would significantly increase potential graduates' chances of being admitted to a competitive PhD program. Admission to doctoral programs has become highly competitive everywhere. In the UCSD History Department, we almost exclusively admit students who hold an MA degree. A degree in European Thought and Culture would therefore be an ideal preparation for a PhD program in Modern European History at UCSD and elsewhere.

I strongly support these plans, and I am actually quite excited to hear about them. This would be an important new degree program not just for UC-Irvine but for the UC-system at large.

Please do not hesitate to contact me at fbiess@ucsd.edu if you have any further questions or concerns.

Yours sincerely,

Frank Biess
Professor of History
July 23, 2016

To: Professor John H. Smith  
From: Professor Todd Kontje, UC San Diego  
Subject: Proposed MA Program in European Thought and Culture, Department of European Languages and Studies, UC Irvine

Dear Professor Smith,

I have read through the proposal for a new program in European Thought and Culture in your department at UC Irvine and find it very exciting. It seems to me that this is exactly the sort of program in European Studies that we need now: historically grounded, theoretically sophisticated, interdisciplinary, and timely, given the recent 'Brexit', the rise of neo-nationalism, mass migration, and the resulting challenges to the European Union. I think it is vital to place these current events in a much longer historical perspective.

So in response to your specific question, absolutely yes: a student who had completed this MA at Irvine would be a much stronger candidate for a doctoral program in related fields such as European literature, philosophy, or history.

Sincerely,

Distinguished Professor of German and Comparative Literature  
Literature Department, University of California, San Diego  
La Jolla, CA 92023-0410  
tkontje@ucsd.edu
July 14, 2016

Professor John H. Smith  
Department of Comparative Literature  
UC Irvine

Dear John:

I'm writing in response to your recent e-mail message announcing the exciting news that UCI is contemplating a new M.A. program in European Thought and Culture. The importance and relevance of this program in the current moment, when the EU is fracturing and questions of tradition and cultural identity are in play, should be obvious. This is a welcome and innovative initiative, and one that, in my view, speaks in important ways to the current political and cultural moment.

It also has great pedagogical relevance. One of the problems that we have noticed over recent years in the departments that I work with in Berkeley (French, Comp Lit, Italian Studies, among others) is that students apply to graduate school with increasingly narrow training and very narrow interests. That is, for example, they often apply to the French department having good mastery of French language and some familiarity with contemporary French or Francophone literature, but with very weak training in broader intellectual traditions and virtually none outside of French. This means that they are sometimes unable to place their work in broader traditions and often find themselves reinventing the wheel. From our perspective, it would be much better for students to come to the Ph.D. program with serious intellectual training across European Thought and Culture, than with some of the extremely narrow kinds of backgrounds that they currently bring. I would think that the type of program that you are proposing would be incredibly valuable to students in the Humanities generally, and would be a great boon to applicants for the Ph.D. in any number of fields at top universities across the country. Certainly, I would expect that in my departments we would look very positively on candidacies from students with this kind of training.
Please keep me posted on this and let me know when it gets up and running so that I can begin recommending it to my best undergraduates who want training beyond the B.A.

With best wishes,

Timothy Hampton
Aldo Scaglione and Marie M. Burns Distinguished Professor of Comparative Literature
Chair of French
thampton@berkeley.edu
Elective Courses already in the UCI catalogue (and taught between Fall 2009 and Fall 2014)

The following courses from the UCI catalogue will count toward the program requirements:

**German**
- German 230 SOVEREIGNTY (Pan) F 14
- German 230 KAFKA& THEORY (Evers) Sp 14
- German 230 CAPITAL AND CULTURE (Pan) Sp 14
- German 230 M.A.KING LIT HISTORY (Hart) W 14
- German 210 LITERATURE & TRANSNATIONALISM (Biendarra) F 13
- German 210 HEGEL, MEDIATION, & MEDIA (Smith) F 13
- German 230 WORLD TRAVEL AND THE LITERARY IMAGINATION: GERMAN IDENTITIES (Biendarra) W 13
- German 230 CARL SCHMITT (Pan) W 13
- German 230 THE POETICS OF PUNISHMENT: REGULATION AND RETRIBUTION (Hart) Sp 13
- German 230 LITERATURE OF RISK (Evers) F 12
- German 220 TEACH 2ND LANG READ (Levine) F 12
- German 230 MARX, NIETZSCHE, FREUD (Endres) W 12
- German 220 ECO APPR LANG LEARN (Levine) W 12
- German 230 LITERATURES OF MOBILITY (Biendarra) W 12
- German 230 ENLIGHTENMENT AND ANTI-ENLIGHTENMENT IN 18TH CENTURY (Pan) Sp 12
- German 230 PHILOSOPHICAL HERMANEUTICS (Smith) F 11
- German 230 CULTURES IN RUINS? GERMAN LITERATURE AND FILM 1940-1950 (Evers) F 11
- German 210 CULTURAL TRANSNATIONALISM (Biendarra) W 11
- German 230 GOETHE AND KLEIST: COSMOPOLITANISM AND NATIONALISM (Pan) W 11
- German 230 NARRATIVE AND AUTHORITY IN 19TH-CENTURY LITERATURE AND CULTURE (Hart) F 10
- German 230 MODERNISM (Evers) F 10
- German 230 LIT & CULT HISTORY (Evers) W 10
- German 230 LITERATURE & GLOBALIZATION (Biendarra) Sp 10
- German 230 NAZICULT.&EXILE RES (Pan) F 09
- German 230 GERM PHIL KANT-MARX (Smith) F 09

**French**
- French 218 18TH C LITERATURE (Burt) F 10
- French 225 MODERNISM:FRANCE&CARIBBEAN (Noland) Sp 10
- French 218 MALLARME (Burt) F 09
- French 250 EMBODIMENT (Noland) F 08

Item 2-111
French 240 BAUDELAIRE (Burt) Sp 08

**History**
History 220B EARLY MODERN EUROPE (MCLoughlin) W12  
History 230C EUROPE: 1914-1989 (Farmer) Sp 11  
History 230B EUROPE: 1850-1914 (Haynes) F 11, F 10

**Visual Studies (Art History)**
VS 295 LIVING IMAGE (Powell) F 14  
VS 295 CULTURE OF NEW ECON (Liu) Sp 14  
VS 295 CULTURE, RADICALISM AND EMPIRE (Daulatzai) W 14  
VS 295 IMAGES MADE BY CHANCE/ART WITHOUT THE ARTIST (Powell) W 13  
VS 295 FREUD/BATAILLE (Amiran) S 13  
VS 295 PHIL&CINEM DELEUZE1 (Abbas) S 12  
VS 295 MODELS, SIMS, GAMES (Krapp) W 11  
VS 295 THE 1980’S (Liu) Sp 11  
VS 291 VISION & VISUALITY (Powell) F 09  
VS 295 UNTIMELY MEDITATION (Powell) Sp 09

**Philosophy**
Philos 213 LEIBNIZ AND EVIL (Greenberg) F 13  
Philos 213 KANT’S FIRST CRITIQ (Heis) F 13  
Philos 210 TOPICS: ANCIENT PHIL (Perin) W 13, Sp 12  
Philos 213 EARLY MODERN THEORY (Greenberg) Sp 13  
Philos 213 DESCARTES (Greenberg) W 12  
Philos 211 AQUINAS (Kent) F 11  
Philos 216 CONTINENTAL PHILOS (Schwab, M) F 11  
Philos 215 WITIGENSETIN/TRACTA (Wehmeier) Sp 11  
Philos 213 KANT’S ETHICS (Bencivenga) Sp 10, W 09  
Philos 213 HUME (Greenberg) W 10  
Philos 215 INTR FREGE & RUSSELL (Wehmeier) Sp 10

**Comp Lit**
Com Lit 200A HIST & THEORY COM LIT (Jarratt) F14  
Com Lit 210 EXISTNTIALST PHENOM (Newman) F 14  
Com Lit 210 VOCAL SELVES (Schlichter) F 14  
Com Lit 210 IMPERSONALITY (Farbman) Sp 14  
Com Lit 210 HEAVEN AND HELL: BAUDELAIRE AND THE POÈTES MAUDITS (Morisi) W 14  
Com Lit 220 TRANSLATION WRKSHOP (Schlossman) W 14  
Com Lit 210 VOICE/VOICING (Schlichter) W 13  
Com Lit 210 REPRESENTATION BETWEEN THEOLOGY & HISTORY- ERIC AUERBACH (Newman F 13  
Com Lit 200D RHET OF HISTORY (Jarratt) Sp 13  
Com Lit 210 PRINT INVENTN WORLD (Schlossman, Van Den Abbeel) Sp 13

Item 2-112
Com Lit 200A HIST&THEORY COM LIT (Newman) F 12
Com Lit 210 PHL&CINMA DELEUZE (Abbas) F12,
Com Lit 210 PHL&CINMADELEUZE (Abbas) Sp12
Com Lit 210 FOUCAULT: BODIES, SELVES, MEDIA(Schlichter) Sp 12
Com Lit 210 RELGN CATGRY ANALYS (Newman) F 11
Com Lit 200B THRY OF TRANSLATION (Newman) F 09
Com Lit 200A HIST&THEORY COM LIT (Schlichter) F 09
Com Lit 210 PREMODERN LESSONS (Newman) Sp 09
Com Lit 210 HOMER: THE VERY IDEA(Porter) F 08
Com Lit 210 INTLCTL&IRANIANREV (Rahimieh) F 08
Com Lit 210 NATION STATE 16-17C (Newman) Sp 08
Com Lit 210 WORLD LIT DEBATES (Newman) Sp 07

**Culture and Theory**

Clt&Thy 289 JAMES & HAITIAN REV(Chandler)Sp 14
Clt&Thy 289 CRIT HISTORIOGRAPHY(Chandler) W 14

**Political Science**

Pol Sci 219 JUST WAR THEORY(Brunstetter) W 14, W 13, F 09
Pol Sci 219 DOMINATION &RESIST (Topper) F 13
Pol Sci 219 POL & LANGUAGE II (Topper) Sp 13
Pol Sci 219 PHILOSOPHY OF OTHER (Brunstetter) Sp 12
Pol Sci 219 HABERMAS PUBLIC SPH (Olson) F 12
Pol Sci 211A FOUND MOD POL SCI (Topper) F 12, F 11, F 10
Pol Sci 219 POL & LANGUAGE (Topper) W 12
Pol Sci 219 POLITICAL THEORY (Topper) W 11
Pol Sci 219 MID EAST NARRATIVES (Brunstetter) W 10
Pol Sci 219 ARENDT AND BORDIEU(Topper) Sp 09

**English**

English 210 TIME TRVEL: MED-REN (Allen) F 14
English 210 EVDNCE&TEST AUTOBIO (Burt) F 14
English 210 MDLE MOD PTHOLOGIES (Lewis) F 14
English 210 REVENGE TRAGEDY (Silver) X 14
English 210 MILTON (Silver) Sp 14, W 10
English 210 MODERNISM DEBATE (Harries) Sp 14
English 210 RENAISSANCE SONNET (Helfer) X 13, Sp 13, Sp 10
English 210 SHAKESPEARE TRAGEDY (Silver) X 13, X 11
English 210 GHOSTS OF ENLIGHTEN (Lewis) Sp 13
English 210 THEATER AFTER FILM (Harries) F 12
English 210 NATURE & 2ND NATURE (Silver) W 12
English 210 POLITICS OF ROMANCE (Silver) X12, X 09
English 210 ROMANCE (ALLEN) Sp 11
English 210 CONCEPTS OF VIRTUE (Silver) X 10

Item 2-113
The following is a list of possible courses, most of which are (minor) variations of ones already offered by ELS faculty:

- The History of the Idea of the Death of God (from the Reformation through Nietzsche to Heidegger)
- The Rise of Scientific Thinking (from Galileo and Francis Bacon to critiques of instrumental reason)
- Major periods of European thought: the Renaissance, the Baroque, the Enlightenment, Romanticism, Modernism, Postmodernism
- European Political Theory (from Machiavelli and Hobbes to Gramsci and Habermas)
- Theories of Revolution and Violence
- Europe's Self-Definition in Relation to its “Others” (including: Europe and Islam/the Ottoman Empire; Europe and Colonialism; Europe and the Slave Trade)
- Europe and the Concept of Human Autonomy (from Luther and Descartes to Arendt)
Theories of Language and Plurilingualism (from Condorcet and Herder to the European Union)

Theories of Nationalism and Cosmopolitanism/Transnationalism

European Theories of Crime and Punishment

Modern European Philosophy for Critical/Literary Theory
European Existentialism (Kierkegaard, Dostoyevsky, Nietzsche, Camus, Sartre)

European Feminist Thought (from Mary Wollstonecraft to contemporary French Feminism)
UCI Undergraduate Survey Results

How likely is it you would apply for a MA program in European Languages and Studies?

