

Strategic Plan and Academic Resource Plan

School of Social Sciences, Humanities and Arts

January 31, 2005

T. S. Eliot, in his poem, "The Rock", asks:

*Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?*

The integration of knowledge and information into a holistic understanding of the human and social condition through the humanities, arts, and the social sciences is one of the key concepts that propel the strategic thinking of SSHA.

As of January 2005, the Faculty of SSHA has developed and planned a number of undergraduate majors and areas of emphasis in graduate studies. Beginning in November 2004, at least five strategic planning meetings were held, including two half-day retreats. Although we have been asked to present a two-year plan, we decided in favor of a 5-year plan to enable the development and sharpening of our planning efforts. The faculty see this as just the first step of an on-going annual activity. The value of a long-term effort such as this lies also in our ability to communicate our plans to future faculty and students in a coherent way.

Current Majors

The current majors and academic activities being supported through SSHA are as follows:

- World Cultures and History
 - History Emphasis
 - Literature Emphasis
- Social and Cognitive Sciences
 - Economics Emphasis
 - Psychology Emphasis
 - Public Policy Emphasis (under review)
- Management
- Human Biology
 - Psychology Emphasis
 - Economics Emphasis (under review)
- Writing Programs
- Spanish Language

Anticipated Enrollments in Majors

In last year's strategic plan, we indicated, based on the enrollment experiences of other UC campuses, that we should project 50-60% student FTE based on other campus data (for Fall, 2003, the systemwide average for SSHA areas was 57%). From what we can tell based on our applications so far, we seem to be pretty close to those figures, assuming that there will be more drift from Engineering and the Natural Sciences towards SSHA, than vice versa. We estimate that 413 of the Freshmen will be in SSHA, plus an additional 27 or so Human Biology Majors who will have their emphasis in SSHA areas. See Table 1 for the assumptions underlying these numbers.

Teaching Commitments

An unanticipated part of the applications for this year was the low number of transfer students. There are the following implications:

- a higher-than-expected enrollment in some of the more popular or required freshmen courses (e.g., Econ 1, which is required in both the Economics Emphasis within SBS, the Management Major, and the Economics Emphasis within Human Biology).
- a heavier demand on our writing courses: Subject A, ESL, and Writing 1 that is required for SSHA Freshmen (this is not required until the second year for NS and Engineering students).
- Lower demand for upper division courses, depending of course on the final number of transfer students who matriculate – this seems especially true in the Humanities area.

In this resource plan, we will focus exclusively on the courses for which we anticipate large enrollments, hence the need for Teaching Assistants. We will avoid the hypothetical exercise for now of figuring out the upper division courses until we have better numbers, and also until we have a better sense of the outcome of faculty recruitment this year.

Writing and Spanish Instructors

Table 2 gives estimates for the number of Freshmen who will need Subject A / ESL instruction, Writing 1, Upper Division Writing, and Spanish. A number of important assumptions have had to be made, but much of it is based on extensive consultation with writing directors on other campuses and those experienced in these matters.

Subject A: we estimate a probability that 60% of our students will not have met the Subject A requirement; that 30% of those students will be in this category for reasons of

English-as-a-Second-Language (ESL), and that these students will need two semesters of instruction (the first in ESL, the second more targeted for Subject A, i.e., college level writing); that 15% of non-ESL students will need a second semester of Subject A before they are able to meet the requirements. An estimated section size is 22 for non-ESL students, 18 for ESL students.

For Writing 1, the number needed is driven entirely by the number of SSHA majors, since Natural Sciences and Engineering do not require it in their Freshmen year. The section size is set at 25.

We have put a placeholder for offering at least two sections of upper division writing for transfer students in Natural Sciences.

Finally, in Spanish, we have made a number of assumptions. The WCH major requires two years of college level Spanish, and therefore surely will require Spanish instructors. We also assume that 30% of other SSHA majors and 10% of Engineering and Natural Sciences students may elect to take Spanish.

Assuming that the lecturer load is 6 courses, the sum total of lecturer FTE is as follows: Subject A / ESL: 6.3; Writing 1: 2.8; Upper Division Writing: .3; and Spanish: 1.6.

Note: This estimate does not include instructional needs for the Core Course, since the course is still under development. However, because the course is intended to be writing-intensive, the resource needs for that course should be considered substantial.

Teaching Assistant Needs for Large Enrollment Courses

The large enrollment courses are shown in Table 3. These enrollments are high either because they are required courses for high-enrollment majors, or because they would fulfill general education requirements for SSHA majors. (Note: we have not anticipated a large enrollment from either NS or Engineering during their first year, although if the Core Course is changed from two semesters to one semester in the Freshman year, it is likely that students in those schools will find room in their first year for these electives).

The T.A. needs are especially dire in the introductory Economics and in Psychology, and in their related methodology courses. Approximately 47 half-time (one-semester appointment) T.A.s are needed to staff the courses, assuming that a half-time T.A. can lead two sections of 25 in homework and discussions.

Anticipated Faculty FTE Needs

The Faculty FTE allocation request is summarized in Table 4. This table is based on extensive faculty consultations. The “rows” represent traditional disciplines and relatively well-established areas of inquiry; and planned FTE hires are indicated by year. To the right of those columns are columns indicating our interdisciplinary areas (Public Policy, Management, etc.) to which our hires will contribute. Thus, the number “1”

under Public Policy in the row for Anthropology indicates that we expect one hire out of the total 5 hires in the area of anthropology to contribute to our Public Policy program.

