# Studies in Western Cultures

## Estimated Budget

**Period of Performance:** July 1, 2006, through June 30, 2012

### 1. Honors Foundations

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (06-07)</th>
<th>Year 2 (07-08)</th>
<th>Year 3 (08-09)</th>
<th>Year 4 (09-10)</th>
<th>Year 5 (10-11)</th>
<th>Year 6 (11-12)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>800,000</td>
</tr>
<tr>
<td>Course Development Grants</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
<td>4,000</td>
<td>24,000</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>4,000</td>
<td>164,000</td>
<td>164,000</td>
<td>164,000</td>
<td>164,000</td>
<td>164,000</td>
<td>824,000</td>
</tr>
</tbody>
</table>

### 2. First Year Seminars

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (06-07)</th>
<th>Year 2 (07-08)</th>
<th>Year 3 (08-09)</th>
<th>Year 4 (09-10)</th>
<th>Year 5 (10-11)</th>
<th>Year 6 (11-12)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Group of Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>400,000</td>
</tr>
<tr>
<td>Teaching Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80,000</td>
</tr>
<tr>
<td>Second Group of Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>400,000</td>
</tr>
<tr>
<td>Teaching Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80,000</td>
</tr>
<tr>
<td>Third Group of Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>200,000</td>
</tr>
<tr>
<td>Teaching Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40,000</td>
</tr>
<tr>
<td>Course Development Grants</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>150,000</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>25,000</td>
<td>225,000</td>
<td>225,000</td>
<td>225,000</td>
<td>225,000</td>
<td>225,000</td>
<td>1,150,000</td>
</tr>
</tbody>
</table>

### 3. Summer Research Fellowships

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (06-07)</th>
<th>Year 2 (07-08)</th>
<th>Year 3 (08-09)</th>
<th>Year 4 (09-10)</th>
<th>Year 5 (10-11)</th>
<th>Year 6 (11-12)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Support</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Summer Undergraduate Fellowships</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
<td>330,000</td>
</tr>
</tbody>
</table>

### 4. Study Abroad

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (06-07)</th>
<th>Year 2 (07-08)</th>
<th>Year 3 (08-09)</th>
<th>Year 4 (09-10)</th>
<th>Year 5 (10-11)</th>
<th>Year 6 (11-12)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>25,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>275,000</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>25,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>275,000</td>
</tr>
</tbody>
</table>

### 5. Faculty Fellowships

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (06-07)</th>
<th>Year 2 (07-08)</th>
<th>Year 3 (08-09)</th>
<th>Year 4 (09-10)</th>
<th>Year 5 (10-11)</th>
<th>Year 6 (11-12)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Fellowships</td>
<td></td>
<td>90,000</td>
<td>90,000</td>
<td>90,000</td>
<td>90,000</td>
<td>90,000</td>
<td>450,000</td>
</tr>
<tr>
<td>Semester Fellowships</td>
<td>48,000</td>
<td>96,000</td>
<td>96,000</td>
<td>96,000</td>
<td>96,000</td>
<td>96,000</td>
<td>528,000</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>48,000</td>
<td>186,000</td>
<td>186,000</td>
<td>186,000</td>
<td>186,000</td>
<td>186,000</td>
<td>978,000</td>
</tr>
</tbody>
</table>
### 6. Distinguished Scholar in Residence

<table>
<thead>
<tr>
<th>Year</th>
<th>Honorarium</th>
<th>Travel and accommodations</th>
<th>Advertising and promotion</th>
<th>Lunch, dinner and reception</th>
<th>Admin and lecture related expenses</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07</td>
<td>30,000</td>
<td>1,500</td>
<td>6,600</td>
<td>22,120</td>
<td>4,780</td>
<td>65,000</td>
</tr>
<tr>
<td>07-08</td>
<td>30,000</td>
<td>1,500</td>
<td>6,600</td>
<td>22,120</td>
<td>4,780</td>
<td>65,000</td>
</tr>
<tr>
<td>08-09</td>
<td>30,000</td>
<td>1,500</td>
<td>6,600</td>
<td>22,120</td>
<td>4,780</td>
<td>65,000</td>
</tr>
<tr>
<td>09-10</td>
<td>30,000</td>
<td>1,500</td>
<td>6,600</td>
<td>22,120</td>
<td>4,780</td>
<td>65,000</td>
</tr>
<tr>
<td>10-11</td>
<td>30,000</td>
<td>1,500</td>
<td>6,600</td>
<td>22,120</td>
<td>4,780</td>
<td>65,000</td>
</tr>
<tr>
<td>11-12</td>
<td>30,000</td>
<td>1,500</td>
<td>6,600</td>
<td>22,120</td>
<td>4,780</td>
<td>65,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>180,000</strong></td>
<td><strong>9,000</strong></td>
<td><strong>39,600</strong></td>
<td><strong>132,720</strong></td>
<td><strong>28,680</strong></td>
<td><strong>390,000</strong></td>
</tr>
</tbody>
</table>

### 7. Distinguished Visiting Professor

<table>
<thead>
<tr>
<th>Year</th>
<th>Visiting Faculty</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07</td>
<td>80,000</td>
<td>-</td>
</tr>
<tr>
<td>07-08</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>08-09</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>09-10</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>10-11</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td>11-12</td>
<td>80,000</td>
<td>80,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400,000</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 8. Administration

