Introduction

The field of American Studies took rise in the Humanities during the 1940s as an alliance of scholars in History and Literature, who, while seeking to understand the parameters of life in the United States, focused their attention on the connections between cultural texts and their social and historical contexts. During the 1970s the techniques of the Social Sciences became prominent in the field as anthropologists and others stressed the uses and effects of culture in everyday life. This period also witnessed the tremendous influence of ethnic studies, women’s studies, gay and lesbian studies and other fields that emerged in the wake of mid-twentieth century social movements. At present, questions about culture continue to provide the focal point of research, as do those pertaining to the study of race, gender, class, and sexuality. However, American Studies scholars are also increasingly drawn to a "post-nationalist" emphasis on U.S. imperialism, changing migration and immigration patterns under conditions of globalization, and the production and consumption of popular culture within a global economy.

The development of American Studies at UCSC has followed an institutional trajectory similar to that of many other American Studies programs around the world: we have been increasingly attentive to multicultural, comparative, and relational approaches to the culture of the United States and its place in the world. As one consequence, here at UCSC we have taken primary responsibility for the interdisciplinary ethnic studies
curriculum, offering courses taught by a diverse faculty on the experiences, aspirations, and situated knowledges of under-represented groups.

The undergraduate American Studies program has been for twenty-five years one of the most successful undergraduate programs at UCSC and indeed in the nation. The program is committed to a self-critical and historically grounded examination of the United States and its diverse people, viewed within both a domestic and transnational context. In keeping with recent developments in the field, the program is comparative in scope. First, it is an interdisciplinary project, drawing on a mix of methodological and theoretical approaches. Second, it compares the United States with other imperialist enterprises and states. And third, it compares different social groups and identities in historical context. The program aims to help students develop critical thinking, research, and writing skills so that they will be able to function effectively in an ever-changing, complicated, and culturally diverse world.

The recent departure of George Lipsitz was a major setback for American Studies. Still, the faculty remain dedicated to our singular contributions to undergraduate education at UCSC and committed to our long-standing goal of building a graduate program, the Comparative United States Studies Graduate Program (CUSSP). In keeping with the character of our undergraduate program and the interests of our faculty, the program will be global in scope and comparative in approach, viewing the United States as a multi-national, multi-racial, multi-ethnic entity, whose culture, technology and economy have global significance. We believe that CUSSP will soon gain a reputation as the first truly comparative American Studies Ph.D. program in the country. Since few American Studies graduate programs exist west of the Mississippi, regional opportunities
for student recruitment and job placement are very promising. As was noted in the 1996 External Review, this innovative Ph.D. program will add to the distinction of the UCSC campus and of the entire UC system. The 2005 reviewers concur entirely. "Overall," they conclude, "CUSSP has the potential to be a highly rated graduate program with significant benefits to faculty and existing graduate programs. There is something great to be had here for a relatively small investment."

**Department Profile**

The department now has seven full-time faculty members: three at the rank of Assistant Professor, one at the rank of Associate Professor, and three at the rank of full Professor. We enroll nearly 180 majors and by this standard we are one of the two largest undergraduate American Studies programs in the nation. At the same time we serve approximately 2400 undergraduates each year by teaching nine lower division courses and nineteen upper division courses. In terms of number of enrollments per faculty, number of majors per faculty, and average course size, we shoulder one of the heaviest undergraduate workloads in the division. We are proud of the distinguished history and high quality of the undergraduate program, but its size has always posed daunting workload issues. Problems have been compounded by Judy Yung’s 2004 retirement (she has yet to be replaced), by the lingering consequences of the retirement of fulltime lecturer Ann Lane (again without replacement), and by Lipsitz’s sudden departure. Such problems are exacerbated by the current size and age distribution of our faculty: three of our colleagues are untenured, and, as a matter of equity, afforded where possible course relief; our senior faculty on the other hand have been routinely obliged to take on
extensive extra-departmental service. In the upshot, we are increasingly overextended and understaffed in the classroom, with the result that complaints from students about course size and faculty contact have increased as well.