At the bottom of the table, we have also indicated a number of hires that we intend to designate as joint or coordinated hires with the other schools. The Deans have conferred on the statement about joint hires, and similar statements should appear in the strategic plans of each of the schools.

Anthropology

See “Underrepresented Social Sciences” below.

Art

At its beginning, the Arts at UC Merced will be embedded in the context of the Central Valley, and connect to its resources. As such, it will share the agenda of the World Cultures Institute. By referencing the local while looking at the universal and vice versa we create a holistic experience for the scholar, the artist and the audience. An important feature of the Arts will be its aspiration to be *ubiquitous* in the general education curriculum as well as in student life. This contrasts with conservatory approaches taken in most campuses.

UC Merced Plan for the Arts proposes that all undergraduate and graduate students, regardless of the major or minor they have chosen to pursue should have the opportunity to experience the full range of enrichment that all forms of art have the potential to provide. This mission should be realized at the curriculum level as well as at the extracurricular level in a truly balanced way. UC Merced Plan for the Arts proposes that as much as possible students should be provided with opportunities to come in touch with and to experience actual works of art. UC Merced Plan for the Arts proposes to bring to students’ attention the most lasting artistic achievements in the thousands of years of human history. Students should be taught to appreciate the work of artists from all world cultures. UC Merced Plan for the Arts proposes to help students recognize the positive effect that art can have on their lives. It proposes to help them understand how they can integrate the arts into their lives. UC Merced Plan for the Arts will support and originate interdisciplinary curriculum.

More specialized curricular development will take three lines: (1) a historical, linear approach; (2) a holistic, critical studies approach; and (3) a practice, laboratory approach.

Hiring Priorities

History of Art

Critical Studies

Artists-in-Residence

Anticipated Degrees

Minor in Art
 Minor in Art History
 Major in Art History
 California State Teaching Credential for Single Subject Matter in Arts
 Masters Degree
 Ph.D. in History of Art
 Ph.D. in Critical Studies

Economics

Economics will have two central missions. The first is to establish UC Merced as a center for top-notch research and training in applied microeconomics. This mission overlaps considerably with the types of economic research conducted in the various programs of the National Bureau of Economic Research (NBER – at <http://www.nber.org>). Faculty and students will explore the determinants of economic performance and growth and the economic impact of public policies using a variety of methodological tools, over a broad span of time, and across countries. A major focus of faculty hiring will be economists working on labor, public, industrial organization, political economy, and international trade. In addition, as most economic departments create pockets of expertise, we will build strengths in the development of the American economy from an historical perspective, health, law and economics, and education. These are issues of great pertinence to the Central Valley and should serve to attract faculty seeking opportunities to influence this vast region.

The second important mission for Economics is the training of undergraduate students interested in pursuing management careers. Most students will arrive at UC Merced with a very practical orientation to their education. The undergraduate program offered to these students will be tailored to give them a broader education in economics and the social sciences than they envisioned. In the management major, they will be exposed to a liberal education, and guided to MBA programs for deeper professional growth.

Economics will also play an important role in the Human Biology major, offering an emphasis that provides an understanding of the economics of health and health care systems. Economics will also play a central role in the Public Policy curriculum.

The anticipated popularity of the undergraduate Economics and Management majors and the Human Biology major will necessitate significant faculty FTE commitments.

Hiring Priorities (includes current faculty)

- Labor economics, including health and education (5)
- Public economics/public finance (3)
- Law and economics/political economy, including environmental (3)
- Industrial organization/regulation (2)
- International trade/international finance (2)
- Finance (1)

- Applied microeconomic theory – open fields (2)
- Applied econometric theory – open fields (2)
- Applied fields – open hires (3)

Degrees (anticipated year)

BA, Economics

BA, Management Economics

PhD, Economics (2007)

BA, Public Policy (affiliate partner)

BA, Human Biology (affiliate partner)

History

In history, we have already developed recognized strengths in two relatively new and rapidly evolving areas: “digital” history, which uses quantitative methods and includes spatial studies; and the history of global conflict and cooperation, including so-called nuclear history. For the future, we plan to continue with a modified version of the hiring-for-talent, or target-of-opportunity plan: modified by the realization that, whereas the core faculty we have on hand is already enough to meet the range and number of survey and upper division classes to fulfill University of California requirements, we would like to broaden the scope of our course offerings, while at the same time building upon the strengths that have already made the WCH history emphasis unique in the UC system.

The most pressing need in the coming year will be to hire a Europeanist, preferably senior, as well as an historian of Mexico or Latin America, to work with the Literature and Cultures faculty, who already have established strengths in that field. Similarly, hiring an environmental historian, who will work with SNRI and the faculty of School of Natural Science, will fulfill one of the goals listed in the original strategic plan for SSHA. Building upon a strength already established in world history, we would also like to hire a second historian skilled in tying together the links between societies and cultures widely separated by geography or in time. Such a person would almost certainly work closely with colleagues in the WCH Literature emphasis.

Hiring Priorities:

- European / World History (3)
- Latin America / Mexico
- Environmental History
- History of the U. S. West
- Archaeology / Public History / Digital History
- U. S. History (4)
- Southeast Asia
- World since 1500
- Africa / Mideast

- Eastern Europe / Russia / Central Asia

Literatures, Languages and Cultures

The area of Literatures, Languages and Cultures envisions three overlapping interdisciplinary areas: the Literatures and Cultures of the Americas, the Literatures and Cultures of the Hispanic World, and the Literatures and Cultures of the English-Speaking World. This approach enables the interdisciplinary training of students in literature, cultural studies, theory, and comparative studies.

