Cogut Center for the Humanities
Proposal for Change in Status from Center to Institute

The Cogut Center for the Humanities was founded in 2005 with the aim of establishing a central location on campus for interdisciplinary humanities research and programming, one that would build on the strengths of our faculty and departments while promoting collaborative energies and initiatives. The Center was also naturally expected to gain recognition and visibility beyond the campus, thereby enhancing Brown’s long-standing reputation as a school with special strengths in the humanities.

The activities of the Center during its first decade included the establishment of a fellows program and seminar, the development of courses (under the HMAN rubric), and the promotion of a number of cross-disciplinary thematic initiatives. Recently the Humanities Initiative was transferred to Cogut from the Dean of Faculty’s office. This represents a significant development in the evolution of the Center, including the formal appointment of the six Humanities Initiative faculty positions and the gift-supported programming fund that were announced in 2010. Looking to the future, we are expanding the breadth of the Center’s reach in key ways: through the inauguration of a Graduate Certificate in Collaborative Humanities, through new programming linked to collaborative faculty interests and Building on Distinction, and through the administration of the Humanities Initiative.

Given the current range of activities and programs, and for additional principled reasons which we outline below, we are requesting that the Cogut Center for the Humanities be renamed the Cogut Institute for the Humanities. As this proposal will show, the Center currently conforms to the definition of “Institute” provided in the university’s Handbook of Academic Administration, which specifies that Institutes house a larger and more various set of research and teaching programs than Centers. During the Center’s external review in 2013, and in response to arguments made in the Center’s self-study, it was recommended by the review committee that a change in status be considered. The review committee believed that a humanities institute would have the appropriate institutional standing to effectively represent and channel forms of interaction and collaboration not only among departments and existing centers within the humanities, but also in partnership with other institutes and even schools, including the Watson Institute and the Alpert Medical School. Subsequent stages of review with the APC produced an invitation from then-provost Vicki Colvin to move forward with a proposal for institute status.
**Rationale**

The rationale for a change in status is based on the breadth of the Center’s current activities and programs, the position of the Cogut Center within the university, and evolving norms for naming humanities institutes and centers at peer institutions.

1. **Current Programs and Activities**

Both practically and symbolically, the Cogut Center represents all of the departments within the humanities division of the university. It occupies the unique situation on campus of being a research, teaching, and programming center that also carries the name of one of the university’s academic divisions. The closest analogue on campus is the Watson Institute for International and Public Affairs, which is broadly representative of the social sciences division of the university. At the present time, we house a number of key academic programs that serve scholars in the humanities and humanistic social sciences, including 1) an annual research fellowship program for Brown faculty, postdoctoral fellows, graduate students, and undergraduates, 2) a postdoctoral program which allows departments to propose searches in emergent and currently underrepresented fields, and which welcomes departmentally appointed postdoctoral fellows into the life of the Center, including the research seminar, 3) a Graduate Certificate in Collaborative Humanities, available to doctoral students who wish to augment their study with training in collaborative, cross-disciplinary work, 4) the Humanities Initiative, which oversees the appointment of major scholars meant to promote interdisciplinary research and which funds major collaborative programming projects, and 5) a curricular program of interdisciplinary and collaborative seminars and classes at both the undergraduate and graduate levels. (See Appendix A for the Center’s organizational chart.)

The number of departments, centers, and institutes routinely represented in the annual fellows cohort is quite extensive. This year’s postdoctoral fellows have partial or full appointments in the following departments and centers/institutes at Brown: Africana Studies, Anthropology, Comparative Literature, Education, Hispanic Studies, History, Political Science, the Center for the Study of Slavery and Justice, and the Institute at Brown for Environment and Society (IBES). This year’s faculty have partial or full appointments in the following departments and centers/institutes: Classics, Comparative Literature, English, French Studies, German Studies, Middle East Studies, History, History of Art and Architecture, and Religious Studies. This year’s graduate students are pursuing doctorates in the following fields: Italian Studies, Political Science, Religious Studies and History. And this year’s undergraduate students represent the following concentrations: Environmental Studies, French Studies, Literary Arts, Medical Humanities, Modern Culture and Media, and Sociology. Please see Appendix B for a full record of departments, centers, and undergraduate concentrations represented by fellows for the past three years.