- Answered: 21
- Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<td>Very likely</td>
<td>42.86%</td>
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<tr>
<td></td>
<td>9</td>
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<tr>
<td>Somewhat likely</td>
<td>28.57%</td>
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TO: Grad Council, UCI  
FROM: David Pan, Chair, European Languages and Studies 
DATE: May 2, 2016  
RE: Proposal for an M.A. in European Thought and Culture

We have conducted additional research and made revisions to our proposal in order to address Grad Council’s concerns. We have summarized our responses to each point in the Grad Council memo below.

- A need to focus on the single most important target population for your program. Currently, the program targets both undergraduates and working professionals (e.g. teachers. As it stands now this proposal is not tailored for a working community (i.e. high school teachers). If you’re targeting high school teachers for this degree, a summer program would be better suited for that demographic, and all coursework during the year would have to be offered after their work hours. Keep in mind the MA History program also targets high school teachers. Address how competing for the same students would fare for this program.

After consulting with other similar programs, we have determined that the most important target population is students who are interested in modern European intellectual history but are unable to find such programs, as there are very few programs that specialize in this subject matter. While philosophy departments are dominated by analytical philosophy and often do not deal with European continental philosophy, history departments will often only have one or two faculty that teach in this area and do not tend to offer specialized degree programs in this area. The few masters programs that are specifically designed to focus on European continental thought and culture (at New York University, Kingston University, the New School for Social Research, and York University) have 40-80 applicants per year, and we have described their application and enrollment statistics in the appendix to the proposal. The key point is that, even though there is a clear demand for such programs, there are very few M.A. programs of the kind we are proposing and none in California.

We have dropped high school teachers as a target population for our program.
- What is the main motivation and intention for this program in terms of the career prospects for the students? For example, is this program meant to be a feeder degree for doctoral programs, and what Ph.D. would this program be preparing students for?

The program would primarily be a feeder degree for Ph.D. programs in philosophy, language and literature, political science, and history. Some students may choose to teach at the secondary or community college level directly after the M.A.
- Address the language requirement and what obstacles that might have on recruiting and retaining students.

The language requirement is not that onerous, as it can be fulfilled by taking a one-quarter reading knowledge course in French, German, or Spanish. There
is a similar requirement for the M.A. in Philosophy at the New School for Social Research.

• The Council was concerned about the lack of requirements and academic rigor of the program, both in terms of the necessary background in the subject area for admissions into the program and degree requirements for potential graduate students. There was concern about what 4+1’s do to the market value of a MA if UCI keeps turning out 1 year graduate degrees.

Two of the four programs that we have identified that are similar to our proposed program (Kingston University and York University) are designed as one-year M.A. programs. In addition, our proposed requirement of 9 courses for the M.A. is the same number as is currently required for the UCI M.A. degrees in Comparative Literature, English, German, History, and the recently approved Art History 4+1 program. Our course requirement exceeds the requirement for the UCI Spanish M.A., which specifies a minimum of 8 courses. The primary goal is to provide students additional training before applying to Ph.D. programs.

• The proposal needs to show a stronger demand that what it currently reports. The proposal must convince our campus and CCGA why the state should support a graduate program that would only enroll 2-3 students a year, by our estimates from the data presented (with less than 10 students polled stating they would consider applying for such a program).

We have expanded our poll to try and capture a larger percentage of potential students. While we estimate that we would have perhaps 10 students from UCI who would apply to the program per year, the statistics from competing programs indicate that we can expect 40 to 80 applicants per year from other institutions. We would hope to enroll about 10 students per year.

• The Council was unconvincing from the emails submitted that there was strong support from the Dean and faculty in the School of Humanities. Formal, updated, letters of support will be required in a revised proposal.

We have included updated, formal letters of support from the Deans of Humanities and Social Sciences and the Chairs of Art History, Political Science, History, Comparative Literature, Philosophy, Spanish, and English.

• The proposal must adhere to the CCGA format and requirements.

http://senate.universityofcalifornia.edu/committees/ccga/CCGHandbookJune2014Final.pdf Failure to do so will result in the return of the proposal. All items should be included and submitted in ONE single PDF file. The Senate is not responsible for the organization of a School’s proposal and its components. Items sent piecemeal will not be accepted.

We have formatted the proposal according to CCGA requirements and included the entire proposal in a single PDF file.
WILLIAM MOLZON, CHAIR
ACADEMIC SENATE, IRVINE DIVISION

RE: M.A. in European Thought and Culture

At its meeting on January 14, 2015, the Council on Planning and Budget (CPB) reviewed the proposed M.A. in European Thought and Culture. The proposal is to create a new terminal master’s degree program, the M.A. in European Thought and Culture (ETC), which will be administered by the Department of European Languages and Studies in the School of Humanities. The Program’s objective is to train students in interpreting and writing about cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in political theory, the history of science, and theology) from the European tradition.

Students will enter the program in one of two ways: 1) Stand Alone: students with a B.A. degree can apply to the “stand alone” program and pursue a 1-year degree consisting of 9 courses plus either a comprehensive exam or a thesis; and 2) 4+1: This will also be a 4+1 M.A. program so that top UCI undergraduates can apply in their 3rd year, begin with the Program’s 3 core seminars during their senior year, and spend a 5th year at UCI completing their 9 courses, plus either a comprehensive exam or a thesis.

The program targets 3 groups of students: 1) recent B.A.s or UCI undergraduates interested in pursuing a Ph.D. or other postgraduate degrees in any number of humanistic or social scientific fields, for whom a firmer foundation in European thought and culture would be desirable; 2) members of the community interested in studying significant works from the European traditions and their varied reception; and 3) high school teachers in European history, European languages, English and World Literature who desire a broader and deeper background in the cultural history of European thought.

No new resources of any kind are needed for the Program. There are no resource implications for the library.

The Council voted unanimously to endorse the proposed M.A. in European Thought and Culture and wishes the degree program success in its endeavor.

On behalf of the Council,

Abel Klein, Chair

C: Carol Burke, Graduate Council Chair
Adriana Collins, Graduate Council Analyst
Natalie Schonfeld, Incoming Executive Director, Academic Senate
Joan Tenma, Assistant Vice Chancellor, Academic Personnel
Wendy Chamorro, Senate Analyst

Item 2-119
12 September 2016

TO: DAVID BROWNSTONE, CHAIR OF GRADUATE COUNCIL
FROM: JOHN H. SMITH, PROF. OF GERMAN, DEPARTMENT OF EUROPEAN LANGUAGES AND STUDIES

Re: Response to Graduate Council Memo of May 31st, 2016 concerning the MA Proposal in European Thought and Culture

We appreciate the response and questions raised by Graduate Council in the interest of strengthening our proposal for a 4+1 and "stand-alone" MA in European Thought and Culture. And we appreciate the meeting we had in June to discuss ways we can address the Council's concerns.

With this memo we are including a revised version (the third) of the proposal using "track changes" to highlight our emendations. We have also introduced some additional letters of support in an appendix. For your convenience, we indicate here our evidence and information:

1. Concerning "Demand for the program":
   a. The memo from Graduate Council dated May 16, 2016, questions the value of a program that would only enroll 2-3 students. This number underrepresents the intended enrollment of the program, which would rather be in the order of 5-10 per year. That had been indicated in the previous version on p. 7 but we now state this more clearly on p. 5 as well.
   b. Although the memo from Graduate Council refers to our proposal as a "4+1 MA," we note that we will also have a "stand-alone" program as well that will admit additional students. Thus, there will be an additional pool of applicants beyond those in our majors here at UCI.
   c. We summarized survey data of UCI students that had been provided earlier merely as an appendix. See p. 14 under "Projected Need."
   d. Although it was already summer break, we asked those same three professors (as well as one from UCR) to send out the link to our "SurveyMonkey" survey to undergraduates. In the responses, 53.33% said they were "very interested" and 46.67% said they were "somewhat interested" in "deepening [their] knowledge of European thought and culture. 53.33% said they planned on going to graduate/professional school. 57.14% said they thought it "very important" and 46.88% thought it "somewhat important" to get a degree beyond the BA. 26.67% responded they would be "very interested" and 40.00% were "somewhat interested" in an MA Program in European Thought and Culture. Finally, 33.33% would be "very likely" and 26.67% would be "somewhat likely" to apply to our MA Program. While the pool of responses was small (15) the percentages are encouraging. See p. 16 under "Projected Need."

Item 2-120
e. Concerning that pool, we contacted Professor Frank Biess (European History and head of European Studies, UCSD), Professor Todd Kontje (Chair of the Literature Department, UCSD), and Professor Timothy Hampton (Chair of French, UC Berkeley) and include their enthusiastic letters of support for the MA. In addition to their endorsement of the intellectual merits of our program, one of the main points they address is that an MA degree in European Thought and Culture would benefit students applying for their PhD programs. Those students are one of the target audiences for our stand-alone program. See p. 15 under "Projected Need" and the actual letters in the Supporting Materials at the end of the proposal.

2. Concerning "Placement for graduates":
We have considerably expanded our discussion of this important issue on pp. 15-17.
   a. A key point here is that our program offers students with B.A. degrees in French, German, Italian, Spanish, or Russian a way to expand their knowledge and skills in ways that will make them more attractive for both further graduate study and for job placement.
   b. As an indication that such MA programs serve as pathways to PhDs, we note that San Francisco State advertises an interdisciplinary humanities MA program, "Crossing Borders," as a "stepping stone" to Ph.D. programs in other fields. Our M.A. would function in such a manner. Again, see the letters from UCSD and UCB confirming that an M.A. such as ours would strengthen the applications of future Ph.D. candidates.
   c. Furthermore we have researched positions in the areas of government (see our research in this area on p. 16f).

3. Concerning Diversity:
We have stressed that we have specifically designed the curriculum and intellectual mission of the MA to address more diverse student populations by framing the academic thrust of the M.A. in European Thought and Culture to emphasize the way European ideas have interacted with, and been challenged by, non-European traditions. See pp. 24-25.

4. Finally, concerning the "Relation to existing UCI graduate programs":
We have included text in the revised proposal emphasizing that we have reached out to faculty especially in the School of Humanities and have received over thirty (30) responses indicating support of the M.A. and interest in teaching in it. The names are listed in the proposal. The enthusiastic response by colleagues whose work engages the European tradition (often critically) demonstrates that the MA Program would complement and enrich existing offerings. See pp. 8-9.

We hope that we have sufficiently addressed the concerns of Graduate Council, demonstrated the value and viability of our proposed MA in European Thought and Culture, and used your questions to strengthen the proposal.
We hope the proposal can come up before the Graduate Council in the first meeting of fall, 2016, so that we can then proceed to the next phases. We have changed the timeline in the proposal accordingly (see p. 7).

As always, do not hesitate to contact me (jhsmith@uci.edu) or the Chair of ELS, David T. Pan (dtpan@uci.edu), should you have any questions.
May 31, 2016

JOHN SMITH, PROFESSOR OF GERMAN
DEPARTMENT OF EUROPEAN LANGUAGES AND STUDIES
SCHOOL OF HUMANITIES

Re: Proposal for a 4+1 BA/MA European, Thought and Culture degree

At the May 12, 2016 meeting Graduate Council conducted their third review of the proposed 4+1 BA/MA European, Thought and Culture degree. Despite some revisions since the last review, the main concerns of the Council continue to be:

1. Demand for the program
   i. The marketing research was not convincing enough for the Council. The proposal needs to show a stronger demand for this program and convince reviewers why the state should support a graduate degree that would only enroll 2-3 students a year. Who would want this degree and why?

2. Placement for graduates
   i. This concern is in regards to both job and academic placement. The Council did not see how this degree would help graduates get into a Philosophy or History doctoral program and was not convinced it would help them teach in community college setting. The Council shared the opinion that Community colleges don’t hire many people with master’s degrees anymore - what they are looking for is people with Ph.D.’s. It was unclear what job opportunities are out there for these graduates and how this ‘feeder’ program would benefit students. What are graduates going to do with a Masters in European Thought and Culture?