The Literatures and Cultures of the Americas will enable a bold hemispheric approach, exploring commonalities and differences between autochthonous and postcolonial cultures in North America, Central America, South America, and the Caribbean. This broad multilingual, multicultural area is seldom studied in all its complexity, as more traditional programs tend to focus on specific linguistic or geographic areas.

The Literatures and Cultures of the Hispanic World will have a global reach and interest. It will include peninsular, American, African, and Asian literatures in Spanish, as well as a Portuguese component. Courses in this area will be taught in Spanish (with some eventually in Portuguese), and they will also be available to students interested in cultural and linguistic proficiency in Spanish.

The Literatures and Cultures of the English-speaking World also has global reach and interest, and includes British, colonial, and postcolonial literatures. This would also include what is traditionally covered in American Studies, and it will include a focus on Central Valley and California literatures.

All these emphases will contribute significantly to the intended Ethnic Studies and Gender Studies majors, and they will enable comparative studies of issues such as diaspora, globalization, discrimination, nativism, gender roles, and other social phenomena.

Finally, the area envisions further cross-disciplinary developments in the areas of Children's Literature and in history. On-going discussion between the "literature" and the "history" corners of our program in World Cultures are planned, and searches will be executed in ways that enable considerable overlap between these areas.

Current faculty in this area bring with them a solid interdisciplinary background that includes photography and visual arts, film studies, ethnic studies, performance studies, spatial studies, and women's studies.

Additional areas for interdisciplinary overlaps expected from future faculty include public policy, cultural heritage preservation, art history, informatics and technology, among others. In recent years, literary and cultural studies have opened themselves to intersections with most other disciplines, and future hires will be reflective of this emerging trend.

In the area of foreign language instruction, we will start with a strong focus in Spanish. At the lower division level UCM will offer the following Spanish courses for those students with no previous Spanish knowledge, and for those who have taken Spanish either in high school or in other academic institution: Elementary Spanish I, II (SPAN 1, SPAN 2) Intermediate Spanish I, II (SPAN 3, SPAN 4). These courses use the communicative approach and are content based. Their emphasis is on speaking, listening, reading and writing.

In addition, UCM will offer two lower-level Spanish courses for Heritage Speakers: SPAN 10, and SPAN 11. These courses are intended for native Spanish speakers who wish to improve their writing, reading and oral skills.

At the upper division level, students can take Hispanic Cultures I, II (SPAN 100, SPAN 101). These courses approach the cultures of the Hispanic world from an interdisciplinary perspective. SPAN 100 will cover the period ending in the nineteenth century, and SPAN 101 will explore Hispanic cultural manifestations from the nineteenth century to the present. In addition, SPAN students are encouraged to take Literature (LIT) electives, as appropriate, at the upper division level. All SPAN courses will be taught in Spanish. Students with previous Spanish experience need to take a placement test to be appropriately placed in one of the courses.

In addition to formal coursework, students will be offered opportunities to use their Spanish through engagement with local organizations where their bilingual skills will be useful. These include Radio Bilingüe, Arte Americas, and Healthy House (which provides medical and health interpretation services to linguistically diverse communities). In addition, students will have the opportunity to work with Spanish-speaking infants, toddlers and children as well as their parents, through our Early Care and Education Center and our relationship with the Merced County Office of Education.

Students interested in languages other than Spanish will be able to meet their needs through a number of options: courses offered at Merced College, and through the Education Abroad Program.

Hiring Priorities

- British Literature (current search)
- Latin American Literature
- Golden Age / Colonial Hispanic Literature
- U. S. Ethnic Literature (other than Latino)
- English postcolonial literature
- Mexican Literature
- Poetry
- Cultural Studies
- Early and Colonial American Literature
- Spanish Linguistics

- Linguistics (English)
- Medieval literature (including Arabic and Jewish literature)

Anticipated Degrees

- B.A. in Literature and Cultural Studies (expected opening: 2006-2007)
- Ph.D. in World Cultures Studies (expected opening: 2007-2008)
- M.A. in World Cultures Studies (expected opening: 2007-2008)
- B.A. in Spanish Language and Cultures (expected opening 2007-2008)

We expect the Literature faculty to play an important role in other currently planned degrees, such as Ethnic Studies and Gender Studies, among others.

Philosophy

Philosophy has historically studied conceptual questions within and between the humanities, arts and sciences: What is art? What is justice? What is the relation between mind and brain? The UCM program aims to distinguish itself by emphasizing applied philosophy, which develops answers to these questions not in a vacuum, but in close collaboration with relevant disciplines.

The goal is to create a highly interfaced philosophy department, where philosophers of art work with artists, philosophers of mind work with cognitive scientists, ethicists work with policy-makers, and political philosophers work with political scientists. There is precedent for each these interfaces and various others, but no department which brings them together in one program.

Hiring in UCM applied philosophy will fall into three categories: (1) Applied ethics and political philosophy, (2) Philosophy of mind and cognitive science (with possible hires in philosophy of biology and philosophy of science), and (3) Philosophy of art and literature.