It is worth noting how extensively the current postdoctoral programs both support the interdisciplinary life of the center and build bridges between the center and departments that
house the postdocs. Both the Mellon postdoctoral program and the International Humanities postdoctoral program, which result in a total of eight staggered two-year postdoctoral fellows in residence each year, allow departments to explore new areas of research through innovative appointments. The postdoctoral program functions as a significant form of faculty and research development for the university and for departments across the humanities and the humanistic social sciences.

The Cogut Center is also newly involved in the appointment of major scholars through the Humanities Initiative, which moved from the Dean of Faculty’s office to the Cogut Center in 2015, thereby shifting responsibility for the process from a dean-appointed committee to the Cogut Center Governing Board, which in turn has been expanded from six to eight members. The scholar’s program, which leads to major faculty appointments meant significantly to augment Brown’s humanities research profile, involves a yearly call for scholar nominations from faculty, careful review of nominations by the board, and coordination of candidate visits and subsequent review. The Board is charged with making a final recommendation to the Dean of the Faculty after departmental votes on selected candidates. (See Appendix C for the guidelines outlining the Center’s role in this important appointment process.)

The Cogut Center not only plays a significant role in the recruitment of Humanities Initiative faculty but is also a central intellectual site for the teaching and programmatic work of the appointed scholars, who typically teach half-time at the Center and who will play a key role in staffing the new certificate program. These new faculty constitute an interdisciplinary core of faculty “in residence” at the Center, providing long-term intellectual leadership to its more transient or more junior affiliates while also deepening Cogut’s connections to programs and activities in and across departments and other centers.

In fall 2016, the Graduate Council approved a new Graduate Certificate in Collaborative Humanities, which will be administered by the Cogut Center. This program will draw on the contributions of a large group of faculty from the humanities and the humanistic social sciences, and will make Cogut a central hub for an interdisciplinary graduate community, providing a common research space that will enrich and extend student experiences working in humanities departments at Brown (see Appendix D for the full approved certificate proposal).

The graduate curriculum associated with the certificate program will enhance an already rich interdisciplinary curricular program of seminars offered by annual fellows and affiliated center faculty. The seminars are keyed to the ongoing research of the faculty and develop accordingly in response to emergent interests. Current seminars at both the graduate and undergraduate levels include topics in animal studies, aesthetics and architecture, environmental studies, the history of science, law and nationalism, and ethics and politics. Enrollment numbers for the past three years are provided in Appendix E.
2. Position of the Cogut Center within the University

Beyond its important role as a research center for the humanities and the humanistic social science, the Cogut Center has been identified as the primary institutional hub for activity related to “Exploring Human Experience,” one of the key themes of Building on Distinction. The plan calls for “building on the success of the Cogut Center for the Humanities and the Humanities Initiative to promote creative critical thinking and informed public dialogue about the most challenging questions facing humanities.” Current programming initiatives reflect a range of timely research questions, including religion and internationalism, environmental humanities, creative medicine, politics in the humanities, theory and method of the human sciences, and digital culture. Many of these rubrics also significantly inform the team-taught curricular program of the collaborative humanities certificate. Our annual reports list the full range of programming and curricular offerings and can be viewed at https://www.brown.edu/academics/humanities/about-us/cogut-center-annual-reports.