American Studies courses have long been crucial campus venues for the study of race and ethnicity. The point was underlined in the 2005 External Review: "We consider it important to highlight the distinctive nature of American Studies as an umbrella for integrated, interdisciplinary studies of race and ethnicity at UCSC. Although American Studies, as a national field, has had a long history of including the study of race and ethnicity in its curricula (often offering the first courses on these topics on particular campuses), the usual trend is for autonomous ethnic studies programs to emerge on a campus. The AS Department at UCSC is an exception to this usual pattern, as the department has remained the important academic unit for students' pursuit of the interdisciplinary study of race and ethnicity on campus. When asked if they thought there should be separate ethnic studies programs at UCSC (an unlikely development, as we understand it), the students said quite firmly that they prefer studying race and ethnicity within the larger, comparative contexts American Studies offers. We agree that this is a highly useful approach."

We are committed to blending academic excellence with diversity and have a notable record of success. The 2005 External Review comments that "the racial and ethnic diversity of the faculty is remarkable, something few programs have been able to accomplish." Four of our faculty are women and three are men. One faculty member is Native-American, one is Chicana, and three are African-American; the retirement of Judy Yung deprived us of our only Asian-American colleague. Our faculty as a whole has
been committed to mentoring underrepresented minority scholars at the undergraduate, graduate and postdoctoral scholars.

The 1996 external review praised our faculty as "productive and well-regarded experts in their fields." The 2005 external review similarly praised the reputation of our faculty and noted that intellectually we are "right in line with the developing trends in American Studies." Despite our heavy teaching and administrative commitments, faculty in American Studies have maintained a distinguished level of research productivity, which compares favorably to any department of comparable size in the division. In addition to many books, the faculty has published in many refereed journals, including some of the most prestigious venues in our fields, such as American Literary History, American Music, American Quarterly, American Studies, Arizona Quarterly, Aztlán, Comparative American Studies, Cultural Anthropology, Cultural Critique, Frontiers, Journal of American History, Meridians, Nineteenth-Century Literature, Pacific Historical Review, Popular Music, Religion and Literature, and Western American Literature.

Despite the fact that we have never had a graduate program, our faculty have been very successful in training and mentoring many graduate students who have gone on to become important voices in American Studies and in a wide range of humanities and social science disciplines. We have also served as mentors for post-doctoral scholars awarded the UC President’s Postdoctoral Fellowship, the Ford Postdoctoral Fellowship, and Chancellor’s Postdoctoral Fellowships.

Undergraduate Program
Our present undergraduate curriculum went into effect in the Fall of 2004; it emphasizes three fields of inquiry: Comparative Race, Ethnicity, and Diaspora Studies—the comparative histories, cultures and relations between different racial, ethnic, and diasporic groups; Cultural Representation and Practice—the history, aesthetics, and politics of different cultural forms, including music, visual culture, literature, film, mass media, popular culture, and vernacular performance; and Political Cultures—the dynamic interactions among the state, global capitalism, and social movements, as well as their impact on culture, community, and everyday life. Students majoring in American Studies are required to complete twelve courses in the department: one introductory course (American Studies 1 or 2); one of the 80-series "gate-way" courses; nine upper division courses; and a senior seminar.

Although we are a relatively small department and teaching assistant support has invariably fallen short of our needs, we have been able to serve large numbers of students, attract a significant number of majors, and convince students to engage in complex and challenging intellectual work in our classes. One way we have tried to address the teaching assistant support problem is to offer our majors several limited enrollment courses every year emphasizing the core concepts of the field, including American Studies 100 (Key Concepts in American Studies) and the 190 series (our senior seminars). We have also instituted a series of junior/senior level seminars (180 series) designed to offer small group experiences to majors in classes organized around topics, questions, or events stemming from faculty members' current research.

The undergraduate American Studies curriculum also serves two additional student constituencies:
1. Students seeking to fill campus general education requirements and state-mandated courses, particularly in multicultural and ethnic studies. To meet these needs we offer annually American Studies 1 (America and the Americans), American Studies 2 (California and the Californians), and American Studies 80E (Introduction to U.S. Racial and Ethnic Histories and Formations). These large service courses attract students not only from the Humanities, but also from every Division on campus, including substantial numbers even from the Sciences and Engineering.

2. Students in all other majors who find upper division American Studies courses relevant to their interests. All of our upper division courses serve students from many majors, especially Literature, History, Sociology, Politics, Feminist Studies, Community Studies, and Latino and Latin American Studies.