Philosophers in these areas could contribute to programs campus-wide, including human biology (ethics of stem cell research, philosophy of neuroscience), Global Conflict and Cooperation Studies (risk-management, decision theory, just-war theory), Public Policy (ethical issues in the Valley, affirmative action, and topics courses on specific policy issues), Environmental Systems (environmental ethics), Engineering (engineering ethics, robotics and neural networks, philosophy of artificial intelligence), literature (literature and philosophy, philosophy of literature), and Art (philosophy of art).

In every case the hope is to both draw and contribute strength: philosophy is enriched by contact with current work in related fields and those fields are enriched by conceptual insights from philosophy.

Hiring Priorities

- Philosophy of cognitive science / philosophy of mind
- Applied Ethics / Ethics / Political Philosophy
- Philosophy of Art / Literature
- History of philosophy.

Political Science

See “Underrepresented Social Sciences” below.

Psychology

Psychology is one of the most popular areas of study for both undergraduate and graduate students at major universities across the country. Psychology courses also are universally popular for meeting the general education requirements of non-majors.

SSHA will provide undergraduate students with a general background in psychology, including social, personality, abnormal, developmental, and cognitive, and provide them with courses (e.g., statistics, research methods, field studies) necessary for success in graduate training in psychology or related fields. At the same time, SSHA will encourage interdisciplinary study and offer several avenues for specialization.

Areas of specialization in Psychology. SSHA is currently considering several areas of specialization in psychology, including Applied Human Development (AHD), Cognitive Science (COGS), and Quantitative Studies (QS).

Applied Human Development. For AHD, SSHA will hire developmental psychologists who can conduct original research on cognitive development and social development, and also contribute to the creation and functioning of the UC Merced Early Care and Education Center, which will be housed with our school. These faculty will help to plan the curriculum of the child care center, and also to design observation and experimental rooms with state-of-the-art video facilities to support teaching, research and training activities. With these facilities in place, our faculty will be able to create a living laboratory for AHD classes in cognitive development, social development, and child care theory and practice. In addition to preparing graduate students for academic careers in developmental psychology and related fields, the AHD undergraduate specialization also would contribute to the training of a new generation of early child-care professionals for the Central Valley and beyond.

Cognitive Science. The cognitive science specialization will require basic psychology courses in addition to basic courses in programming and courses from other fields relevant to the study of the mind, for instance, philosophy, computer science (artificial intelligence, human-computer interaction), anthropology, linguistics, neurobiology, and decision sciences. For more details, see separate section on Cognitive Science as an interdisciplinary study.

Quantitative Studies. Psychology includes many diverse specialties, ranging from such applied fields as clinical and school psychology to such basic research fields as cognitive, developmental, social, and neuropsychology. Yet the one thing these specialties share in common is a commitment to the use of scientific methods. The quantitative studies specialization is devoted to the study and development of those methods. The aim of the program is to train students to make original research contributions to our understanding of research design and statistics, to be competent users of methodology in their work, and to serve as consultants about the design and analysis of psychological research. Faculty in this area do their research and teaching in experimental and quasi-experimental design, regression, analysis of variance, meta-analysis, computer simulation, linear structural modeling, measurement theory and psychometrics, and program evaluation.

It is imperative that we retain flexibility to add new areas (e.g., health) to Psychology as student interests and needs become more apparent in the coming years, and as the mix of faculty interests and skills change both within SCS and in the rest of the university.

Current hiring priorities for Psychology

- Developmental Psychology (4)
- Social Psychology (3)
- Personality (1)
- Clinical or Abnormal (1)
- Psychology – Cognitive (or Cognitive Science if needed) (6)

Degree Programs (anticipated year)

B.A. Social and Cognitive Sciences with an emphasis in Psychology (2005)

M.A. Social and Cognitive Sciences with an emphasis in Psychology (2005)

Ph.D. Social and Cognitive Sciences with an emphasis in Psychology (2005)

Sociology

See “Underrepresented Social Sciences” below.

Underrepresented Social Sciences

We currently do not have core faculty representation in three fields: Anthropology, Political Science, and Sociology. In order to gain a better perspective on strategic opportunities in these fields, we will formally request the Center for Advanced Study in the Behavioral Sciences at Stanford (CASBS) to organize a seminar for our interested faculty, joined by some senior faculty in these fields from UC campuses. This will help us frame and target searches in these areas.

Interdisciplinary Strengths

Cognitive Sciences

Cognitive Science as a field of study arose in the latter part of the twentieth century. Cognitive Science departments, programs, and institutes are appearing across the country and abroad, and more skilled cognitive scientists (trained undergraduates and graduates) are being hired in areas such as medicine, business, and technology. The field is inherently interdisciplinary, often with a strong basis in psychology but drawing from computer science, linguistics, anthropology, philosophy, decision sciences, and other fields interested in the human mind.

SSHA thought it imperative to develop in the area cognitive science in the early stages because there are many obvious benefits to UCM. Here are a few: (1) It opens up many unique possibilities for interdisciplinary study within SSHA and across Schools (e.g., with visual arts, spatial studies, and public policy, and with Engineering and Natural Sciences). (2) It expands opportunities for external funding from agencies such as NSF, NIMH, NASA, ONR, and others. (3) It provides a way to connect with businesses in Silicon Valley, for instance, through student internships at ICM, HP, NASA, and so on. (4) It would attract (and has already attracted) the attention of many top scholars across the country and abroad, especially those looking for a setting in which to conduct interdisciplinary research; (5) it would produce graduates who are highly employable within the business sector, and also well prepared to advance to graduate school.