Through a major grant from the Mellon Foundation meant to promote global research exchanges, the Cogut Center has also extended its international programs, with special emphasis on visiting international scholar programs, international graduate research grants, and high-visibility international conferences and symposia related to current initiatives. It was also decided in fall 2015 that the Cogut Center will be housing the new Centre d’Excellence, an international center at Brown sponsored by the French Embassy and meant to promote international scholarship related to French studies in a global context (our inaugural event will be a conference in February 2017 entitled “Islam and the French: Religion and Laïcité in the Public Sphere”). This new-center-within-our-center is only a particularly visible example of the fact that the Cogut Center houses many research initiatives and therefore has a broader reach than the other topically focused centers within the humanities and social sciences at Brown (such as the Center for Slavery and Justice, the Center for the Study of Race and Ethnicity in America, or the Center for Latin American and Caribbean Studies). We believe a change in status would help to clarify and better reflect the relationship of the Center to the many initiatives and programs within the humanities that it represents.

Beyond the intellectual reach of “Exploring Human Experience,” and the corresponding breadth of the Cogut’s Center research and programming activities, it is worth noting that the majority of the themes in Building on Distinction are directly linked to Institutes or Schools, with Centers playing a subsidiary role when they do appear. The only exceptions are Cultivating Creative Expression, which draws in a range of institutional players and has been given more organizational cohesion recently through the Arts Initiative, and De/ Coding Data Sciences, which is also linked to a new Initiative. Given this range of existing and developing activities, an elevation to Institute status is merited. Apart from the reasons we have provided here, nomenclature signals value, and we believe that it is important to accord the Center and the humanities clear institutional parity with the other institutes and research areas that are playing a central role in Building on Distinction, and in Brown’s overall vision of a balanced university.
3. Evolving Norms for Naming Humanities Centers and Institutes

To change the status of the Cogut Center would also accord with trends at play nationally and internationally, where many major universities have denominated their humanities research and programming units as institutes rather than centers. Among the current roster of humanities institutes are the following: the John Hope Franklin Humanities Institute at Duke University, the Franke Institute for the Humanities at the University of Chicago, the Institute for the Humanities at the University of Michigan, the Alexander Krass Humanities Institute at Johns Hopkins University, and the Alice Kaplan Institute for the Humanities at Northwestern University. Other major state universities with humanities institutes include the University of Virginia, the University of Wisconsin-Madison, University of California-Santa Cruz, Indiana University, Penn State University, Ohio State University, SUNY-Buffalo, University of North Carolina-Chapel Hill, University of California-Davis, University of Illinois-Chicago. While many universities still use the designation of “center,” newer and more ambitious research initiatives are gravitating toward the designation of “institute.”

Conclusion

Changing the name of the Cogut Center for the Humanities to the Cogut Institute for the Humanities would properly reflect the augmented role that Cogut has come to play within the university over the past several years. As a major research center representing departments and scholars across the humanities and humanistic social sciences, the Cogut Center is a central hub for interdisciplinary inquiry, scholarly advancement, and collaborative research and programming. Its activities both build on and enhance the work of departments and centers, and the new graduate certificate program promises to serve as a major recruitment incentive for students in a range of disciplines and fields of study. The Center is also highly visible nationally and internationally, and both the Center and the university would benefit from the enhanced position that institute status would provide to the Cogut Center.

The Cogut Governing Board has voted unanimously in support of this proposed change in status and has approved this document.

Submitted by Amanda Anderson, Director, Cogut Center for the Humanities and the Cogut Governing Board: Ariella Azoulay (MCM and Comparative Literature); Susan Bernstein (Comparative Literature and German Studies); Timothy Bewes (English); Sheila Bonde (History of Art and Architecture); Leela Gandhi (Humanities and English); Thomas A. Lewis (Religious Studies); Brian Meeks (Africana); and Robert Self (History).
## Appendix B

Departments, Centers, and Concentrations 2013-2016

### Departments and Centers:
(Faculty, Postdocs, Graduate Students)

- Africana
- American Studies
- Anthropology
- Classics
- Comp Literature
- Education
- Economics
- English
- French
- Geography
- German Studies
- History
- History of Art/Architecture
- Italian Studies
- Judaic Studies
- Literary arts
- Medieval Studies
- Middle East Studies
- Modern Culture and Media
- Music
- Philosophy
- Political Science
- Population Studies
- Religious Studies
- Sociology
- Theatre, Speech & Dance
- Urban Studies
- Watson Institute