As we have noted, American Studies also functions as the primary site for ethnic studies at UCSC. Consequently many of the responsibilities for outreach, recruitment, and retention of minority students fall to us. Our junior faculty colleagues, Yvette Huginnie, Renya Ramirez, and Catherine Ramirez, play an indispensable role in these efforts with Native American, African American, and Latino students and communities. Of our senior faculty, Tricia Rose and Eric Porter have established themselves as two of the most energetic and community-minded African-American scholars in the entire UC system, and they have accordingly assumed appropriate positions as mentors and advocates.

We believe we have achieved an excellent balance of intellectual orientations and coverage in our revised department curriculum. At this point, our long-range goals for the
undergraduate major are to rebuild in areas (Asian American Studies, political economy and political theory, social movements) where recent departures (Lane, Young, Lipsitz) have left gaps. We also hope, in keeping with recent shifts in the field of American Studies, to build on our individual strengths in order to offer more classes taught from a comparative and post-nationalist perspective. A more immediate concern is the problem of insufficient teaching assistant resources and the chaos of the campus system for assigning teaching assistants, in which we often receive inferior TA support and run the constant risk of last minute TA withdrawals. We are committed to working with the Humanities Division and the Graduate Division to develop a more equitable system for developing these resources.

**Graduate Program**

The American Studies faculty, in close concert with faculty from other departments, have worked for more than a decade now to found the Comparative United States Studies Graduate Program (henceforth CUSSP). In the past several years great strides were made, and until recently we were steadily on course toward the achievement of our goal. In its most recent form CUSSP was envisioned as an interdivisional graduate program, administered by American Studies and including all of its faculty, but overseen by a multi-departmental executive committee. The 2005 external review was written with reference to this version. The recent—and sudden—departure of George Lipsitz and the manifold disruptions that followed have been a major setback. Nevertheless, our commitment to the continuing development of a graduate program remains firm. We
have submitted several proposals to the Division, but it will be appropriate to provide a brief summary here.

Through the Comparative United States Studies Graduate Program (CUSSP) we intend to provide students and professors with dynamic and rigorous training in multi-disciplinary scholarship on the study of the United States, and to serve as a public resource for individuals and institutions that wish to expand their understanding of the country. Our areas of focus—Nation, Diaspora and Borderlands; Expressive Practices and Media Studies; and Democracy, Law and Public Life—mirror the three fields of inquiry emphasized in the undergraduate program. These orientations will of course manifest themselves in different ways in the undergraduate and graduate programs, but their common organization will enable the two programs to take advantage of each other in mutually profitable ways. For example, CUSSP graduate students will be able to gain teaching experience as TAs in American Studies undergraduate courses relevant to their graduate interests, and American Studies undergraduate majors will be able to take advantage of relevant colloquia and other activities sponsored by CUSSP research clusters. Nor do we have the slightest doubt that CUSSP will yield much higher quality TA support than we currently enjoy.

Few American Studies Ph.D. programs exist in the western region of the United States, even fewer within the State of California, and none in the University of California system. Aside from a new program recently launched at the University of Southern California, there is only one, small Ph.D. program in American Studies on the west coast, at Washington State University. Given the scarcity of graduate programs in American Studies in the Western United States, the need for our program is clear: citizens of
California live and work in a multi-ethnic state with increasingly intimate and immediate links to the nation and the world; they require public-minded college and university teachers and researchers who can help them make sense of their lives. California and the United States must in the future be studied from an interdisciplinary, multicultural, and global perspective. As an example, consider the growing job pool for California and regional studies. The demand is high: our undergraduate course on California attracts several hundred students each year. CUSSP will generate a cadre of young professors specifically qualified to serve the growing number of undergraduates majoring in American Studies, Ethnic Studies, and similar programs in California and Western U.S. schools--professors not only broadly trained in the approaches of interdisciplinary studies but oriented toward the specific needs of our region.