Additionally, for the courses listed for this proposed program please specify what type of courses they are (i.e. undergrad, masters, doctoral). Please send a memo addressing these concerns and incorporate the changes in a revised proposal. Upon sending a revised proposal please send both a red line and clean copy for the Council’s review, thank you.

If you have any questions do not hesitate to contact me at dbrownst@uci.edu or the Graduate Council Analyst, Adriana Collins, at ajcollin@uci.edu.

On behalf of the Graduate Council,

David Brownstone, Chair

Item 2-123
c: Georges Van Den Abbeele, Dean of Humanities
    James D. Herbert, Associate Dean for Curriculum and Student Services, Humanities
    Jane Newman, Department Chair, European Languages and Studies, Humanities
    Amy Fujitani, Director of Graduate Student Affairs, Humanities
    Kate Triglia, Graduate Academic Programs Manager, Graduate Division
    Michelle Aucoin, Council on Educational Policy Analyst, Academic Senate
    Adriana Collins, Graduate Council Analyst, Academic Senate
TO: Grad Council, UCI  
FROM: David Pan, Chair, European Languages and Studies  
DATE: May 2, 2016  
RE: Proposal for an M.A. in European Thought and Culture

We have conducted additional research and made revisions to our proposal in order to address Grad Council’s concerns. We have summarized our responses to each point in the Grad Council memo below.

• A need to focus on the single most important target population for your program. Currently, the program targets both undergraduates and working professionals (e.g. teachers. As it stands now this proposal is not tailored for a working community (i.e. high school teachers). If you’re targeting high school teachers for this degree, a summer program would be better suited for that demographic, and all coursework during the year would have to be offered after their work hours. Keep in mind the MA History program also targets high school teachers. Address how competing for the same students would fare for this program.

After consulting with other similar programs, we have determined that the most important target population is students who are interested in modern European intellectual history but are unable to find such programs, as there are very few programs that specialize in this subject matter. While philosophy departments are dominated by analytical philosophy and often do not deal with European continental philosophy, history departments will often only have one or two faculty that teach in this area and do not tend to offer specialized degree programs in this area. The few masters programs that are specifically designed to focus on European continental thought and culture (at New York University, Kingston University, the New School for Social Research, and York University) have 40-80 applicants per year, and we have described their application and enrollment statistics in the appendix to the proposal. The key point is that, even though there is a clear demand for such programs, there are very few M.A. programs of the kind we are proposing and none in California. We have dropped high school teachers as a target population for our program.

• What is the main motivation and intention for this program in terms of the career prospects for the students? For example, is this program meant to be a feeder degree for doctoral programs, and what Ph.D. would this program be preparing students for?

The program would primarily be a feeder degree for Ph.D. programs in philosophy, language and literature, political science, and history. Some students may choose to teach at the secondary or community college level directly after the M.A.
• Address the language requirement and what obstacles that might have on recruiting and retaining students.

The language requirement is not that onerous, as it can be fulfilled by taking a one-quarter reading knowledge course in French, German, or Spanish. There is a similar requirement for the M.A. in Philosophy at the New School for Social Research.

• The Council was concerned about the lack of requirements and academic rigor of the program, both in terms of the necessary background in the subject area for admissions into the program and degree requirements for potential graduate students. There was concern about what 4+1’s do to the market value of a MA if UCI keeps turning out 1 year graduate degrees.

Two of the four programs that we have identified that are similar to our proposed program (Kingston University and York University) are designed as one-year M.A. programs. In addition, our proposed requirement of 9 courses for the M.A. is the same number as is currently required for the UCI M.A. degrees in Comparative Literature, English, German, History, and the recently approved Art History 4+1 program. Our course requirement exceeds the requirement for the UCI Spanish M.A., which specifies a minimum of 8 courses. The primary goal is to provide students additional training before applying to Ph.D. programs.

• The proposal needs to show a stronger demand that what it currently reports. The proposal must convince our campus and CCGA why the state should support a graduate program that would only enroll 2-3 students a year, by our estimates from the data presented (with less than 10 students polled stating they would consider applying for such a program).

We have expanded our poll to try and capture a larger percentage of potential students. While we estimate that we would have perhaps 10 students from UCI who would apply to the program per year, the statistics from competing programs indicate that we can expect 40 to 80 applicants per year from other institutions. We would hope to enroll about 10 students per year.

• The Council was unconvinced from the emails submitted that there was strong support from the Dean and faculty in the School of Humanities. Formal, updated, letters of support will be required in a revised proposal.

We have included updated, formal letters of support from the Deans of Humanities and Social Sciences and the Chairs of Art History, Political Science, History, Comparative Literature, Philosophy, Spanish, and English.
• The proposal must adhere to the CCGA format and requirements. [http://senate.universityofcalifornia.edu/committees/ccga/CCGAHandbookJune2014Final.pdf](http://senate.universityofcalifornia.edu/committees/ccga/CCGAHandbookJune2014Final.pdf). Failure to do so will result in the return of the proposal. All items should be included and submitted in ONE single PDF file. The Senate is not responsible for the organization of a School’s proposal and its components. Items sent piecemeal will not be accepted.

We have formatted the proposal according to CCGA requirements and included the entire proposal in a single PDF file.
JOHN SMITH, PROFESSOR OF GERMAN
DEPARTMENT OF EUROPEAN LANGUAGES AND STUDIES
SCHOOL OF HUMANITIES

Re: Proposal for a 4+1 BA/MA European Thought and Culture degree

At the January 14, 2016 meeting Graduate Council reviewed, for the second time, the proposal for a 4+1 BA/MA European Thought and Culture degree. This proposal was originally submitted for review at the November 6, 2014 Graduate Council meeting.

The Council did not find the changes made to the proposal sufficient enough to warrant campus or CCGA approval. Therefore the Council decided to provide additional questions and feedback in hopes that a stronger, revised proposal be submitted. The following points below highlight primary concerns raised in the last review:

- A need to focus on the single most important target population for your program. Currently, the program targets both undergraduates and working professionals (e.g., teachers. As it stands now this proposal is not tailored for a working community (i.e. high school teachers). If you’re targeting high school teachers for this degree, a summer program would be better suited for that demographic, and all coursework during the year would have to be offered after their work hours. Keep in mind the MA History program also targets high school teachers. Address how competing for the same students would fare for this program.

- What is the main motivation and intention for this program in terms of the career prospects for the students? For example, is this program meant to be a feeder degree for doctoral programs, and what Ph.D. would this program be preparing students for?

- Address the language requirement and what obstacles that might have on recruiting and retaining students.

- The Council was concerned about the lack of requirements and academic rigor of the program, both in terms of the necessary background in the subject area for admissions into the program and degree requirements for potential graduate students. There was concern about what 4+1’s do to the market value of a MA if UCI keeps turning out 1 year graduate degrees.

- The proposal needs to show a stronger demand that what it currently reports.

- The proposal must convince our campus and CCGA why the state should support a graduate program that would only enroll 2-3 students a year, by our estimates from the data presented (with less than 10 students polled stating they would consider applying for such a program).
The Council was unconvinced from the emails submitted that there was strong support from the Dean and faculty in the School of Humanities. Formal, updated, letters of support will be required in a revised proposal.

The proposal must adhere to the CCGA format and requirements. http://senate.universityofcalifornia.edu/committees/ccga/CCGAHandbookJune2014Final.pdf Failure to do so will result in the return of the proposal. All items should be included and submitted in ONE single PDF file. The Senate is not responsible for the organization of a School’s proposal and its components. Items sent piecemeal will not be accepted.

Due to the length of time the Council waited on a response from the School since its first review, we are requesting a response and revised proposal be submitted by April 25th. If the proposal is not received by then, giving the Council time to review it at the May 12th and/or June 9th (the last meeting of the year), the Council will reject this proposal for further review. If you have any questions do not hesitate to contact me at dbrownst@uci.edu or the Graduate Council Analyst, Adriana Collins, at ajcollin@uci.edu.

On behalf of the Graduate Council,

David Brownstone, Chair

c: Georges Van Den Abbeele, Dean of Humanities
James D. Herbert, Associate Dean for Curriculum and Student Services, Humanities
Jane Newman, Department Chair, European Languages and Studies, Humanities
Amy Fujitani, Director of Graduate Student Affairs, Humanities
Kate Triglia, Graduate Academic Programs Manager, Graduate Division
Michelle Aucoin, Council on Educational Policy Analyst, Academic Senate
Thao Nguyen, Council on Planning and Budget Analyst, Academic Senate
Adriana Collins, Graduate Council Analyst, Academic Senate

Item 2-129
TO: GRADUATE COUNCIL  
FROM: JOHN H. SMITH, DEPT. OF EUROPEAN LANGUAGES AND STUDIES

Re: Response concerning the MA Proposal in European Thought and Culture

On December 1, 2014, Graduate Council (under the signature of Prof. Carol Burke) delivered its response to the proposal of the Department of European Languages and Studies for a new MA on European Thought and Culture. The proposed MA would be both a 4+1 and a stand-alone, terminal degree.

At long last we are submitting our revised proposal that responds to the concerns voiced in Graduate Council’s memo. Below is a summary of our revisions to the original document:

1. We are removing the option of a masters degree for current doctoral students in other programs at UCI. We had been mistakenly advised to include it. (This comes up twice in Council’s memo.)

2. We have conducted some polling of our own students to get a sense of interest and are confident that we will have healthy enrollments. The SurveyMonkey data are attached. We do not have the funds for full market research.

3. We have removed the references to “members of the community,” agreeing with Council that few are likely to pursue this degree.

4. Concerning the point about mixed levels of students (advanced undergraduates and graduate students) in the classes: This can be a pedagogical challenge, of course, but Philosophy and History have done this in the past and we would only admit our best undergraduates into the program for the Core seminar.

5. Concerning high school teachers: We are aware that there may not be as much incentive for them to pay for an MA degree, but we would reach out to local schools and would definitely offer evening classes.

6. We see our program differing from the one at CSULB because that program is disciplinarily based in history (hence it’s seminar on methodology and historiography) while ours is decidedly interdisciplinary (literature, art history, philosophy, history, and the history of ideas).
7. We have expanded on the “Opportunities for Placement of Graduates” and “Diversity.” We emphasized the content of the Program that includes the interaction between European thought and (post)colonial studies.

8. We have clarified and simplified Article III of the by-laws. The Director comes from the department (ELS) but the Board will include a wider range of faculty from the Interdisciplinary Core Faculty. The program will reside in the Department of European Languages and Studies of the School of Humanities. -- The inclusion of students was simplified slightly.

9. We have included the dean’s letter of support.

We hope to have addressed the concerns raised by Graduate Council, indeed, we appreciate the opportunity to have done so. The proposal has been strengthened thanks to your input.

Please feel free to contact me if you have any further questions or concerns.

[Signature]

Prof. John H. Smith
Dept. of European Languages and Studies
M.A. Degree in European Thought and Culture (ETC)
A Proposal by the Department of European Languages and Studies
10 December 2015 (revised)

David T. Pan, Chair
John H. Smith, Coordinator of M.A. Proposal
Department of European Languages and Studies
243 Humanities Instructional Building
University of California, Irvine
Irvine, CA 92617-3150
jonewman@uc.edu, jhsmith@uci.edu

Executive Summary

The proposed terminal master’s degree program, the MA in European Thought and Culture (ETC), will be administered by the Department of European Languages and Studies in the School of Humanities, but will draw expertise from faculty in other departments in the Schools of Humanities and Social Sciences in order to take an interdisciplinary approach to this area of study. The degree will provide students with a rigorous course of study in the foundational philosophical texts and cultural products in literature and the arts produced in Europe from the Middle Ages to the present, locating them in their historical contexts. The program will have students entering in two ways: (1) Students with a B.A. degree can apply to the “stand-alone” program and pursue a one-year degree consisting of nine courses, plus either a comprehensive examination or a thesis. (2) This will also be a 4+1 M.A. program so that top UC Irvine undergraduates can apply in their third year, begin with the program’s three Core Seminars during their senior year, and spend a fifth year at UCI completing their nine courses, plus either a comprehensive examination or a thesis.