SSHA has already taken concrete steps to ensure the livelihood and success of Cognitive Science at UCM. First, SSHA faculty established a Cognitive Science Advisory Board in Fall 2004. The board includes several eminent cognitive scientists, including Donald Norman (spearheaded UCSD Cognitive Science Department, author of the *Psychology of Everyday Things*), Herbert H. Clark (Cognitive Science Society Fellow, author of *Using Language*, Stanford faculty), and Lawrence Barsalou (former Cognitive Science Society President, Emory faculty). This board is assisting SSHA in planning the vision, mission statement, and goals of Cognitive Science at UCM.

Faculty in SSHA has also planned two key events to increase the visibility of Cognitive Science at UCM. The first event will be a one-day workshop with the advisory committee mentioned above. SSHA faculty requested funding from UCOP and awarded a grant to cover basic expenses. The second event will be a large conference entitled *The Future of Cognitive Science*. The event will be held at UCM in spring 2006, and SSHA faculty has requested funding from NSF.

SSHA has also started looking into planning a national fMRI training center that could help us build and provide excellence in training in cognitive neuroscience, a key area closely related to cognitive science. The center would probably open in 2010, assuming it is housed in the new Social Science and Management Building. If, however, it were housed in the Castle facility, its opening could be sooner. Hiring in this area should occur at least 1-2 years before the opening of the fMRI center so the pertinent faculty can participate in planning.

Current hiring priorities for Cognitive Science

- Cognitive Science - Computational modeling

- Cognitive Science - Human-Computer interaction or decision sciences
- Cognitive Science - Language
- Cognitive Science – Perception, vision, and action
- Cognitive Science –learning, categorization, reasoning, problem-solving

Degree Programs (anticipated year)

B.A. Social and Cognitive Sciences with an emphasis in Cognitive Science (2006)

M.S. Social and Cognitive Sciences with an emphasis in Cognitive Science (2006)

Ph.D. Social and Cognitive Sciences with an emphasis in Cognitive Science (2006)

Public Policy

Public Policy will be a flagship contribution of UC Merced in its role as an institution located in the Central Valley. At both the undergraduate and graduate levels, the program provides an interdisciplinary education that prepares students for leadership positions in analyzing, implementing, and managing public policies. Students will be prepared to apply the knowledge and tools from various academic disciplines, spanning such diverse fields as economics, political science, psychology, engineering, and biology, as applied to problems as diverse as social policy, health policy, environmental policy, and educational policy. The program focuses on the challenging policy issues of today and strives to prepare students to understand and to solve the emerging problems of tomorrow. As one of the best ways to learn is by doing, students will participate in an internship and/or an independent research project. The program will especially take advantage of problems that face the Central Valley, and as such, will develop partnerships with the Great Valley Center.

Staffing for the program will come primarily from faculty hired in the various disciplines that contribute to public policy. However, because it is a professional as well as a disciplinary area, the strategic plan sets aside a limited number of searches that will search for “best athlete” in arenas of public policy.

Public policy is also an area where joint appointment with Engineering (especially in environmental policy) and in Natural Sciences (especially in health) are likely.

Spatial Studies

SSHA Spatial Studies is envisioned as a research field, a graduate degree program, and an undergraduate degree program. We intend the Spatial Studies program to eventually involve Engineering and Natural Sciences. This innovative and experimental interdisciplinary area encompasses a number of distinct scholarly domains:

- Literary theory: The literary representation of the city and the ways in which the city, conceived as a physical, political, and social entity, influenced the lives and the texts of writers;
- GIS and quantitative methods: Using census data and spatial analysis to understand migration during the New Deal, the political geography of government policy in medieval China, and other areas;

- Cognitive science: How people imagine navigating through space, tell others how to navigate through space, re-arrange or move physical objects in space, and look at maps and other depictions of space; and
- Social policy: Spatial factors affect immigrants' integration, politics, and the distribution of resources for them; spatial modeling provides a way to understand urban development.

This area has the potential for significant payoff. Scholars in the humanities and related fields have been increasingly interested in spatial and geographical approaches for the last ten years. Geographic information systems and other computational and quantitative approaches have begun to make inroads into the social sciences, and, increasingly, history as well. However, little effort has yet been made to identify common ground between quantitative approaches to spatiality, and literary theory. We believe that there is potential to open new areas of research, particularly when mediated by fields such as policy studies and cognitive science, which study society and discourse, respectively.

Recently, SSHA faculty received a planning grant from the Office of the President, Humanities Research Initiative, to host a seminar series to develop this area. Matching funds for this initiative will be provided through our grant from the Hewlett Foundation. This will enable the group to establish shared vision not just within SSHA, but also with Engineering and Natural Sciences faculty.

Human Biology

The undergraduate degree in Human Biology provides a foundation to address the needs of the state, and especially the Central Valley, in areas of health professionals, teachers, and research. The Human Biology major will provide majors with the appropriate background for entrance into professional education in areas of medical, allied health, and public health, including medicine and dentistry, pharmacy, genetic counseling, health education, clinical psychology, epidemiology, environmental health sciences, and health administration among others, as well as provide a strong foundation for careers in science and biomedical research.