Given the strong and growing interest nationally in graduate work in American and ethnic studies, we expect that it will quickly become highly selective--an expectation seconded by the team of distinguished external reviewers in the field who visited this campus in 1996 and 2005. These outside experts projected that a Comparative U.S. Studies program with a broad base of UCSC faculty support would quickly become one of the top-ranked American Studies graduate programs in the nation. Other top-ranked programs--for example, those at Yale University, New York University, and the Universities of Michigan and Minnesota--have highly selective admissions rates.

We also intend that the faculty and students in the program should reflect the social and cultural diversity that informs our curriculum. The CUSSP will be particularly appealing to ethnic minority students with wide-ranging interests, and it will also attract students from a wide variety of social and cultural backgrounds. Because it will be the
only such program in the UC system, it will draw some of the best graduates from UC and CSU who otherwise would go out of state to major Midwest and Eastern universities. We also hope to attract applicants from the national and international community.

Evidence of the program's potential to draw such students can be found in the success of such undergraduate interdisciplinary programs at UCSC as American Studies, Community Studies, Latin American and Latino Studies, and Women's Studies. Fifty percent of the majors in the campus's undergraduate American Studies major at UCSC are from ethnic minority backgrounds. The popular undergraduate majors in Community Studies and Latin American and Latino Studies have become very attractive homes for both Latino and non-Latino students. The Literature, Sociology, Anthropology, Education, and History of Consciousness graduate programs have served as magnets for ethnically diverse student bodies, and many of their undergraduate courses in U.S. studies display equally diverse mixes.

Many faculty at UCSC are nationally and internationally renowned for their contributions to the study of the United States of America. Although graduate students in this field work in a variety of departments, including History, Literature, and History of Consciousness, there is no structure on this campus that coordinates the faculty resources in U.S. studies now distributed throughout the Humanities Division and, to a lesser degree, in Social Science and the Arts. The CUSSP proposal is designed to provide a home for faculty who wish to play a role in U.S. studies at UCSC, sponsoring productive overlap without duplicating or endangering already existing programs. Once the program is mounted it will be necessary to offer a small, sustainable core of new courses; but it will be critical to the success of the program that we build the curriculum to the extent
possible on a foundation of graduate courses that already exist on campus. By supporting
the program, then, the division will be able to launch a new endeavor while consolidating
and reinforcing existing faculty strengths and programs. The proposal has already earned
commitments from many of the campus’s most accomplished researchers (Don Brenneis
from Anthropology, Susan Gillman from Literature, Rosa Linda Fregoso from Latino and
Latin American Studies, Herman Gray from Sociology, David Brundage from
Community Studies, Beth Haas from History, Shelley Stamp from Digital Arts and Film).

We hasten to add that we have yet to consider and integrate, or even see, the
recent "Galloway call" for the development of "umbrella" graduate programs at UCSC.
We recognize the possible need to make changes to our graduate plan in light of future
developments and in response to changing resources. However, it is our initial
impression that the plan for CUSSP already largely conforms to the measures we are led
to believe Galloway has in mind. We look forward to the opportunity to read and
consider the "Galloway call" more fully.

Proposed New Hires / Resources

Recent events have brought the Department of American Studies to a crossroads.
We need FTE to compensate for the retirements of Judy Yung and Ann Lane and for the
departure of George Lipsitz-- and to cope with the increased enrollments that the campus
is certain to experience in the years ahead. We understand the economic problems facing
the division, the campus, and the system. The Humanities Division must, however, make
these FTE a priority: American Studies at UCSC is a renowned program, with an
outstanding undergraduate major. It also provides the division with many of its largest
classes, and serves as the de facto Department of Ethnic Studies. As a matter of self-
interest, the Division cannot afford to neglect our program.

Our discussions of hiring priorities over the past several years have been tied to
our long-range plans for the establishment of CUSSP. Although this program will be
housed in the American Studies Department, it will be administered, advised, and taught
by faculty from throughout the humanities and social sciences. Only a few strategic hires
are necessary for the program to be realized. Not all of these need necessarily be made in
American Studies. If other departments can bring to campus scholars committed to
CUSSP’s goals, we will be happy to cooperate in so-called "synergistic" recruitments.