### Undergraduate Concentrations:

- Africana
- American studies
- Anthropology
- English
- Economics
- IBES/ Environmental Studies
- French
- Geography
- History of Art And Architecture
- Literary Arts
- Medical Humanities
- MCM
- Music
- Post Colonial Studies
- Urban Studies
Guidelines for Humanities Scholar Nominations

The goal of the Scholar Nominations is to identify and pursue outstanding candidates whose work could make significant and generative contributions to Brown in the humanities. Humanities Scholars will:

- be appointed primarily to develop innovative collaborative programs of teaching and research between departments and programs, rather than to address departmental needs.
- organize new teaching and research programs that accentuate or galvanize strengths of Brown faculty and students from a range of fields (their capacity to stimulate such connections will be a key criterion in the evaluation and vetting of candidates in a way that is similar to the process of recruiting prospective heads of centers or initiatives).
- teach in ways that emphasize collaboration, including team-taught undergraduate courses focusing on the questions of broad social import from diverse perspectives in the humanities or between the humanities and other disciplinary fields as well as other alternative course and teaching formats hosted by the Cogut Center or other appropriate centers, institutes, and programs.
- form a pool that is permanently separate from regular department rosters (positions revert to the Dean of Faculty on becoming vacant and are filled through a new recruitment of fresh candidates who meet with the goals of the initiative).

Submission Process: Groups of two or more faculty members (at least half the group should be humanists) representing different fields should submit nominations to humanities_center@brown.edu with the subject line "Humanities Initiative Scholar Nomination." Nominations should include a cv, a brief (2-3 page) nomination statement, and a sample of the scholar’s work comprising two representative articles or book chapters. The Governing Board of the Cogut Center for the Humanities will review the nominations and select those most aligned to the goals of the Humanities Initiative. The steps in the nomination process are detailed below.

1. Scholar Nominations may be made at any time, keeping in mind that the the Cogut Center prefers submission to coincide with the Research and Teaching Fund deadlines (April 1st and October 15) and that the Governing Board does not meet over the summer.
2. The Board reviews the nominations and selects those to pursue. The Board may select more than one or may determine that none of the nominations are well aligned to the Initiative.
3. Invitations are sent by the Director of the Cogut Center to the selected nominee(s), who will be asked to provide a written outline of the collaborative work they would undertake at Brown.
4. The nominee’s visit to campus is organized through the Cogut Center for the Humanities, in coordination with the relevant department or departments.
5. After the visit, the Cogut Governing Board polls departmental participants, reviews the case again, and makes a recommendation to the Dean of the Faculty.
6. If the recommendation is positive, a standard senior hire process begins, including preparation of a dossier for review by the Tenure, Promotions, and Appointments Committee (TPAC).

The teaching responsibilities associated with these positions are split, with half of the teaching to be conducted in the department(s) hosting the position and the other half devoted to collaborative teaching projects across disciplines involving either another University Professor of Humanities or regular Brown faculty. Teaching will include such activities as leading an interdisciplinary undergraduate or graduate seminar at the Cogut Center or other appropriate institute, cross-disciplinary team teaching, collaborative teaching that involves bringing visitors to Brown, overseeing collaborative based programming such as lectures, performances, exhibits, installations, etc.
Proposal for a Graduate Specialization certificate for Doctoral Degree Students

Name of Proposed Graduate Specialization: Certificate in Collaborative Humanities

Sponsoring Academic Unit: Cogut Center for the Humanities

Director(s) of Graduate Specialization certificate program: Amanda Anderson

Transcript Notation (maximum 30 characters): Collaborative Humanities

The department or program listed above agrees to sponsor the graduate specialization certificate program proposed in this document. By serving as the sponsor for the proposed program, the academic unit is making a commitment to provide sufficient resources for the program to thrive. The faculty member listed above agrees to direct the program and chair its advisory, steering, or other program committee.