The undergraduate major in Human Biology will provide students with an interdisciplinary and broad based education in the Biological and Social Sciences and Humanities. It will take advantage of the revolution in genomics and other fields of biology, as well as advances in psychology, economics, sociology, public policy, and ethics. The breadth of the program will allow students interested in health professions to have a well-rounded view of the cultural and psychological influences on patient health, the economics of health care systems, as well as excellent preparation in physical and life sciences. The popularity of this major is evidenced on many major campuses, including Stanford and UCSD. Amongst our applicants, 454 freshmen and 42 transfer students have specified Human Biology as a desired major.

From the undergraduate program, SSHA sees opportunities for the development of graduate programs and research initiatives jointly with Natural Sciences in the areas of

psychobiology, neuropsychology, cognitive neuroscience, child development, economics, sociology, and public policy.

Ethnic Studies

The core of this interdisciplinary study program will provide an understanding of the experiences of African Americans, Asian Americans, Chicano/Latinos, and Native Americans. The program will feature perspectives from the disciplines of history, literature and cultural studies, the arts, and the social sciences. In addition, the program will highlight comparative study of minority experiences cross-culturally. In keeping with UC Merced commitment to exploring the world/home paradigm, the Ethnic Studies program will explore both domestic ethnic groups and the experiences of ethnic groups elsewhere in the world. Initially, students will be able to pursue study in Ethnic Studies as a track of the Social and Cognitive Sciences Major, within the World Cultures and History Major, or as a SSHA General Studies Major.

Gender and Women's Studies

This interdisciplinary area of inquiry will consider the position of women, and the role of gender distinctions more generally, through history and internationally. It will examine gender-based role expectations, demands, and discrimination, using the lenses of the social sciences, humanities, and arts. It will explore the growing body of feminist theory that advances our understanding of gender, society, and culture, as well as studies that address emerging areas of scholarship in masculinity, queer theory, and gay and lesbian studies. Initially, students will be able to pursue study in Gender and Women's Studies as a track of the Social and Cognitive Sciences Major, within the World Cultures and History Major, or as a SSHA General Studies Major.

Global Conflict and Cooperation Studies

The GCCS program will place emphasis upon the newly-recognized, non-traditional determinates of national and international safety and well-being--including such factors as the environment, climate change, global migration and immigration, world population trends, and transnational organized crime. The role that cooperation, as well as conflict, have played and can play in the international system will likewise be a focus. Drawing upon the uniquely interdisciplinary approach of UC Merced, the GCCS course of studies will include history, economics, and political science, but also contributions from UCM faculty in the natural sciences and engineering. As the program develops, it is expected that course work for the degree will include collaboration with University of California colleagues doing unclassified research at the nearby Lawrence Livermore National Laboratory.

Minor in Education

Most University of California campuses have instituted a minor in education as a means to attract UC-quality students to the professional of teaching. These options have proven

very popular with UC students. Minors represent an academically coherent means to provide the prerequisite undergraduate education that students need in order to be eligible for admission to fifth-year teaching credential programs. Part of that education includes an introduction to teaching and K-12 in California, and 40 hours of observation in a school classroom. UC campuses have created credit courses around the observation requirement that let students have supervised experiences with teaching, with both classroom-based and tutoring options.

Since it is expected that all required courses for the minor will be upper division (with the possibility that the introduction to teaching and K-12 might be open to sophomores), SSHA will propose a minor that will be available to students who begin as freshmen in September, 2005. While advising will be available to first-year transfer students, constraints on availability of funding for instructional and supervisory staff limit the prospects for having the minor available in time for transfer students to complete its requirements.

Most courses for the minor can be drawn from current list of approved courses in psychology and cognitive science. New courses will be developed for the introduction to teaching and K-12 plus the credit courses that encompass supervised classroom observation and teaching experiences. One lecturer FTE will be needed to make the arrangements with the schools for supervised observation/teaching experiences, and for teaching the introductory and supervised observation courses. Funding for the lecturer position is requested for 2006-07.

Joint Appointments

The Deans for the three schools have shared the emerging strategic plans from their respective schools, and have identified some areas where on-going discussions are warranted for possible joint or coordinated appointments across schools. These areas include:

- Human biology, health and environment, including management and policy
- Mathematical sciences, applied mathematics, and applied statistics
- Atmospheric sciences, air resources
- Environmental/energy sustainability including policy
- Energy including optics, material sciences, and energy policy
- Management and decision sciences
- Cognitive and computational sciences
- Geography and spatial analysis

Each of the Schools will coordinate with the EVC to facilitate cross-school faculty engagement to develop meaningful FTE descriptions that result in a UCM-wide interdisciplinary culture.

During 2005-2006, SSHA proposes one FTE towards joint or coordinated appointments, and two FTE in each subsequent year. These numbers may be revised depending on the

success of our experience in the first few years. These are expressed in the spreadsheet as Joint Appointment rows at the bottom (Green).