American Studies in currently process of making a crucial hire. In the search,
which was initiated last year, we advertised for a position in "Feminism, Power and
Language." We particularly wanted to locate a candidate whose work examined the
politics of representation in the U.S., with special attention to the operations of race, class
and sexuality, and who gave special attention to professional and academic discourses in
areas such as medicine, law, the humanities and the arts. The recruitment was a
complicated process, to say the least. The candidate to whom we first offered the
position, declined it in favor of a job at UCSB. Fortunately our second choice, Kimberly
J. Lau, also had very strong support inside the department, and we are now in process of
making her an offer. Lau currently teaches at the University of Utah; she is author of
New Age Capitalism: Making Money East Of Eden, and co-editor of What Goes Around
Comes Around: the Circulation of Proverbs in Contemporary Life. Lau is an excellent,
productive scholar, and a fine teacher who will play an immediate role in helping us build
emphases in ethnographic, feminist, gender, and comparative ethnic studies, while strengthening our commitment to undergraduate education.

We also urge the division to release an additional three FTE to us as described below:

1. Diaspora/Asian American/Pacific Rim Specialist

We envision the person in this position taking over some of the duties of both George Lipsitz and Judy Yung. Given Lipsitz's sudden departure, we are in need of a senior scholar who can take on a leadership role within the department and on campus in general. We thus hope to make a senior level appointment, at either the advanced Associate or beginning Full Professor level. We would like to initiate the search as soon as possible, preferably by spring of this academic year. We would like to hire in the particular area of Asian American/ Pacific Rim studies given our critical, standing need in this area since the departure of Judy Yung. Professor Yung taught Asian-American Studies, an area indispensable to our curriculum and crucial in view of the history and ethnic make-up of our region and student body. She taught some of the most heavily subscribed courses in our curriculum, including "Introduction to Asian-American Studies," "Chinese-American Women," and "Mixed Race in America." The teaching of Asian-American culture in the Humanities Division is in large measure provided through American Studies. The significance of this topic for California and US history does not need to be rehearsed; the enrollments historically generated in this area have been very substantial. We also believe that the person in this position could help us develop our ethnic studies curriculum and research profile in a more comparative and transnational
dimension. These needs have been documented in our Program Review Committee report and in Chair Lipsitz’s response to this report. Moreover, students and faculty across campus have also voiced their support of this hire, which virtually assures that the person in this position will serve a broad constituency.

2. Political Economy and Globalization

In part to make up for the losses of Lane and Lipsitz, we hope to hire a scholar who studies political economy and globalization in a broad comparative context. The area is crucial in the current political and economic climate. This position would at once build on current faculty strengths and supplement our research profile and course offerings in ways consistent with the post-nationalist turn in American Studies. We intend to recruit a person who is also be interested in studying the dynamics of political economy and space in relations to cultural and social analyses, and who can thus draw connections with other areas of emphasis, such as ethnic, gender and queer studies.

3. Queer Studies, Gender and Sexuality

Although several of our current faculty are well versed in feminist and queer theory and analysis, we feel the lack of a ladder rank generalist in the area of gender and sexuality studies. Although Queer Theory was defined as a pressing need in our 1996 external review, and we do not yet have anyone on faculty who works extensively in this area. We believe that a new hire in this area would allow us to build our undergraduate and graduate curriculum alike, enhance our research profile in these areas, and help to build bridges with departments like Feminist Studies, History of Consciousness, and Community Studies which do extensive work in these areas.
Conclusion

The American Studies major continues to attract large numbers of students. The Department serves the division and campus as a whole through its large enrollment General Education courses and by serving as the Ethnic Studies program on campus. The need for a graduate program in or closely allied to American Studies has been clearly established and repeatedly confirmed over the past decade. To maintain its value and integrity American Studies will need timely replacements of recently separated faculty (Lane, Yung and Lipsitz) and modest faculty increments both to support continuing growth and to form the necessary foundation for the graduate program,

This narrative provides a snapshot of our current state and aspirations. It should be understood, however, that we want to be flexible enough to take advantage of unanticipated extraordinary opportunities—the challenge of dealing with a pressing contemporary issue, the opportunity to acquire a first-rate scholar who would energize the research of a variety of faculty and graduate students, the chance to engage in serendipitous collaborations with faculty and programs in and outside the campus. We see ourselves as vital contributors to a larger divisional and campus enterprise and will continue to look for additional opportunities to contribute to that enterprise.