Section 1. Introduction

1. Aims and Objectives

The objective of this program is to train students in interpreting and writing about cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in political theory, the history of science, and theology) from the European tradition. This training has three goals: (1) attentiveness to the formal structures and languages in which ideas are expressed; (2) location of ideas in larger historical contexts, be they social, economic, or political institutions, cultural developments, or in conversation with other ideas; (3) exploration of ideas and texts that are crucial for understanding the formation of modern critical theory. The program will also emphasize the legacy and transformation of this tradition, in both
recent developments in the broad area of "literary and critical theory" and in colonial, postcolonial, and other non-European contexts.

The program targets two groups of students: (1) recent B.A.s or UCI undergraduates interested in pursuing a Ph.D. or other postgraduate degrees in any number of humanistic or social scientific fields, for whom a firmer foundation in European thought and culture would be desirable; and (2) high school teachers in European history, European languages, English, and World Literature who desire a broader and deeper background in the cultural history of European thought.

The students admitted to the 4+1 program would make up 50% of those admitted and would be in-state residents. We would anticipate that another 25% would be in-state and 25% out-of-state students for the stand-alone program. It is unlikely that the program would have many international students. We have supplied some survey data of our own students.

2. Historical Development

This program builds upon the disciplines of literary and cultural studies, critical theory, as well as intellectual and cultural history, each of which of course itself has a venerable history. Associated with the German notion of Geistesgeschichte, these disciplines do not view products of the human spirit from the past as isolated objects of antiquarian study. Rather, in looking at the way ideas change over time, they explore the changing contexts that help us understand the ideas, whether those contexts be themselves other ideas or wider socio-political and discursive phenomena and institutions. Moreover, because human existence is essentially historical, our self-understanding necessarily involves the study of our historical development. This means putting cultural products from the past in dialogue not only with each other and their contexts, but also with the present. Thus, although often concerned with major philosophical, literary, and art historical texts, approaches like the ones taken in this program have broader historical and cultural focus than most philosophy departments. Finally, because ideas take many forms of expression and representation, the exploration of "thought and culture" must also involve a variety of specialists who are attentive to the unique modalities of the "language" (be it linguistic or visual) in which works of the European tradition are presented. Varying the editorial which launched the journal Modern Intellectual History in 2004, we see our curricular program serving "as a meeting ground and a mediator for hermeneutically minded scholars with an historical orientation, whether their interest is in the history of literature, science, philosophy, law, religion, political thought, economic thought, social theory, psychology, anthropology, art, or music."

The specific role of the European tradition in the development of the modern world cannot be denied (even as it also is only one of many ways that modernity has

unfolded). This MA looks to both the distant and recent history of Europe for ways in which its *alterity to or intersection with* the global past and present can help us understand the modern world. Major developments in the European tradition include the transition from medieval to Early Modern modes of organizing intellectual, social, and political life, urbanization, the Reformation and the wars of religion of the sixteenth and seventeenth centuries, the formation of the nation state, colonialism, the rise of modern science, the Enlightenment, pre-modern, early modern, and modern political revolutions, concepts of sovereignty, the development of the modern notions of individual subjectivity, agency, and autonomy, as well as modernist and postmodernist critiques of this very tradition.

Moreover, and just as significantly, the program includes an emphasis in the non-European legacies of the European tradition, i.e., how it framed and intersected with other major civilizations (the Ottoman Empire, the Persian Empire, and the indigenous civilizations of the New World), on the one hand, and was translated and transformed by colonial and postcolonial writers (the likes of Césaire, Senghor, Fanon, etc.) as well as by African American writers and theorists (many of whom spent formative years in Europe), on the other.

Finally: In the past decades, a broad field of "theory" has emerged in the humanities and social sciences that investigates (to use a Kantian formulation) the "conditions of possibility" for the emergence of objects and areas of knowledge. Though often associated with the study of literature (hence, "Literary Theory"), wider concepts of "critical theory" and cultural studies encompass the reflexive assessment of the study of society, politics, and culture. A major aim of this program is to provide students with a historical foundation in the cultural developments out of which critical theory itself emerged in Europe. Interest in this background knowledge can be demonstrated by the consistent high enrollments (up to 40 students when not capped) in a regularly taught seminar, German Philosophy for Critical Theory. The proposed program expands the range of this offering beyond the German philosophical tradition.

The Department of European Languages and Studies at UCI was founded in 2012. Because it brings together scholars working in French, German, Italian, and Russian, with affiliate faculty in Comparative Literature, Spanish, the arts, and social sciences, it is uniquely poised to cover the curricular needs of this M.A. program. Since its inception, the department has been a site for dynamic and innovative exploration of culture and society in an international context. Like the European Union itself, the department strives to foster an understanding of particular national traditions even as it pursues a decidedly transnational perspective that also involves the study of the colonial and postcolonial effects of Europe in the world. A particular strength of the department’s faculty lies in the areas broadly defined as both literary studies and intellectual and cultural history, as demonstrated by the topics of some recent book-length publications: the role of violence in theorists and literary figures of modernism; transnational and global writers of German; diasporic avant-gardes; the history of the idea of the death of God; Albert Camus's opposition to the death
penalty; modern notions of sacrifice in literature and political theory; a monograph on the theorist and philosopher Walter Benjamin.

In addition to the faculty of ELS, there is a rich community of scholars in both the School of Humanities and the campus at large who focus on Europe and in the world in the areas of literary studies, political theory, and intellectual and cultural history broadly conceived. The MA Program in ETC will also draw on these colleagues. As members the Interdisciplinary Core Teaching Faculty, they will guarantee breadth and depth in the instruction the program offers. Faculty in the Department of History, for example, work on topics that include forms of intellectual authority in the late Middle Ages, the history of science in its intersection with Humanist textual practices, concepts of patrimony and the impact of cultural imaginings of rural life in modern France, and methodologies associated with Intellectual History, esp. in relations between European thought and South Asia. The program plans to draw upon faculty in other literary traditions (including British), art historians researching the European traditions from the Renaissance to modernity, colleagues in Film and Media Studies who work in European critical and theoretical modes, as well as political theorists from the School of Social Sciences with expertise in the European traditions.

3. Timetable for Development

After the UC approval process during the academic year 2014-15, we propose to found the M.A. in ETC by the Fall of 2015. Advertising during summer and fall, 2015, will be followed by the recruitment of the first class for fall, 2016. We will aim for a yearly class of approximately five to ten M.A. students. Thus, by 2020 (i.e., after five years) we estimate a total number of approximately 25-45 students will have received an M.A. in ETC. (NOTE: This timetable has shifted by approximately one year.)

4. Relation of the Program to Existing Programs

There are also no M.A. programs in European Thought and Culture at major universities. There are some Ph.D. programs (e.g. UCLA and Harvard) that include European Intellectual and Cultural History as subfields. The Ph.D. program in the History of Consciousness at UC Santa Cruz has little overlap with our proposed program. The Committee on Social Thought at the University of Chicago offers a Ph.D. granting program that is broader in scope. The three closest programs are the John D. Draper Interdisciplinary Master’s Degree in Humanities and Social Thought (New York University), the MA and PhD programs in German and European Studies (Georgetown University), the graduate program, MA and Ph.D. in Social and Political Thought (York University, Ontario, Canada), and the Center for German and European Studies (Georgetown). Programs such at the MA in European History at CSULB are not interdisciplinary as our strives to be. (See the list below.)
On the UCI campus, the Department of Philosophy in the School of Humanities has a strength in Continental Philosophy from the Early Modern and Modern periods and offers a master's degree in philosophy only as part of the Ph.D. and does not emphasize the history of philosophy or the historical interrelations between cultural and philosophical developments. We nevertheless of course welcome participation by Philosophy faculty via course offerings in which M.A. students can enroll as electives. The M.A. program in History likewise has no significant overlap with our proposed program. Both departments have included letters of support (see Appendix).

The proposed program will be open to students currently enrolled at UCI in Ph.D. programs who wish to pursue coursework and an M.A. in ETC at the same time. Some students in the Ph.D. Program in Culture and Theory, for example, might benefit from developing their background to the theories of ethnic, feminist, and queer studies that are their focus.

5. Relation to other UC Institutions

No such program exists in the UC system. UCLA has the Center for European and Eurasian Studies, which focuses on research and undergraduate teaching. UC Berkeley has the Institute for European Studies, under which there is the Center for German and European Studies. Neither of these are curricular in nature. Moreover, their concentration on "European Studies" involves a different field, more oriented toward the social sciences and less toward the intellectual and cultural traditions (though they are also included).

6. Department Administration

The M.A. in ETC will be administered through the Department of European Languages and Studies, which will also provide the majority of instructors, and will draw on the teaching of colleagues from many departments who will belong to the program's "Interdisciplinary Core Teaching Faculty." The Interdisciplinary Core Teaching Faculty will be comprised of faculty in ELS and other departments committed to teaching Core Seminars on a regular basis. We see this program as becoming a curricular focal point for interdisciplinary work on Europe in the School of Humanities and on the UCI campus. A director will be appointed from the ELS faculty and board members will be appointed from ELS and related departments who are members of the Interdisciplinary Core Teaching Faculty. (See bylaws.)

7. Plan for evaluation of the program

The Program will follow the standard seven- to ten-year UCI program evaluation process.

Section 2. Program
1a. Undergraduate Preparation for Admission to the 4+1

The program in ETC will draw only the best and brightest undergraduate students to its 4+1 component. Only students who have completed the pre-requisites (described below) will be eligible to apply. Although most students will have their major in European Languages and Studies (European Studies, French, and German), students can also be considered from such disciplines as Art History, Comparative Literature, Political Theory, Philosophy, or History, as well as of course English, Spanish, and other departments.

Students wishing to participate in the 4+1 program will apply in the spring quarter of their third year. Those who are admitted will enter the program provisionally. They will be able to take the three-course core sequence, Core Seminars I, II, and III (described below) during their senior year. If they maintain a 3.0 (B) GPA in the first two courses of that sequence, they will then be permitted to complete the program after receiving their B.A. The total number of courses, including the Core Seminar sequence, is nine courses equivalent to 36 units. In addition, students have the option of a comprehensive examination or thesis (Options I and II).

In order to be admitted to the program students must submit an application in the winter quarter of their third year. The same admissions standards will apply to applicants for both the 4+1 and stand-alone programs. In line with peer 4+1 master’s programs (also at UCI), the following will be the admission requirements for the 4+1 M.A. in ETC:

1) A completed graduate application.
2) A statement of purpose (1-2 pages)
3) An official transcript, including GPA (at least 3.0).
4) Three letters of recommendation from faculty members in a related field of study.
5) GRE scores

The prerequisites of the program ensure that qualified candidates will be drawn from the UCI undergraduate population.

The ETC director and board members (whose roles are described in the bylaws) will review the applications and make recommendations to the faculty for admissions to the program.

1b. Undergraduate Preparation for the “stand-alone” terminal M.A. program in ETC

In addition to the UCI undergraduates who enter the program as a 4+1, the program will also offer a “stand-alone” terminal master’s degree. Like most M.A. programs, ETC will involve one year of study, meaning nine courses equivalent to 36 units.
Three of the courses will be the Core Seminars I, II, and III. Furthermore, students have the option of a comprehensive examination or thesis (Options I and II).

Students applying to the M.A. program with a B.A. from another institution will have the same admissions requirements as those UCI students applying to the 4+1 program. Thus, the admissions requirements for the terminal M.A. program in ETC would be:

1) A completed graduate application.
2) A statement of purpose (1-2 pages)
3) An official transcript, including GPA (minimum of 3.0).
4) Three letters of recommendation from faculty in related fields.
5) GRE scores

As with applicants to the 4+1 program, the ETC director and board members (whose roles are described in the bylaws) will review the applications and make recommendations to the faculty for admissions to the program. Students must maintain a 3.0 (B) average during their coursework. Grades below 3.0 (B- or lower) are considered unsatisfactory.

2. Foreign Language Requirement

Students admitted to the program are required to demonstrate reading knowledge in one European language other than English. For students in the 4+1 program, this prerequisite must be met by the time they receive their B.A. Competence can be demonstrated by course work (at least two years of college-level instruction or a reading course) or by a reading/translation exam administered through the department.