Table 1. Freshmen Enrollment Estimates

	N Proportion		Estimated Distribution of Majors and Emphases							
	N	Proportion	Distribution	Und_DIST	UndSSHA	UndUCM	Humbio(p)	Humbio(N)	TOTAL	
Eng	149	0.16								
BIOE	45	0.05				39	128.4	53		
CSE	61	0.07	MGMT	1	127	0.42	16	53	196	
ENVE	10	0.01	SBS		88	0.29	11	37	136	
UENG	33	0.04	Psy	0.6	53	0.17	7	22	0.3	
			Econ	0.2	18	0.06	2	7	0.2	
NS	235	0.26	PubPol	0.2	18	0.06	2	7		
BIOS	145	0.16	WCH		52	0.17	7	22	80	
ESS	8	0.01	Hist	0.5	26	0.08	3	11	40	
HBIO	53	0.06	Lit	0.5	26	0.08	3	11	40	
UNS	29	0.03	SSHA TOTAL (excluding Humbio)							413
SSHA	306	0.34	<i>Assumptions:</i>							
MGMT	127	0.14	See distribution assumptions for emphases within SBS and WCH majors							
SBS	88	0.10	Undeclared SSHA majors will distribute themselves similarly to Declared SSHA							
WCH	52	0.06	60% of Undeclared UCM applicants will be SSHA Majors							
USSHA	39	0.04	30% of HumBio Majors will take Psych Emphasis							
			20% of HumBio Majors will take Econ Emphasis							
UNDECLA	214	0.24								
TOTAL	904									

Table 2. Instructor Estimates

Subject A / ESL

Number of Students		904					
Probability need Subject A	0.6	542					
Probability ESL (given Subject A)	0.3	163	Class Size	18	9.04		
Non-ESL	0.7	380		22	17.3		
Probability Need Second Semes							
ESL	1	163		18	9.04		
Non-ESL	0.15	57		22	2.6		
					37.9	Lecturer Load	Lecturers
						6	6.3

Writing 1 (Assuming NS and Eng students are not taking this in their first year)

WRITING 1							
Percent of Freshmen SSHA	0.34	307	Class Size		No. of Sections		
Undeclared in SSHA		106					
TOTAL Freshmen in Writing		413					
Section Size				25	16.5		
						Lecturer Load	Lecturers
						6	2.8

Upper Division Communication/Writing (Required by Natural Sciences)

Number of Transfers in Natural Sciences		50	Class Size		No. of Sections		
				25	2	6	0.3

Spanish

Required WCH	52						
WCH From Undeclared SSHA	7						
WCH From Undeclared UCM	22		Class Size		No. of Sections	Lecturer Load	
From Other SSHA (.3)	70						
From NS / Eng (.1)	40						
TOTAL SPANISH	191			20	9.5	6	1.6

Table 3. Courses with Expected Large Enrollments and Estimated T.A. Needs

	Major/Emphasis						TOTAL	HafI-Time 1
	MGMT	PSYCH	ECON	PUBPOL	HIST	LIT		
Hist 10 Introduction to World History to 1500	25	12	5	3	40	40	125	2.5
Hist 11 Introduction to World History since 1500	25	12	5	3	40	40	125	2.5
Hist 16 The Forging of the U.S. 1607-1877	25	12	5	3	40	40	125	2.5
Hist 17 Modern U.S. 1877-Present	25	12	5	3	40	40	125	2.5
Lit 20 Introduction to World Culture and Literature I	25	12	5	3	40	40	125	2.5
Lit 21 Introduction to World Culture and Literature II	25	12	5	3	40	40	125	2.5
Lit 50 Introduction to Hispanic Literature I	25	12	5	3	30	30	105	2.1
Lit 51 Introduction to Hispanic Literature II	25	12	5	3	30	30	105	2.1
Econ 1 Introduction to Economics	196	40	38	27	10	10	321	6.4
Econ 10 Analysis of Economic Data	196		38	14	10	10	268	5.4
Psy 1 Introduction to Psychology	196	98		27	10	10	341	6.8
Psy 10 Analysis of Psychological Data	196	98		14	10	10	328	6.6
Art and Culture (under development)	30	30	15	15	30	30	150	3.0
							2368.0	47.4

Table 4. SSHA Faculty Hiring Plan (2005-2010)

Version 5.0 (Jan. 25, 2005)

	2005	2006	2007	2008	2009	2010	TOTAL	PubPc	Mgmt	CogSc	Spatia	HumB	Ethni	Gend	GCCS
Anthropology (Senior)		1	1			1	3								
Anthropology (Junior)					1		1								
<i>Anthropology (Total)</i>	0	1	1	1	1	1	5	1	1	2		1	2	2	1
Art (Ramicova)	1						1								
Art (Senior)		1					1								
Art (Junior)			2	2	1	1	6								
<i>Art (Total)</i>	1	1	2	2	1	1	8	1		2	1		2	2	
Cognitive Sciences (Senior)		1		1			2								
Cognitive Sciences (Junior)			1		1	1	3								
<i>Cognitive Sciences (Total)</i>	0	1	1	1	1	1	5		1	5	1	2			
Economics (Kantor)	1						1	1							
Economics (Senior)	1		1		1		3								
Economics (Junior)	2	4	2	4	3	3	18	1							
<i>Economics (Total)</i>	4	4	3	4	4	3	22	6	6	1		2	1	2	1
Geography (Spatial Analysis/GIS)		1					1								
Geography (Cultural)				1			1								
<i>Geography (Total)</i>	0	1	0	1	0	0	2	1		1	2		1	1	1
History (Herken)	1						1								
History (Mostern)	1						1								
History (Malloy)	1						1								
History (Senior)	1	1	0	1	0	0	3								
History (Junior)		1	2	2	3	2	10								
<i>History (Total)</i>	4	2	2	3	3	2	16	2	1		3	2	2	1	2
LLLC (Martin-Rodriguez)	1						1								
LLLC (Ricci)	1						1								
LLLC (Goggans)	1						1								
LLLC (Adan-Lifante)	1						1								
LLLC (Senior)	1	1		1		1	4								
LLLC (Junior)		3	3	1	3	2	12								
<i>LLLC (Total)</i>	5	4	3	2	3	3	20	2		1	1	2	4	4	1
Philosophy (Yoshimi)	1						1								
Philosophy (Senior)		1	1				2								
Philosophy (Junior)		1	1	1	1	3	7								
<i>Philosophy (Total)</i>	1	2	2	1	1	3	10	1	1	3		1	1	1	1