Successful completion of the requirements of the program will be recognized on the transcript with a notation indicating the field of advanced specialization. Although approved programs may be informally described as “certificates,” no separate document will be awarded by the Registrar.

Proposers are invited to adapt the following questions, as suitable, since not every question may have equal relevance to any given proposal.

I. Summary

The Cogut Center for the Humanities proposes to offer a new Graduate Certificate in Collaborative Humanities, to be available to students pursuing doctorates in the humanities and the qualitative social sciences. Through this unique and intensive program, we will promote interactive forms of cross-disciplinary work oriented toward the most challenging methodological and theoretical questions facing humanities research today. In both its content and its structure, this new program will resonate with the Building on Distinction plan and the current Brown Together campaign. Collaboration will be built into the teaching model (through team-teaching) as well as the requirements for the students, as outlined below. At a time when the most compelling and pressing questions facing scholars benefit from (and in some cases require) the insights of more than one discipline, we believe that the Cogut Center is positioned to promote new and dynamic teaching and research clusters within the humanities. It should be noted as well that our plan dovetails with the recommendations put forth by the Humanities Ph.D. Initiative Committee convened during 2015-2016 by Dean of the Faculty Kevin McLaughlin. In particular, the proposed certificate participates in the spirit of the Open Graduate Education program and expands the menu of possibilities for those students who seek interdisciplinary and collaborative training.
II. Rationale

Overview

The proposed certificate is intended to introduce students to the generative ways in which disciplinary collaboration is proceeding in today’s university. By bringing faculty and students together for collaborative inquiry, this program will allow the participants to step back and consider what forms of insight different disciplines provide, what forms of combined approach are possible, and what forms of critique or interrogation by one discipline of another might be useful or illuminating. Students will also learn what it means to design a collaborative seminar built out of shared research goals, and they will gain skills in collaborative thinking and project development in an interdisciplinary setting. In a key sense, this program will give a concrete structure to the aims of collaboration expressed in Building on Distinction. It will promote collaboration among the faculty which will then enhance our graduate training and model forms of collaborative research to our students.

We believe that such a certificate will be a significant recruitment tool as we aim to improve our position in the highly competitive graduate recruitment environment. The program should be attractive to both prospective and current graduate students, many of whom would value an expanded sense of intellectual community and the added professional credential that the certificate would bestow. The opportunity for expanded community seems especially important, we should add, given the small size of many of our departmental graduate cohorts. We also believe it is likely to attract the most independent, innovative, and ambitious students, both current and prospective, thereby building on and strengthening the Brown reputation for self-designed programs of study that reach beyond traditional approaches.

It should be noted as well that this certificate could be very useful not only for those seeking academic positions, but also for those who end up looking for employment beyond the academy. Increasingly, universities and colleges are looking for humanities PhDs whose work is cross-disciplinary and will serve to build research communities across departments. And recent studies of alternate career-paths have identified collaboration as an especially sought-after skill that serves students well both in academia and beyond.

Program Size

Ideal enrollment would be 10-15 students per year. Since all courses are cross-listed with departments, we do not have a minimum number needed to sustain the program. We believe that it would become difficult were we to get more than 20 students each year, so we would place the maximum at 20. We will assess the question of capacity as we go, since it’s hard to predict in advance.

Learning Goals and Outcomes

See summary and rationale. We are aiming to provide students with fluency in cross-disciplinary work and with skills in collaboration, interdisciplinary dialogue, and public presentations that can speak to multi-disciplinary audiences.
Value for Student

The credential will enhance a graduate student’s marketability, given the strong emphasis on interdisciplinary fluency. It is also an intellectual achievement in its own right, showing an interest in exploring other fields beyond the degree-granting home.