3. Program of Study—Coursework, Thesis, Examination

Coursework:

As stated, all students in the M.A. and 4+1 programs are required to take a total of nine courses, equivalent to 36 units. There are three kinds of courses:

- All students are required to take Core Seminars I, II, and III. (4+1 students will take this sequence during their senior year as undergraduates. Passing the sequence with a 3.0 GPA is a requirement for full admission to the program.) (See a description of this sequence below.)
- Five elective courses offered by the Interdisciplinary Core Teaching Faculty (or pre-approved by the director).
- All students will have one independent study (299) course in the spring quarter in which to pursue guided work under the supervision of an advisor on either the reading list for the MA exam or the thesis.
A list of existing courses taught by Interdisciplinary Core Teaching Faculty members from 2009-2014 is included in Appendix 3. Sample syllabi for Core Seminars I, II, and III have been submitted via CIM.

**Option I, Comprehensive Examination:**

In addition to course work, students may opt in the spring (their final quarter of study) to have one course be an independent study with an approved member of the program's faculty in order to take a comprehensive exam. It will consist of either a three-hour in-class written exam and a 60-minute oral exam, or two syllabi for courses dealing with topics in European cultural and intellectual history and a 60-minute oral exam defending the syllabi.

**Option II, Thesis:**

In addition to course work, students may opt in the spring (their final quarter of study) to have one course be an independent study with an approved member of the program's faculty in order to write a master's thesis. The thesis is an essay of approximately 25 pages in length.

Note: Students considering applying after receiving the M.A. to Ph.D. programs could use the thesis option in order to have a presentable writing sample for their applications. The syllabi option for the exam structure would be particularly valuable for students who either are high school teachers or are considering a career in education.

**4. Field Examinations**

N/A

**5. Qualifying Examinations**

N/A

**6. Sample programs**

The following are sample courses of study for students who have entered the 4+1 program as UCI undergraduates and for students who have applied post-B.A. to the M.A. program.

UCI undergraduate in 4+1 Program
<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>4th year</td>
<td>Core Seminar I</td>
<td>Core Seminar II</td>
<td>Core Seminar III</td>
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<tr>
<td>undergraduate</td>
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<tr>
<td>M.A. program</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>Independent study to prepare Comprehensive</td>
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<td>Exam or Thesis</td>
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<td></td>
<td></td>
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<td>Euro St 299</td>
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|                      |                       |                       | Post-B.A. student entering stand-alone terminal M.A. |
|                      | Fall                  | Winter                | Spring                                      |
| M.A. Program         | Core Seminar I        | Core Seminar II       | Core Seminar III                            |
|                      | Elective              | Elective              | Elective                                    |
|                      | Elective              |                       | Independent study to prepare Comprehensive  |
|                      |                       |                       | Exam or Thesis                              |
|                      |                       |                       | Euro St 299                                 |

There will be no special requirements over the Graduate Division minimum requirements.

In terms of the Program’s impact on existing Ph.D. programs in the School of Humanities (e.g., in German, Spanish, English, History, or Philosophy), the letters of support from the Chairs of these departments confirms that this program is not in competition with them and will not draw students away. In fact, students who have received an MA in ETC may apply to those programs.

7. Normative time to degree

UCI students entering the 4+1 program will complete three courses (Core Seminars I, II, III) in their final year of undergraduate study, and then complete the M.A. Program in one additional year of study.

Students entering the M.A. program with a B.A. will be expected to complete the program in one year. Students have a maximum time to degree of two years.

Section 3. Projected Need
1. Student populations

The program identifies three classes of students who would be targeted for admissions:

1. UCI undergraduates. Increasing numbers of our students recognize that for academic and career reasons a degree beyond the B.A. is desirable. Our program allows those with interests in a wide array of disciplines (history, philosophy, comparative literature, art history, political theory, anthropology, law, religious studies, as well as English, French, and German literature) to pursue the study of the modern European tradition, which is foundational for understanding developments in those fields. This may be a goal in itself or preparation for application to Ph.D. or other programs. The critical thinking, writing, and interpretive skills learned in the M.A. program would make them stronger candidates for acceptance to those programs with fellowship opportunities. (See attached survey data.)

2. Post-B.A. students. We have already seen in our applicants to such programs as Comparative Literature and German, as well as in UCI students enrolled in a wide array of Ph.D. programs in the humanities, arts, and social sciences, that there is strong interest in the European tradition. For example, a course regularly offered at the graduate level by faculty members in ELS, “German Philosophy for Critical Theory,” attracts up to forty (!) students. A vigorous advertising campaign to departments of English, foreign languages, philosophy, history, political science, art history, and comparative literature will attract considerable attention to this unique program. Students interested in “theory” (of many shapes and sizes) often know that they need to read Descartes, Spinoza, Kant, Hegel, Marx, Nietzsche, Freud, etc. Like the UCI undergraduates in the 4+1 program, these students can then be recruited to Ph.D. programs at UCI or elsewhere (further enhancing our reputation for preparing students for doctoral work).

3. Local high school teachers. For academic and career reasons, high school teachers in California seek out master's programs. ETC would be of interest to those teachers in European and world history, European languages, English, and World Literature who desire a broader and deeper background in major thinkers and developments from the modern European tradition. Moreover, our focus on legacies and transformations would allow them to enrich their own teaching by bringing in colonial and postcolonial thinkers. (We recognize that teachers working full time may have difficulty completing such a program, and the financial incentives may not be sufficiently motivating, so this group would make up a small percentage of the student population.)
The MA in History at UC Irvine accepts 5-10 applicants per year for a yield of 2-5. A comparable program to ours, the MA in Social and Political Thought at York University, receives 40-80 applicants per year for an anticipated yield of 8-12 students.

The students admitted to the 4+1 program would make up 50% of those admitted and would be in-state residents. We would anticipate that another 25% would be in-state and 25% out-of-state students for the stand-alone program. It is unlikely that the program would have many international students.

2. Opportunities for placement of graduates

We anticipate that the majority of students in the 4+1 program and recent B.A. students in the stand-alone M.A. program will be interested in pursuing advanced degrees in either professional schools (e.g., law) or Ph.D. programs. Furthermore, in an increasingly globalized marketplace, students pursuing careers in business will benefit from deep understanding of the history and culture of Europe. The department already has ties, for example, with the very active German-American Business Association (GABA) chapter that is located in Southern California. The foreign service would be an additional option for students after receiving their M.A. The M.A. in ETC will undoubtedly make them more competitive for admissions and funding opportunities. We hope to use the program to recruit some of the best students into Ph.D. programs at UCI.

High school teachers will benefit academically, pedagogically, and financially (though that last factor may be less of an incentive) by receiving an M.A. degree.

3. Importance to the discipline

The program in ETC is foundational. Because UCI has had a long-standing reputation as an institutional home for “theory” (in many shapes and guises), it has over the years attracted graduate students with interests in a variety of theoretical directions—poststructuralism, hermeneutics, Marxism, postcolonial theory, feminism, queer theory, critical race studies, political theory, and Frankfurt School Kritische Theorie (among others). Many of these students encountered such theories either in their undergraduate studies or early in their graduate work. But they quickly discover that a majority of theorists in all these directions rely heavily on the European cultural and philosophical tradition—even as many of the theorists challenge it. (As one student put it: “I’ve been deconstructing the Cartesian subject for years, but never read Descartes.”) Thus, students often sense a major lacuna in their training because they have not had the opportunity to build a firm foundation. While many of the major texts are often taught in philosophy departments, the interests of “professional” philosophers lies less in the “big picture” that provides historical context, connects a broad pattern of issues with one another, and assesses relevance for contemporary theoretical debates than in exploring the validity of
specific arguments. A program in ETC will be the place where students can read and study the texts and cultural developments that will place their other studies in context.

4. Ways in which the program will meet the needs of society

In a society that is focused narrowly on both contemporary events and the strictly U.S. context, academia is one place where students can invest time and energy in the study of foreign and past traditions. Such study must not be "historicist," i.e., concerned with the past or foreign for its own sake but, rather, must understand it as part of what has been called "the history of our present." Study of the European tradition and its critiques contributes, in other words, to a self-understanding of our place in our own world. This program, in addition to providing a direct service for both post-baccalaureate students of the European traditions and teachers, conceives its mission as giving citizens access to the rich and diverse cultural and intellectual tradition that forms the foundation of the modern world—even (or especially) as many contemporary voices are engaged in strong critiques of this very tradition. In sum, the program contributes to our society's critical self-reflection on where it came from and where it could be headed.

5. Relationship of the program to the research and/or professional interests of the UCI faculty

As indicated below, many UCI faculty have research expertise and years of teaching experience in European cultural and intellectual history (if not as a strict discipline then as a broad range of texts, traditions, and ideas). Over the years, the departments of French, German, Spanish, and Comparative Literature have shifted from earlier emphases on literary history to broader issues in cultural studies, philosophy, and critical theory. Similarly, as Art History had shifted from an earlier focus on connoisseurship to visual studies, a number of faculty in Art History concentrate on the cultural and intellectual context of European art in the early modern and modern periods. Furthermore, over the last few years the School of Social Sciences at UCI has developed a strong concentration in European political theory, and there has already been considerable interaction across School boundaries (e.g., participation in conferences and membership on Ph.D. exam committees). UCI is thus poised to put this program in place with the strengths of existing faculty.

6. Program differentiation

There are no programs at UC and very few programs nationwide that are comparable to this proposed M.A. in ETC. While some Ph.D. programs in history have subfields in Intellectual History, they do not offer terminal masters. This program would fill a significant academic niche. (See the list in the Appendix.)

Section 4. Faculty
Below is a listing the faculty, with their main areas of specialization, who would be identified as the Interdisciplinary Core Teaching Faculty of the ETC program. While they will staff the Core Seminars and electives, members of the Department of European Languages and Studies will occupy the administrative positions associated with the program. Members from other departments who bring expertise in their disciplines to the table, but cannot commit to participating in the Core Faculty, will support the program by offering courses dealing with European literature, philosophy, and cultural and intellectual history in which the M.A. students will enroll as additional electives.

**Interdisciplinary Core Teaching Faculty**

From the Department of European Languages and Studies:

Anke Biendarra, Ph.D. Cultural Studies, Film, GDR Culture, German Lit & Culture of the 20th/21st Century, Literary Sociology, Literature of unification, New Media, Pop Culture

Kai Evers, Ph.D. Catastrophic Imagination and Rep. of War, European Studies, Film, Modernist Literature, Risk, Violence

Herschel Farbman, Ph.D. Transnational modernism and its aftermath, Film and Media Studies, Literary and Political Theory

Gail K. Hart, Ph.D. 18th and 19th Century German Literature, Drama, Fictional Prose, History of Punishment

Glenn Levine, Ph.D. Applied Linguistics, Foreign Language Pedagogy, German-Jewish Literature, Theoretical Linguistics, Yiddish Language and Literature

Éve Morisi, Ph.D. Baudelaire, Camus, Hugo, Modern literature, Poetics & Ethics, Representations of Violence and Alienation

Jane O. Newman, Ph.D. Comparative Renaissance and Baroque Studies, History and Theories of Rhetoric, Cultural Studies and Criticism, History and Theories of Comparative Literature, Walter Benjamin and the Baroque

Carrie Noland, Ph.D. Avant-Garde, Critical Theory, Dance and Performance Studies, Poetry and Poetics, Twentieth-Century French Literature

David T. Pan, Ph.D. 18th and 19th Century German Literature, Intellectual History

John H. Smith, Ph.D. 18th- to 20th-century European Literature, Intellectual History, Literary Theory, Philosophy
From the Department of History:

Vinayak Chaturvedi, Ph.D. History. Modern South Asia, Social and Intellectual History

[Ian Coller, Ph.D. History. Modern French and Mediterranean history—arriving UCI fall 2016]

Sarah Farmer, Ph.D. History. Modern French history, twentieth-century Europe, social and cultural history

Douglas Haynes, Ph.D. History. British history, race theory, history of medical sciences

Nancy Mcloughlin, Ph.D. History. Late Medieval Intellectual and Gender History

Susan Morrissey, Ph.D. History. Modern Russian History


From African American Studies


From Art History

James D. Herbert, Ph.D. Art History. Modern European Art and Intellectual History

Amy Knight Powell, Ph.D. Art History. Late medieval and early modern art of Northern Europe, critical theory

From the Department of Music

David Brodbeck, Ph.D. Central European music and musical culture in the long nineteenth century and Anglo-American popular music of the past fifty years

From Spanish and Portuguese

Luis Avilés, Ph.D. Spanish. Golden Age Literature

Horacio Legras, Ph.D. Spanish. Latin American Literature; European Literary Theory and Intellectual History
Santiago Morales-Rivera, Ph.D. Spanish. Contemporary Spanish Intellectual History, Literature, and Culture

From English

Elizabeth Allen, Ph.D. Chaucer, Gower, fifteenth-century poetry; exemplary literature, romance, chronicle, episodic form; intersections between ethics and politics, politics and religion; hospitality, sovereignty, legal and constitutional history of England

Ellen Burt, Ph.D. English and French. 19th Century French Poetry; Enlightenment; Autobiography; Literary Theory

Martin Harries, Ph.D. Modern European drama, performance theory, and avant-garde.