SSHA SPACE POLICY
Adopted January 18, 2005

GENERAL

1. All allocations of space under the jurisdiction of the School of Social Sciences, Humanities and Arts are made by the Office of the Dean.
2. Changes in space allocation must be approved by the Dean, with recommendation by the Space Committee. A space allocation may not be transferred or traded by a faculty member, group of faculty members without explicit recommendation of the Space Committee and approval of the Dean.
3. Office and research space allocated to faculty, areas, or others, is intended solely for use related directly to the school's teaching and research mission. Currently enrolled students and university employees may be given temporary use of a faculty member's space without review by the Space Committee, provided they are directly involved in the research of that faculty. Visitors may be given temporary use of space. Uses of an allocation other than those described above must be recommended by the Space Committee and approved by the Dean. In general, faculty, groups of faculty members, or areas are expected to provide research and study space for all students and visitors working with them. Where possible, students are expected to share office space.
4. At the time of the SSHA review for promotion or merit increase, or under special circumstances at other times, such as when a faculty member requests an increase in their allocation, the space allocation of each faculty member will be reviewed by the Space Committee. Based upon the ad hoc committee report and information contained in the attached school space use evaluation form, the Space Committee will recommend to the Dean one of the following: 1) that the faculty member's space allocation be approved until the next review, or until some other designated time, or 2) that specified rooms be designated eligible for reassignment when an approved space need arises. Persons not being reviewed at regularly scheduled intervals and persons other than ladder faculty who have a school space allocation will be reviewed at two year intervals. The space allocation review will follow the review for promotion or merit increase and benefit from the resulting documentation of research and teaching activity.
5. All full time faculty at a minimum must be assured of individual office space. During the growth phase of the program, individual faculty offices allocated as faculty office space may be re-allocated for other purposes. However, the arrival of a new faculty member will override any other arrangements for use of office space assigned to faculty. Recommendation for re-assignment of space in order to vacate this space for the new faculty member must be made by the Space Committee, and approved by the Dean.
6. A space committee recommendation can be appealed in the following way. The faculty member can request once, that the space committee consider *new* information relevant to a

space recommendation. If after considering the new information the committee does not change the recommendation, then the final decision will be made by the Dean.

SPACE ALLOCATION GUIDE

ASSIGNMENT STANDARDS: Five types of space are defined.

- I. Office space assigned to faculty. A suitable individual office will be provided for each faculty member whose primary appointment is in the School of Social Sciences, Humanities and Arts, and may be provided for emeritus faculty at the discretion of the Dean.

- II. Office space retained in SSHA Space Pool. Work or study space will be provided from the School's space pool for the following categories of persons *only given explicit justification of need relevant to some phase of the School's program*. Shared space normally will be provided where a relevant need has been demonstrated and individual space is not required, or is not available.
 1. Faculty associated with SSHA, where it is clear that space available elsewhere on campus does not meet a relevant need.
 2. Visiting and adjunct SSHA faculty.
 3. Temporary assistants to faculty research projects, where it is clear that assigned research duties demand individual office space.
 4. Instructional assistants, where it is clear that a major assigned responsibility can be discharged only given individual office space.
 5. Students writing their doctoral dissertation, where such space appears to be a requirement for prompt and effective completion.
 6. School administrative staff.

It is understood that special cases not in the above categories will arise which demand office or study space. Each such case will require explicit justification for consideration by the SSHA Space Committee and will be subject to approval by the Dean..

- III. Research space assigned to faculty, groups of faculty, or areas. Where the need can be justified, basic research space will be provided for each individual faculty whose primary appointment is in the SSHA. For shared use, space may be assigned to groups of faculty members.

- IV. Research space retained in SSHA space pool. Individual research space from the SSHA space pool will be provided for the following categories of persons *only given explicit justification of need relevant to some phase of the SSHA program*. Shared space will normally be provided where a relevant need has been demonstrated and individual space is not required, or is not available.

1. Regular faculty of SSHA, where approved projects under their direction cannot effectively be conducted in space provided under III above.
2. Faculty associated with SSHA, where the contribution being made to the School's program includes research.
3. Visiting and adjunct SSHA faculty.
4. Graduate and undergraduate students under faculty direction as part of a program of instruction in which the student is enrolled, where it is clear that the research cannot be effectively conducted in space provided under III or IV 1-2 above. Need for study space is to be considered separately under category V-1, and only in the case of graduate students.
5. Post-doctoral fellows, where it is clear that the research involved cannot be effectively conducted in space provided under III or IV 1-2 above.
6. Emeritus faculty.

V. Other space retained in SSHA space pool. Student facilities and study space will be provided in the following categories.

1. Where possible and as needed, study space will be provided for regularly enrolled graduate students.
2. Graduate student reading area.
3. Commons area for approved graduate activities that are relevant to the School's program responsibilities.