Difference from a Master’s degree

In addition to being more manageable than a Master’s program, the certificate more flexibly reflects emergent research interests of the faculty, and focuses more on the methods and forms of collaboration than a stable field of study. There is no comparable Master’s program in this area at Brown.

Relationship with existing units at Brown

The program is harnessing existing pedagogical and research activities across departments in the humanities and social sciences and the commitments needed come from faculty within departments (to design and teach courses for the program, and to advise students). We have deliberately set up the structure so that it does not require formal commitments from departments beyond the approval of team-teaching. Having said that, we note that three of the inaugural faculty on the roster are currently serving as department chairs in the humanities.

We are mindful of the fact that the program may present challenges to students in departments with rules about how many courses can be taken outside the department. We assume that in certain cases students will simply need to take courses beyond the required department number to satisfy the Ph.D., but that is to be expected with a certificate program of this nature. We will continue to monitor the effects of the program with regard to different departmental requirements and cultures and address concerns as they come up. When we roll out the program, moreover, the Cogut Director will meet with individual department chairs to discuss the program and address any questions.

III. Program Curriculum

Certificates should offer a minimum of 3 and a maximum of 5 graduate level courses. Certificates may incorporate a writing, teaching, practicum, field work, internship, or similar learning component. Such additional components will be expected for those certificates at the three-course minimum.

Certificate Requirements and Structure

The certificate requires four courses: three elective team-taught seminars at the 2000 level and a required seminar entitled “Project Development Workshop” (also at the 2000 level). In addition all students are required to participate in one of the Collaborative Public Workshops (see details below).

Course Offerings

1) Three team-taught seminars by core program faculty, ideally taken in succession. Courses will be jointly listed through the Cogut Center (via our HMAN rubric) and through the departments of the faculty who are teaching. Seminars will be organized around a key question or problematic and they involve not only collaborative teaching, but also forms of collaboration built into the course requirements, such as group presentations, collaborative online discussions, and co-authoring of seminar papers or other written course components. Both the topic and the format are meant to emphasize the exploratory, experimental quality of collaborative humanities research, and the insights as well as limits of individual disciplines. Each course will use its topic to explore not only the subject at hand but also the distinctive questions of method and theory that a transdisciplinary, collaborative approach presents. Topics will vary from year to year and will be approved for inclusion in the program by the Cogut Director. We encourage teams drawn from different departments but note that two scholars within a single department are often well equipped to represent divergent methods and theories drawn from different disciplinary models. For this reason, we do not require that teams necessarily represent two different departments.

Updated 04/22/2016
The courses will be graded per the conventions of the departments from which the faculty are drawn, and through which the courses are jointly listed with HMAN (the Cogut Center course rubric). A number of proposed courses are provided in Appendix A and include, among others, the following: Politics and Literature; Environmental Humanities; Religion, Secularization, and the International; Theory in History; and Ethics/Politics. Some of these courses have been previously taught or are being offered; some are proposed for future semesters. All of the faculty named in these syllabi will participate in the program, as well as additional faculty named below in section V.

2) An additional 2000-level seminar, listed through the HMAN rubric, taken sometime after the courses described above, which will be titled “Project Development Workshop.” We are purposely giving this seminar the title “project development” so as to accommodate students working at different stages of the dissertation. This course will be staffed either by one or two faculty members. Projects might include the dissertation prospectus, a dissertation chapter, or a methodological/theoretical exercise relating to the dissertation or larger field. It is also possible that two or more students might bring a collaborative project to the workshop, one that relates to but is not identical with the dissertation. All those enrolling would be required to submit a proposed project before the start of the semester. In addition to the ongoing activity of workshopping the students’ projects, the seminar will also read a series of carefully chosen texts considering larger questions of disciplinary and interdisciplinary method. The bibliography for this portion of the course will be developed through consultation with other faculty teaching in the program, and will be part of a larger collaborative bibliography we will assemble as part of the program. (See Appendix B for a sampling of the type of readings that would be included.)