Rebeca Helfer. Ph.D. Renaissance literature and Culture; Memory; Spenser

Jayne Lewis, Ph.D. Literature and medicine, restoration and 18th-century British literature; literature of the supernatural and gothic fiction; history and/or fiction; atmosphere as literary concept and construct within natural philosophy

Victoria Silver, Ph.D. English. Early Modern Literature and Culture; Religious Studies; History and Theory of Rhetoric; Literature and Philosophy

James Steintrager, Ph.D. English. 18th-century Comparative Literature; Aesthetics; Ethical Philosophy and Literature; Systems Theory; Amatory and Erotic Fiction

From Comparative Literature

Susan Jarratt. Ph.D. Histories and theories of rhetoric; composition pedagogy and teacher preparation; feminist theory and pedagogy

Nasrin Rahimieh. Ph.D. Modern Persian Literature and Culture, Translation, Exile, and Diaspora; European/Iranian cultural connections

Annette Schlichter, Ph.D. Critical Theories of Gender and Sexuality; Constructions and Critiques of Heterosexuality; Subjects and Objects of Cultural Critiques; Gender and Sexuality in Literature

Beryl Schlossman, Ph.D. French and Francophone studies, literature, cinema, and the arts in society

Georges van den Abbeele, Ph.D. Travel narrative, critical theory, and Renaissance literature; member of the European Academy of Sciences and recipient of the Blaise Pascal medal

Item 2-146
From Film and Media Studies

Peter Krapp, Ph.D. Digital culture and media history, secret communications and cultural memory, history & theory of gadgets, games and simulations

Catherine Liu, Ph.D. Hou Hsiao-Hsien, psychoanalysis, U.S. intellectual history and educational/cultural/media policy, culture wars, Frankfurt School

From Philosophy

Sean Greenberg, Ph.D. History of early modern philosophy, and secondary interests in moral psychology

From Political Science

Daniel Brunstetter, Ph.D. Political Science. Just war, early modern thought, otherness/identity, new world discovery, Montaigne, Rousseau, French immigration

Kevin Olson, Ph.D. Political Theory. Political theory, history of political thought, legal theory, philosophy of the social sciences

Keith Topper, Ph.D. Political theory

Section 5. Courses

The only new courses to be created in the context of ETC make up the sequence of Core Seminars I, II, III. There are numerous existing courses that can accommodate the distinctly European context of the program and will serve as electives.

Core Seminar I: Foundations of European Thought and Culture (Euro St 200A)

This course provides a historical, geographical, and methodological overview of foundational texts and issues in European thought and culture. It will be structured thematically around topics such as: the idea of freedom; ideas of sovereignty; forms of intellectual authority; revolutions; terror; religion and secularization; a critical history of modernity; the idea of Europe; nationalism, cosmopolitanism, and transnationalism. In each case, there will be coverage of several historical periods between the Middle Ages and the present, such that students see how ideas and institutions change over time.

Core Seminar II: Theorizing Periods and Movements in European Thought and Culture (Euro St 200B)
Periods and movements still form basic units for organizing European thought and theory, even as such categories are problematized. This course will allow for greater focus on a specific time period or constellation of issues around a movement, selected by the faculty based on their expertise, and address theorizations of periodization. Sample topics will include: the (late) Middle Ages; Humanism; the Renaissance; the Early Modern period; the Enlightenment; Romanticism; Realism; Marxist Thought; Modernism; Psychoanalysis; Feminism; Postmodernism (but also other temporal schemes, like “ca. 1800,” “Revolutions of 1848,” “Turn-of-the-Century,” or “post-1989” or even a given year (as in Gumbrecht’s study of 1926). The goal is not to provide a formal or dogmatic definition of a period/movement but, rather, to look at the use and abuse of such categories for the study of European intellectual and cultural history (including the question of the national and/or transnational nature of such periods and movements).

Core Seminar III: European Thought and Culture Beyond Europe (or: Translations and Transformations of European Thought and Culture) Euro St 200C

This course will study particular cases of the intersection and afterlives of European thought and culture with and in non-European contexts, i.e., the way European thought and culture has been translated and transformed, taken up and challenged, in colonial, postcolonial, and other global situations (such as the analysis of race, gender, and sexuality in the U.S.). The course may take the form of comparative analysis (e.g., psychoanalysis and Fanon, or Hegel, Nietzsche, and queer theory), or explore the different ways in which European and non-European/colonial/postcolonial thinkers examine fundamental concepts such as identity, community, power, knowledge, or investigate how European cultural forms, imposed on or received in non-European contexts are reinvented and become new critical interventions.

The Electives will come almost exclusively from existing course offerings. The Appendix 3 provides a list of courses offered by members of the Interdisciplinary Core Teaching Faculty over the last five years. Chairs of the departments from which the Interdisciplinary Core Teaching Faculty come have written letters of support and understand that participation in the MA Program in ETC will not affect departmental offerings in any negative way.

Section 6. Resource Requirements

No new resources are required.

1. FTE faculty
There will be no resource implications in terms of FTE. The only new course is the Core Seminar sequence and it can be covered by existing ELS faculty and other members of the Interdisciplinary Core Teaching Faculty. Other courses (electives)
will be covered by the Interdisciplinary Core Teaching Faculty and other faculty as part of their normal teaching load.

2. Library acquisition
There will be no resource implications for the library. A letter of support from the University Librarian is in the appendix.

3. Computing costs
No resource implications.

4. Equipment
No resource implications.

5. Space and capital facilities
No resource implications. The Program will use existing facilities and classrooms.

6. Other operating costs
Staff support will be provided through the administering department, ELS.

Section 7. Graduate Student Support

The students will have to rely on self-funding or on extramural funds. Because this is a terminal M.A. program, no guaranteed graduate student support will be provided, though we will support applicants in securing any forms of funding possible.

Section 8. Governance

Bylaws have been included with this proposal for review.

Section 9. Changes in Senate Regulations

No changes in Senate regulations are required.

Section 10. Diversity (UCI only)

Since it is clearly in the best interest of the program to have the most diverse collection of students possible, we will make every effort to encourage diverse students to apply to the program. The different pools of potential applicants—UCI undergraduates, post-B.A. students nationwide, high school teachers, and community members—should attract a diverse student population. We will advertise the new program widely and closely track our success in recruiting a broad selection of students. All students in the program will receive support through individualized faculty mentoring. Furthermore, we recognize that developing a strong student cohort is perhaps the most important way for students to feel supported, and the German graduate program (within ELS) has years of experience in this regard.

Item 2-149
In terms of the *content* of the program, our emphasis on the dialogue between European thought and culture, on the one hand, and non-European and (post)colonial contexts on the other, will make our program attractive to a diverse population of students. (For example, students in our existing Culture and Theory Ph.D. program tend to be more diverse than the general Humanities graduate student population, and they have consistently attended and shown interest in courses on European Thought and Culture with an eye toward the relation to Critical Theories.)

**Appendix. List of selected programs for comparison**

There is only one MA program closely related to the proposed program in European Thought and Culture at a major institution within the United States, namely, the John D. Draper Interdisciplinary Master's Degree in Humanities and Social Thought (New York University). The following represent those that would be most similar in content.

The Committee on Social Thought at the University of Chicago offers a Ph.D. granting program that is broader in scope.

The graduate program, MA and Ph.D. in Social and Political Thought (York University, Ontario, Canada).

New School for Social Research (NYC) – the Masters in Liberal Studies includes “Intellectual History and Modern Thought” as one of its four tracks.

UC Irvine – The MA and PhD programs do not have Intellectual History as subfields.

UCLA – Within the PhD program, “European Intellectual and Cultural History since ca. 1450” is a subfield for the qualifying examinations. (There is no MA program.)

UCSC – The PhD program in History of Consciousness has little overlap with our planned curriculum.

UC Davis and UC Berkeley PhD programs in History do not list Intellectual History as a subfield.

Columbia University's History and Literature program is an MA for study in Paris.

Harvard – PhD in History lists Intellectual History of Europe and the US as a subfield.

Johns Hopkins Humanities Center – the PhD program offers two tracks: Comparative Literature and Intellectual History.
University of Illinois – PhD in History offers Cultural and Intellectual History as a subfield.

Drew University – MA and PhD in History and Culture
M.A. in European Thought and Culture (ETC)
Bylaws
April 11th, 2014

Administrative home: Department of European Languages and Studies, School of Humanities
Graduate Council Approval Date:

Article I: Goals and Objectives

The purpose of the program in ETC is to provide instruction leading to an MA degree in the School of Humanities in accordance with the rules of the Graduate Council of the Academic Senate of the University of California, Irvine. The MA in ETC will be administered by the Department of European Languages and Studies which will draw largely on the faculty of that department, but will also rely on faculty from other departments in the Schools of Humanities, Arts, and Social Sciences.

The objective of this program is to train individuals in interpreting and writing about fundamental cultural products (literature and the arts) and philosophical texts (broadly speaking, including works in political theory, the history of science, and theology) from the European tradition. The program will also emphasize the legacy and transformation of this tradition, in both recent developments in the broad area of “literary and critical theory” and in colonial, postcolonial, and other non-European contexts.

Article II. Membership

Interdisciplinary Core Teaching Faculty Membership in the M.A. Program in ETC will be made up of the faculty of the Department of European Languages and Studies (ELS) and all faculty engaged in active research in areas germane to the study of European thought and culture, who commit to teaching one of the program’s Core Seminars as needed (at least once every five years) and who shall be deemed qualified by University regulations and by vote of the MA in ETC Board Members.

Voting rights are restricted to the members of the Department of European Languages and Studies as the administering unit.

Affiliate Membership in the MA program in ETC shall be open to all faculty and instructors who are actively engaged in research related to those participating departments from the Schools so noted and are interested in teaching and/or advising MA in ETC students, but do not wish to commit to the level of effort required to be a Core Member. Affiliate Members shall be deemed qualified by University regulations and by vote of the ETC Board Members. Affiliated Members do not have voting rights in the MA program in ETC.
Present membership in the Interdisciplinary Core Teaching Faculty has been secured by invitation and acceptance (see Appendix with emails). Any faculty member may become a member of the Interdisciplinary Core Teaching Faculty of the MA program in ETC in the future by invitation or by submission of a formal request to the Director of the Program. The request should include the specific qualifications and identify the reason for wishing to become an Interdisciplinary Core or Affiliate Member. These applicants will be evaluated in terms of their current research interests and teaching commitments, and their potential for graduate student guidance and contribution to the Program's course offerings. The application will be acted upon by the Director in consultation with the MA in ETC Board Members.

Interdisciplinary Core and Affiliated Membership in the MA program in ETC will be subject to review for continuation every year by the Board. Based on that review, the Director will confer with Core Members and Affiliated Members who do not participate in seminars, graduate student committees and/or teach regular courses germane to the Program's educational activities to determine if they wish to continue to serve as Interdisciplinary Core or Affiliated Members.

Article III. Administration: Director, Committees, Responsibilities, and Oversight

The MA Program in ETC will be housed in and administered by the Department of European Languages and Studies in the School of Humanities. It will establish a Director from the ELS faculty and a Board from among the Interdisciplinary Core Teaching Faculty members to administer the program. The Director will serve as the administrative point of contact for the program, as chair of the Program Board, and will serve a three-year term. Just prior to the end of the Director's term, a new Director will be nominated. Successful Directors will be able to serve multiple terms.

The nomination process will be conducted in accordance with current Graduate Council and Academic Personnel policies, APM Section 24. A "Nominating Committee" will be named by the Program Board to solicit from the faculty, instructors, and graduate students of the Program the names of nominees for a new Director (from ELS faculty). The nominees will then be forward to the Dean of Humanities.

For the inaugural term, faculty from ELS will serve as the Nominating Committee and will provide one or more names as nominees for the position of Director. They will serve to select (at minimum) another two members of the ETC Program Board.