Additional Learning Components

Participation in one of the annual Collaborative Public Workshops, in which collaborative projects from recent Project Development Workshops are presented in a public forum, to a broad audience of humanities faculty and students. Projects will be pre-circulated for discussion, and we anticipate inviting outside scholars to participate. We will also expect students to attend at least two Collaborative Public Workshops apart from the one at which they present their own work.

The faculty member(s) who ran the Project Development Workshop in which the student developed his or her project will evaluate whether the public workshop performance acceptably meets the requirements of the certificate program. If for some reason the faculty member is unable to be present, arrangements will be made in advance for another faculty member to serve the role of evaluator.

IV. Potential Courses

Please list a sample of courses that will fulfill the course requirements in the certificate program. Please indicate whether these are required or elective courses, existing or new courses.

Please see Appendix A for a sampling of recent and proposed courses that would fit the requirement for the team-taught courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Required or Elective</th>
<th>Existing or New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMAN 2000 level + English</td>
<td>Ethics/Politics</td>
<td>Elective</td>
<td>Existing</td>
<td>None</td>
</tr>
<tr>
<td>HMAN 2000 level</td>
<td>Environmental Humanities</td>
<td>Elective</td>
<td>New</td>
<td>None</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------</td>
<td>----------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>HMAN 2000 level</td>
<td>Religion, Secularization, and the International</td>
<td>Elective</td>
<td>Existing</td>
<td>None</td>
</tr>
<tr>
<td>HMAN 2000 level</td>
<td>Project Development Workshop</td>
<td>Required</td>
<td>New</td>
<td>3 team-taught electives</td>
</tr>
</tbody>
</table>

(see Appendix A for add’l electives)

V. Staffing and Administering the Program

Faculty Instructors

Initially we will leverage the existing humanities faculty to launch the program and as we proceed the curriculum will be built more solidly around the new recruitments in the Humanities Initiative. In order to facilitate participation, and diminish the effects on departments, we would allow and encourage cross-listing of courses in Cogut (under the HMAN rubric) and in the home departments of the faculty instructors.

A number of faculty, including all of the current Humanities Initiative Professors, have signed on to participate. We anticipate that this group will naturally expand; it is not meant to be exclusive in any way. The inaugural group includes:

Amanda Anderson, Andrew W. Mellon Professor of Humanities and English and Director, Cogut Center
Ariella Azoulay, Professor of Modern Culture and Media and Comparative Literature
Susan Bernstein, Professor of Comparative Literature and German Studies
Timothy Bewes, Professor of English and Modern Culture and Media
Barrymore Bogues, Asa Messer Professor of Humanities and Critical Theory, Professor of Africana Studies, and Director of the Center for the Study of Slavery and Justice
Tamara Chin, Associate Professor of Comparative Literature
Hannah Fried-Thall, Assistant Professor of Comparative Literature
Leela Gandhi, John Hawkes Professor of Humanities and English (HI Chair)
Matthew Guterl, Professor of Africana Studies and American Studies
Paul Guyer, Jonathan Nelson Professor of Philosophy and Humanities (HI Chair)
Bonnie Honig, Nancy Duke Lewis Professor, Modern Culture and Media and Political Science
Jacques Khalip, Associate Professor of English
Andrew Laird, John Rowe Workman Distinguished Professor of Classics and Humanities, Director of the Program in Renaissance and Early Modern Studies, Professor of Classics, Professor of Hispanic Studies (HI Chair)

Thomas Lewis, Professor of Religious Studies
Kevin McLaughlin, George Hazard Crooker University Professor of English, Professor of Comparative Literature, Professor of German Studies, Dean of the Faculty
Marc Redfield, Professor of English and Comparative Literature
Gerhard Richter, Professor of German Studies and Comparative Literature
Robert Self, Mary Ann Lippitt Professor of American History and Royce Family Professor of Teaching Excellence, Department of History

**Student Advising**

The Director of the Cogut Center will serve as the default advisor to begin with and as the program grows we will share the advising among the faculty. Faculty will be involved in informal recruitment and advising from the start as well.