The Dean will submit up to three names for each open position to the Dean of the Graduate Division along with comments received on the nominees. The Program, Nominating Committee and/or the Dean may express a preference and, if so, should indicate the basis for that preference. The Dean of Graduate Division, perhaps after an interview, will forward his or her choice to the Dean and the Program.
The Board Members will provide oversight of the Program itself, Program policy, and Program direction, and will have the authority to designate other committees that will provide guidance on Program admissions, retention, and matriculation, as deemed necessary. The Board will consist of the Director and at least an additional three faculty members drawn from the Interdisciplinary Core Members. The Board members will be elected by the Interdisciplinary Core Membership and will serve for renewable three-year terms.

For the inaugural term, one will be elected to serve a one-year term, one will be elected to serve a two-year term, and one will be elected to serve a three-year term.

The Director will be responsible for day-to-day oversight of the program and will report to the Dean of Humanities. The Dean and Director will routinely consult with the administrative leadership of departments and schools associated with the MA Program in ETC.

Elections are by email ballot or at a meeting (provided that notice shall have been sent to the Members at least one week prior to the date of voting) at least three weeks before the end of the Spring quarter. Newly elected Board Members assume their duties on July 1. Vacancies before the end of a term shall be filled by special election.

Article IV. Academic Oversight

As noted, in Article III, the Director will provide day-to-day oversight of the program while the Board will oversee general academic and curricular issues. However, any program modifications, course deletions or additions, or other degree modifications must be approved by the faculty members of ELS as the administering department either in person at a meeting or by email ballot. In turn, those modifications approved by ELS will be submitted to the Graduate Council.

Article V. Admissions

Applicants will be directed to apply to the School of Humanities for admission to the MA Program in ETC. The admission files will be administered by the Director of the program. The initial decisions on admissions will be made by an Admissions Committee composed of at least three ETC Interdisciplinary Core Members. The list of potential applicants, as well as files of all others, will then be made available to the ELS faculty for final selection of applicants.

Article VI. Financial Oversight

Financial oversight will be provided by the School of Humanities. The Director will collaborate with the MA Program in ETC Board on all administrative decisions.
related to the financial oversight of the Program in conjunction with any relevant committee charged with such review.

**Article VII. Academic Program Review Committee**

The Board will conduct a yearly program review.

**Article VIII. Meetings, Quorum, and Balloting**

Meetings with ELS, as the administering department, are called by the Director as she or he deems necessary, or at the request of the Board, or upon written notice from three or more Members of ELS.

Meetings shall be conducted in accordance with generally accepted procedures including report of the Board, unfinished business and new business. At meetings, 50% of the ELS faculty shall constitute a quorum that will be empowered to take any action during the meetings except for changes in these bylaws. Minutes will be distributed to all Interdisciplinary Core Teaching faculty promptly after each meeting.

**Article IX. Student Representatives**

Upon the recommendation of students, the Board may consider student representatives to sit on relevant committees as so deemed by the Board. The student(s) will have voting privileges regarding issues related to the academic program. However, the student representatives may not be present during any collective bargaining issue or concern regarding faculty and instructors personnel matters and hence will not have voting privileges with respect to these matters.

**Article X. Graduate Student Advising**

The MA Program in ETC Board, in conjunction with the Director of the MA in ETC and the School’s Associate Dean, will ensure that all matriculation and advancement are done in accordance with UCI policy. As such, the MA in ETC acknowledges the Dean of Graduate Division by the authority of the Graduate Council as the final authority to approve appointments to graduate student advancement. The appointments originate with the faculty mentor and student, and are submitted to the Dean of Graduate Division via the program’s the program Director, and the School’s Associate Dean for Graduate Curriculum and Student Affairs or other administration official who oversees the program. The Director will serve as the MA Program in ETC’s representative in dealing with the Office of Graduate Division.

In addition, the Director will assign one faculty mentor from the ELS faculty to each student in the program. The mentor will meet with his or her mentee at least once per quarter to discuss the student’s progress in the program.
In consultation with their mentors and the director, students will select a member of the Interdisciplinary Core Teaching Faculty during winter quarter (at the latest) to be their adviser for the Comprehensive Examination or Thesis. Students will enroll for spring quarter in an independent study course with their exam/thesis adviser and meet regularly to complete the requirements.

**Article XI. Amendments and Suspension of Rules**

Changes in these bylaws shall be made by approval of at least two-thirds of the ELS faculty, by email vote or at a meeting (provided that notice of such proposed changes shall have been sent to the voting Members at least one week prior to the date of voting). Any significant amendments and revisions to the rules or bylaws must satisfy the MA program in ETC’s quorum rules. The rules of the Faculty and instructors may be suspended by vote of the Faculty and instructors provided that not more than one-third of the voting members present an objection to such suspension. The Director will always state the question as follows: “Those who object to a suspension of the rules will raise the right hand.” Both the duration and nature of the suspension will be explicitly stated before the votes are cast.
SUPPORTING DOCUMENTATION [NOTE for the HEC: We have not included the emails from the following faculty, but they have all accepted in writing. Also, chairs will be writing short notes of support next week.]

1. Sample syllabi for Euro St 200ABC

2. Emails of faculty accepting the invitation to be members of the Interdisciplinary Core Teaching Faculty:
   Elizabeth Allen, English
   Luis Aviles, Spanish
   Anke Biendarra, ELS
   David Brodbeck, Music
   Daniel Brunstetter, Political Science
   Ellen S. Burt, English
   Nahum Chandler, African American Studies
   Kai Evers, ELS
   Herschel Farbman, ELS
   Sarah Farmer, History
   Sean Greenberg, Philosophy
   Martin Harries, English
   Gail Hart, ELS
   Douglas Haynes, History
   Rebeca Helfer, English
   James D. Herbert, Art History
   Susan C. Jarratt, Comparative Literature
   Peter Krapp, Film and Media Studies
   Horacio Legras, Spanish
   Glenn Levine, ELS
   Jayne Lewis, English
   Catherine Liu, Film and Media Studies
   Nancy McLoughlin, History
   Santiago Morales-Rivera, Spanish
   Ève Morisi, ELS
   Jane O. Newman, ELS/Comparative Literature
   Carrie Noland, ELS
   David Pan, ELS
   Amy Knight Powell, Art History
   Nasrin Rahimieh, Comparative Literature
   Renee Raphael, History
   Annette Schlichter, Comparative Literature
   Beryl Schlossman, Comparative Literature
   Victoria Silver, English
   John H. Smith, ELS
   Keith Topper, Political Science
   Georges van den Abbeele, Comparative Literature (Dean of Humanities)
3. Elective Courses already in the UCI catalogue (and taught between Fall 2009 and Fall 2014)

The following courses from the UCI catalogue will count toward the program requirements:

**German**
- German 230 SOVEREIGNTY (Pan) F 14
- German 230 KAFKA& THEORY (Evers) Sp 14
- German 230 CAPITAL AND CULTURE (Pan) Sp 14
- German 230 MAKING LIT HISTORY (Hart) W 14
- German 210 LITERATURE & TRANSNATIONALISM (Biendarra) F 13
- German 210 HEGEL, MEDIATION, & MEDIA (Smith) F 13
- German 230 WORLD TRAVEL AND THE LITERARY IMAGINATION: GERMAN IDENTITIES (Biendarra) W 13
- German 230 CARL SCHMITT (Pan) W 13
- German 230 THE POETICS OF PUNISHMENT: REGULATION AND RETRIBUTION (Hart) Sp 13
- German 230 LITERATURE OF RISK (Evers) F 12
- German 220 TEACH 2ND LANG READ (Levine) F 12
- German 230 MARX, NIETZSCHE, FREUD (Endres) W 12
- German 220 ECO APPR LANG LEARN (Levine) W 12
- German 230 LITERATURES OF MOBILITY (Biendarra) W 12
- German 230 ENLIGHTENMENT AND ANTI-ENLIGHTENMENT IN 18TH CENTURY (Pan) Sp 12
- German 230 PHILOSOPHICAL HERMANEUTICS (Smith) F 11
- German 230 CULTURES IN RUINS? GERMAN LITERATURE AND FILM 1940-1950 (Evers) F 11
- German 210 CULTURAL TRANSNATIONALISM (Biendarra) W 11
- German 230 GOETHE AND KLEIST: COSMOPOLITANISM AND NATIONALISM (Pan) W 11
- German 230 NARRATIVE AND AUTHORITY IN 19TH-CENTURY LITERATURE AND CULTURE (Hart) F 10
- German 230 MODERNISM (Evers) F 10
- German 230 LIT & CULT HISTORY (Evers) W 10
- German 230 LITERATURE & GLOBALIZATION (Biendarra) Sp 10
- German 230 NAZICULT.&EXILE RES (Pan) F 09
- German 230 GERM PHIL KANT-MARX (Smith) F 09

**French**
- French 218 18TH C LITERATURE (Burt) F 10
- French 225 MODERNISM:FRANCE&CARIBBEAN (Noland) Sp 10
- French 218 MALLARME (Burt) F 09
- French 250 EMBODIMENT (Noland) F 08
French 240 BAUDELAIRE (Burt) Sp 08

History
History 220B EARLY MODERN EUROPE (MCLoughlin) W12
History 230C EUROPE: 1914-1989 (Farmer) Sp 11
History 230B EUROPE: 1850-1914 (Haynes) F 11, F 10

Visual Studies (Art History)
VS 295 LIVING IMAGE (Powell) F 14
VS 295 CULTURE OF NEW ECON (Liu) Sp 14
VS 295 CULTURE, RADICALISM AND EMPIRE (Daulatzai) W 14
VS 295 IMAGES MADE BY CHANCE/ART WITHOUT THE ARTIST (Powell) W 13
VS 295 FREUD/BATAILLE (Amiran) S 13
VS 295 PHIL&CINEM DELEUZE1 (Abbas) S 12
VS 295 MODELS, SIMS, GAMES (Krapf) W 11
VS 295 THE 1980'S (Liu) Sp 11
VS 291 VISION & VISUALITY (Powell) F 09
VS 295 UNTIMELY MEDITATION (Powell) Sp 09

Philosophy
Philos 213 LEIBNIZ AND EVIL (Greenberg) F 13.
Philos 213 KANT'S FIRST CRITIQ (Heis) F 13
Philos 210 TOPICS: ANCIENT PHIL (Perin) W 13, Sp 12
Philos 213 EARLY MODERN THEORY (Greenberg) Sp 13
Philos 213 DESCARTES (Greenberg) W 12
Philos 211 AQUINAS (Kent) F 11
Philos 216 CONTINENTAL PHILOS (Schwab, M) F 11
Philos 215 WITTGENSETIN/TRACTA (Wehmeier) Sp 11
Philos 213 KANT'S ETHICS (Bencivenga) Sp 10, W 09
Philos 213 HUME (Greenberg) W 10
Philos 215 INTR FREGE&RUSSELL (Wehmeier) Sp 10

Comp Lit
Com Lit 200A HIST&THEORY COM LIT (Jarratt) F14
Com Lit 210 EXISTNTIALST PHENOM (Newman) F 14
Com Lit 210 VOCAL SELVES (Schlichter) F 14
Com Lit 210 IMPERSONALITY (Farbman) Sp 14
Com Lit 210 HEAVEN AND HELL: BAUDELAIRE AND THE POÈTES MAUDITS (Morisi) W 14
Com Lit 220 TRANSLATION WRKSHOP (Schlossman) W 14
Com Lit 210 VOICE/VOICING (Schlichter) W 13
Com Lit 210 REPRESENTATION BETWEEN THEOLOGY & HISTORY- ERIC AUERBACH (Newman F 13
Com Lit 200D RHET OF HISTORY (Jarratt) Sp 13
Com Lit 210 PRINT INVENTN WORLD (Schlossman, Van Den Abbeel) Sp 13

Item 2-159
Com Lit 200A  HIST&THEORY COM LIT (Newman) F 12
Com Lit 210  PHL&CINMA DELEUZE (Abbas) F12,
Com Lit 210  PHL&CINMADEUZE (Abbas) Sp12
Com Lit 210  FOUCAULT: BODIES, SELVES, MEDIA(Schlichter) Sp 12
Com Lit 210  RELGN CATGRY ANALYS (Newman) F 11
Com Lit 200B  THRY OF TRANSLATION (Newman) F 09
Com Lit 200A  HIST&THEORY COM LIT (Schlichter) F 09
Com Lit 210  PREMODERN LESSONS (Newman) Sp 09
Com Lit 210  HOMER:THE VERY IDEA(Porter) F 08
Com Lit 210  INTLCTLS&IRANIANREV (Rahimieh) F 08
Com Lit 210  NATION STATE 16-17C (Newman) Sp 08
Com Lit 210  WORLD LIT DEBATES (Newman) Sp 07