Our expectation is that many faculty who participate in the program will naturally serve as advisors for students coming from their home departments, and in that case advising will often not pose an additional burden. However, we will want to monitor the advising patterns carefully and make clear to all participating faculty that we may be calling on them to advise students outside of their home department. Faculty enthusiasm for the program would seem to indicate that the advising component will not be viewed as onerous.

**Resources and Program Sustainability**

We have a large enough faculty group to sustain the program and the current academic coordinator will serve as the key staff point person. We will offer a minimum of 2 electives per year (one per semester) and ideally offer 3-4 per year. The Project Development Seminar will be staffed by the Cogut Director and other members of the participating faculty and will be offered yearly as soon as the first cohort reaches this stage.

**Admission to the Certificate Program**

Students will be recruited through publicity and the team-taught seminars. Formal application to the program will take place at the moment that a student is entering the Project Development Workshop though indications of intent are welcome before then. The application process will involve a letter of support from the student’s main advisor, a letter of good standing and permission from the home department’s Director of Graduate Studies, and a 1-2 page statement of purpose, to include a proposed project for the Project Development Workshop-Seminar.
Recognizing the Completion of the Program

Successful completion of the courses and participation in a public workshop are required. There are no grade or GPA requirements, but students must remain in good standing in their home department in order to receive the certificate. As stated above, the faculty member(s) who ran the Project Development Workshop in which the student developed his or her project will evaluate whether the public workshop performance acceptably meets the requirements of the certificate program.

VI. Certificate programs in this area at other institutions

To our knowledge, it will be the first certificate of its kind among the top graduate schools in the US (while there are master’s programs in interdisciplinary humanities and certificates in critical theory, we are not aware of a program which accentuates collaboration and project development in this way).

VII. Financial Resource Considerations

Because courses are cross-listed and draw on an established practice of team-teaching that is supported by DOF policy, there are not significant financial considerations in establishing the program. Once established, we hope to raise funds to allow for enhanced research and fellowship funds for those who are enrolled, but that will not cut into existing budgets.

VIII. Program Administration and Evaluation

The Cogut Governing Board, which consists of 8 faculty members drawn from the humanities and the qualitative social sciences, will oversee the program. We will evaluate the quality of the program annually (student satisfaction, curricula, and overall functioning).

IX. Implementation Timeline

Certificate proposals are reviewed and approved by the Graduate Council. Further approval by the Academic Priorities Committee may be necessary in instances in which new resources will be required.

We propose a start date July 1, 2017, with the possibility of counting courses taken in 2016-2017 that meet the program criteria (there is at least one course that would fall into this category). We already have at least two courses lined up to be offered in 2017-2018.

X. Participants in the Proposal Planning Process

The participants in the planning process include the Cogut Governing Board and the faculty listed in V.

Submitted by: Amanda Anderson       Date: October 7, 2016
## Appendix E

### HMAN Enrollment Fall 2013 - Fall 2016

<table>
<thead>
<tr>
<th>Semester Year</th>
<th>Number of HMAN Courses</th>
<th>HMAN Enrollment</th>
<th>HMAN/Dept. cross list courses</th>
<th>Postdoc enrollment</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>13</td>
<td>150</td>
<td>N/A</td>
<td>284</td>
<td>434</td>
</tr>
<tr>
<td>2014-2015</td>
<td>12</td>
<td>117</td>
<td>N/A</td>
<td>275</td>
<td>392</td>
</tr>
<tr>
<td>2015-2016</td>
<td>17</td>
<td>177</td>
<td>5</td>
<td>160</td>
<td>337</td>
</tr>
<tr>
<td>2016-2017</td>
<td>15</td>
<td>98*</td>
<td>11</td>
<td>78*</td>
<td>176</td>
</tr>
</tbody>
</table>

* Fall 2016 only