Culture and Theory
Clt&Thy 289  JAMES & HAITIAN REV(Chandler)Sp 14
Clt&Thy 289  CRIT HISTORIOGRAPHY(Chandler) W 14

Political Science
Pol Sci 219  JUST WAR THEORY(Brunstetter) W 14, W 13, F 09
Pol Sci 219  DOMINATION &RESIST (Topper) F 13
Pol Sci 219  POL & LANGUAGE II (Topper) Sp 13
Pol Sci 219  PHILOSOPHY OF OTHER (Brunstetter) Sp 12
Pol Sci 219  HABERMAS PUBLIC SPH (Olson) F 12
Pol Sci 211A  FOUND MOD POL SCI (Topper) F 12, F 11, F 10
Pol Sci 219  POL & LANGUAGE (Topper) W 12
Pol Sci 219  POLITICAL THEORY (Topper) W 11
Pol Sci 219  MID EAST NARRATIVES (Brunstetter) W 10
Pol Sci 219  ARENDT AND BORDEIU(Topper) Sp 09

English
English 210  TIME TRVEL: MED-REN (Allen) F 14
English 210  EVDNCE&TEST AUTOBIO (Burt) F 14
English 210  MDLE MOD PTHOLOGIES (Lewis) F 14
English 210  REVENGE TRAGEDY (Silver) X 14
English 210  MILTON (Silver) Sp 14, W 10
English 210  MODERNISM DEBATE (Harries) Sp 14
English 210  RENAISSANCE SONNET (Helfer) X 13, Sp 13, Sp 10
English 210  SHAKESPEARE TRAGEDY (Silver) X 13, X 11
English 210  GHOSTS OF ENLIGHTEN (Lewis) Sp 13
English 210  THEATER AFTER FILM (Harries) F 12
English 210  NATURE & 2ND NATURE (Silver) W 12
English 210  POLITICS OF ROMANCE (Silver) X12, X 09
English 210  ROMANCE (ALLEN) Sp 11
English 210  CONCEPTS OF VIRTUE (Silver) X 10
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<td>ROUSSEAU (Burt) F 10</td>
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The following is a list of possible courses, most of which are (minor) variations of ones already offered by ELS faculty:

The History of the Idea of the Death of God (from the Reformation through Nietzsche to Heidegger)

The Rise of Scientific Thinking (from Galileo and Francis Bacon to critiques of instrumental reason)

Major periods of European thought: the Renaissance, the Baroque, the Enlightenment, Romanticism, Modernism, Postmodernism

European Political Theory (from Machiavelli and Hobbes to Gramsci and Habermas)

Theories of Revolution and Violence

Europe’s Self-Definition in Relation to its “Others” (including: Europe and Islam/the Ottoman Empire; Europe and Colonialism; Europe and the Slave Trade)

Europe and the Concept of Human Autonomy (from Luther and Descartes to Arendt)
Theories of Language and Plurilingualism (from Condorcet and Herder to the European Union)

Theories of Nationalism and Cosmopolitanism/Transnationalism

European Theories of Crime and Punishment

Modern European Philosophy for Critical/Literary Theory
European Existentialism (Kierkegaard, Dostoyevsky, Nietzsche, Camus, Sartre)

European Feminist Thought (from Mary Wollstonecraft to contemporary French Feminism)

4. Letters of support from deans and chairs:

- Deans of Humanities and Social Sciences
- Keith Topper, chair of Political Science
- Emily Rosenberg, chair of History
- Gabriele Schwab, chair of Comparative Literature
- Bert Winther-Tanaki, chair of Art History
- Sven Bernecker, chair of Philosophy
- Luis Aviles, chair of Spanish
- Martin Harries, chair of English
Subject: Re: MA proposal
From: Georges Van Den Abbeele <gvandena@uci.edu>
Date: 6/18/14 11:25 AM
To: "John Smith (UCI)" <jhsmith@uci.edu>, "Jane Newman (UCI)" <jonewman@uci.edu>

Dear John,

Thank you for your very innovative master’s proposal in European Thought and Culture. It has been widely reviewed in the School, among the department chairs, and the Humanities Executive Committee. I am happy to endorse the proposal and support its approval by the Graduate Council. My understanding is that the proposal requires no further resources and can begin recruiting students as soon as it is approved.

Yours,

Georges Van Den Abbeele
Dean, School of Humanities
Humanities Dean’s Office
4100 Humanities Gateway Building
University of California
Irvine, CA 92697-3375

email: humanitiesdean@uci.edu
phone: 949-824-5133
Student interest in MA in Europe...

CURRENT VIEW
+ FILTER  + COMPARE  + SHOW

No rules applied
Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. Learn more.

SAVED VIEWS (1)
Original View (No rules applied)
+ Save as...

EXPORTS

SHARED DATA

No shared data
Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more.

RESPONDENTS: 16 of 16

PAGE 1: Survey on Student Interest in an MA in European Thought and Culture

Q1

What year are you in at UCI?
Answered: 15  Skipped: 1

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Q2

Are you majoring or minoring in a field that involves studying Europe (for example, French, German, European Studies)?
Answered: 15  Skipped: 1
SurveyMonkey Analyze - Student interest in MA in European Thought and Culture (ETC)

Q3

How interested are you in deepening your knowledge of European thought and culture?

Answered: 16  Skipped: 0

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Q4

What are your plans after graduation?

Answered: 15  Skipped: 1

Item 2-165
Q5

How important do you think it is for your career goals to get a degree beyond the BA?

Answered: 15  Skipped: 1

Q6

How interested would you be in getting an MA in European Thought and Culture after only an additional year of study?

Item 2-166
SurveyMonkey Analyze - Student interest in MA in European Thought and Culture (ETC)

12/4/2015

Q7

How likely is it you would apply for a MA program in European Languages and Studies?

Answered: 15 Skipped: 1

Q8

Thank you for your time. Please provide any additional thoughts in the box below. If you would agree to a possible brief interview, include your email.
How much longer will it take if I am graduating from UCI this quarter? Email: ricorin@uci.edu

It's a bit too late for me, but this sounds like a great program. Feel free to contact me for an interview.

I am interested, but I would like more information on the specifics of the program, especially on the faculty involved, coursework, the MA thesis, etc—or is all that not determined yet? I am planning to apply for graduate school for Fall 2016, but the likelihood of choosing a program like this would depend on those factors. How soon would this program be implemented? Also, because I am graduating senior, it seems that the program would not be applicable to me. I'd love to talk about it more, though, if I can be of further assistance. My email is laytor1@uci.edu.

I anticipate graduating with a BA in June 2016. Will this program be available in the Fall 2016?
JOHN SMITH, PROFESSOR OF GERMAN  
DEPARTMENT OF EUROPEAN LANGUAGES AND STUDIES

Re: Proposal for new 4+1 program – European Thought and Culture

At the November 6, 2014 Graduate Council meeting, members discussed the proposal for the new 4+1 European Thought and Culture program from the Department of European Languages and Studies (ELS). The ELS department which was established in 2012, is now proposing to add a program in which a Bachelors and a Masters can be obtained in five years. The graduate part of the program consists of a one year curriculum with nine courses including a three course core sequence which draws from existing courses.

Upon review, Council members agreed that this was an intellectually well-conceived program that builds on campus strengths; however, they raised a number of organizational and administrative questions and concerns:

- Although not stated in the Executive Summary, the proposal later includes the option of a non-terminal master’s for current doctoral students. We request that the authors clarify all possibilities for entry and completion.
  - It should be noted that, if approved, this would be the first program on campus to offer the following three options: (1) 4+1 BA/MA, (2) terminal MA, (3) non-terminal MA for doctoral students.

- Section 1. Aims and Objectives states that, “The students admitted to the 4+1 program would make up 50% of those admitted and would be in-state residents. We would anticipate that another 25% would be in-state and 25% out-of-state students for the stand-alone program. It is unlikely that the program would have many international students.”
  - Please provide data on the number of undergraduate majors from whom you expect to recruit students for this program.

- Council members expressed concern about teaching small classes with such a diverse student body, including senior undergraduates, local high school teachers, community members, post-Bacs and current doctoral students. Please address this concern.
  - Has market research identified a strong demand for this program? If you fall short of your anticipated recruitment of 5-10 students per year, will the program falter?
  - When you say that you will recruit “members of the community,” are you talking about members of the UCI community or the greater Irvine community? Reviewers also wondered how the community members interested in “lifelong learning” would qualify for this program. Would they take the GRE? Community members may well come to campus for lectures, even Extension courses; what evidence do you have that they will sign on for a graduate degree program?
  - Reviewers wondered about the relative abilities of undergrads and doctoral candidates. Will they be of equal skills and preparation?

Item 2-169
If this program intends to allow doctoral students to receive a Masters in European Thought and Culture on the way to their Ph.D., we would expect evidence that each department from which these students come would have reviewed and endorsed the proposal. If this has been done, kindly include those letters of support.

The proposal states that “High school teachers will benefit academically, pedagogically, and financially by receiving an M.A. degree.” This comment is inconsistent with an earlier one that states, “We recognize that teachers working full time may have difficulty completing such a program, and the financial incentives may not be sufficiently motivating, so this group would make up a small percentage of the student population.” Within its current structure, reviewers did not see how this program would work for high school teachers unless it was either a summer master’s program or a program in which all courses were offered in the evenings.

- How will this program compete with nearby master’s degree?
  - http://www.csulb.edu/colleges/cla/departments/history/graduate-studies/
- The program needs to check on the certification requirement for CA teachers to ensure that this degree will be recognized as value for teachers seeking permanent teaching credentials.
- Please note: Irvine Unified only counts semester units and their formula for the quarter system is 4 quarter units = 2.66 semester units. Based on the certified salary schedules for teachers in Irvine Unified School District http://www.iusd.org/human_resources/documents/1314-CERTSAL.pdf it would take about 7 years to start seeing a return on investment. (The ‘Step’ column represents ‘years of service’ and the 45, 60 and 70 columns are classified as ‘units past your BA.’ Units earned for a teaching credential can vary from around 30-44 depending on various factors.)

- The Council requests that the proposal expand on the ‘Opportunities for Placement of Graduates’ section.
  - Are there any plans to link with the federal or state departments or businesses with large foreign operations?

- The Council requests that the proposal expand on the ‘Diversity’ section.

- Note Article III. of the Bylaws, this is an academic program and should reside in the academic School/department under and academic dean, not supervised by an administrative dean. Additionally, why the two-part structure for the Board Members? Given the modest size of the program, Graduate Council wondered why a single faculty committee wouldn’t suffice.
  - Regarding administration, the Council wondered about the Director position and what it entailed for this size of a cohort. Additionally, why multiple committees of student representatives, as stipulated in (Article IX of the Bylaws)

- It is expected that the Dean of Humanities will review and approve the final version of the proposal and send a formal letter of support.
What to expect:
As this is a 4+1 proposal, it will also be sent to the Council on Educational Policy (CEP) and the Council on Planning and Budget (CPB) by Graduate Council Analyst, Adriana Collins (ajcollin@uci.edu). All three Councils will lean on each other’s expertise. Once CEP and Graduate Council have given final approval, the proposal will go to Cabinet for endorsement, then to the Divisional Senate Assembly for approval.

These are just some of the campus steps that need to take place before any proposal is sent up to Oakland for CCGA review. Please note that the systemwide Academic Senate has their own procedure and timeline. Currently the only 4+1 program on campus is the Philosophy, Political Science and Economics BA/MA program, which was approved in September 2014 after a lengthy three-year review. That is not to say that this will take as long, but you should anticipate at least one year. Please feel free to contact me with any questions.

On behalf of the Graduate Council,

Carol Burke, Chair

C: Georges Van Den Abbeele, Dean of Humanities
   James D. Herbert, Associate Dean for Curriculum and Student Services
   Jane Newman, Department Chair, European Languages and Studies
   Amy Fujitani, Director of Graduate Student Affairs
   Adriana Collins, Graduate Council Analyst, Academic Senate
   Michelle Aucoin, Council on Educational Policy Analyst, Academic Senate
   Thao Nguyen, Council on Planning and Budget Analyst, Academic Senate