<table>
<thead>
<tr>
<th>Year</th>
<th>Director</th>
<th>Staff</th>
<th>Supplies &amp; Services</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07</td>
<td>30,000</td>
<td>50,000</td>
<td>15,000</td>
<td>95,000</td>
</tr>
<tr>
<td>07-08</td>
<td>18,000</td>
<td>50,000</td>
<td>15,000</td>
<td>83,000</td>
</tr>
<tr>
<td>08-09</td>
<td>18,000</td>
<td>50,000</td>
<td>15,000</td>
<td>83,000</td>
</tr>
<tr>
<td>09-10</td>
<td>18,000</td>
<td>50,000</td>
<td>15,000</td>
<td>83,000</td>
</tr>
<tr>
<td>10-11</td>
<td>18,000</td>
<td>50,000</td>
<td>15,000</td>
<td>83,000</td>
</tr>
<tr>
<td>11-12</td>
<td>18,000</td>
<td>50,000</td>
<td>15,000</td>
<td>83,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120,000</strong></td>
<td><strong>300,000</strong></td>
<td><strong>90,000</strong></td>
<td><strong>510,000</strong></td>
</tr>
</tbody>
</table>

### TOTAL PROJECT

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07</td>
<td>317,000</td>
</tr>
<tr>
<td>07-08</td>
<td>908,000</td>
</tr>
<tr>
<td>08-09</td>
<td>908,000</td>
</tr>
<tr>
<td>09-10</td>
<td>908,000</td>
</tr>
<tr>
<td>10-11</td>
<td>908,000</td>
</tr>
<tr>
<td>11-12</td>
<td>908,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,857,000</strong></td>
</tr>
</tbody>
</table>
Appendix A

Academic Priorities
Addressed by
Studies in Western Cultures

Provide the strongest possible academic experience for undergraduate, graduate, and professional students.

*First Year Seminars; summer undergraduate research awards; study abroad scholarships; Distinguished Scholar in Residence; Distinguished Visiting Professorship; major in Contemporary European Studies; Honors Foundations in Western Cultures.*

Further integrate interdisciplinary research, education, and public service.

*First Year Seminars; summer undergraduate research awards; study abroad scholarships; major in Contemporary European Studies; Honors Foundations in Western Cultures.*

Significantly strengthen faculty recruitment, retention, and development.

*Faculty Fellowships; course development grants for First Year Seminars.*

Enhance public engagement.

*Distinguished Scholar in Residence public lectures.*

Extend global presence, research, and teaching.

*First Year Seminars; summer undergraduate research awards, study abroad scholarships; Distinguished Scholar in Residence; Distinguished Visiting Professorship; major in Contemporary European Studies; Honors Foundations in Western Cultures.*

Excerpts from “Carolina’s Academic Priorities and Recommendations” in the University of North Carolina at Chapel Hill’s *Academic Plan*, published by the Provost in July 2003.
Great Books Programs and Western Intellectual History:
A History and Survey

By Jessica Wolfe, Associate Professor, Department of English and
William L. Andrews, Senior Associate Dean for Fine Arts and Humanities

I. Why “intellectual history”?

Intellectual history is one of several terms (including “the history of ideas”) used to describe the historically objective study of the intellectual currents of the past as embodied in written texts and artifacts ranging from poetry and drama, to philosophical dialogues and essays, scientific and political treatises, and paintings, engravings, and works of architecture and music. Scholars who identify themselves as intellectual historians may teach in literature or history departments, as well as in classics, history of art, history of science, philosophy, or religious studies departments, but they are united by their dedication to the study of the intellectual culture of the past as embodied in various genres and disciplines of thought. In their emphasis upon the historically objective study of the past, intellectual historians do not pass value judgments on their scholarly objects of inquiry. The task of intellectual history is not to determine whether a given idea is right or wrong, or even whether an idea is “relevant” to our contemporary culture. Instead, the intellectual historian aims to reconstruct the ideas and beliefs of a particular writer, a community of writers, or an entire culture in order to understand the questions and debates most pressing to that group. As such, intellectual history is motivated by no prevailing ideology except the firm conviction that the writers and thinkers of past ages should be allowed to speak for themselves.

The essential materials for the study of intellectual history are primary texts—original works, preferably studied in the original editions (or manuscripts) and languages, and studied with an attention to the contexts that first produced them. While devoted to the study of ideas, the intellectual historian understands ideas as both the catalysts and the products of historical change. As such, intellectual historians devote considerable attention to the interplay between the history of ideas and the history of events and institutions—events including (but not limited to) revolutions and civil wars, technological inventions and scientific discoveries, the development of libraries and museums, and the material and economic circumstances under which various writers composed their works.

The vast majority of Great Books programs emphasize both the continuities and the conflicts across Western intellectual traditions. Designed to be taken in chronological order, these sequences allow students to build on a common foundation of texts and issues in order to examine key questions and debates as they have evolved over a period of 2,000 years. While most sequences are designed as a coherent narrative comprised of dialogues, or “conversations,” between various writers, many great books programs also highlight some of the controversies and debates that have beset—and in many ways define—the intellectual heritage of the West. These include
At the main campus of the University of South Carolina, a proposal has recently passed to establish a Great Books seminar much like the one recently proposed at UNC Chapel Hill. On his website, Dr. James S. Cutsinger, a professor of Religious Studies at that university, provides a compelling argument for the timeliness and the intellectual validity of a Great Books program. Responding to the criticism that Great Books programs fail to “give voice to the perspectives of minorities and the marginalized,” Dr. Cutsinger argues that the “truly Great Books of the world are anything but a politically empowering monolith. They are instead often at odds with each other, sometimes even with themselves, and they are to be read precisely because they provoke mental dexterity and induce the good habit of rigorous self-criticism.”

At many of the great books programs surveyed below, one finds similar justifications for the intellectual value of such programs – programs designed to open minds rather than to indoctrinate, to provoke rather than silence debate.

A brief history of programs in intellectual history and of Great Books programs.

Among the first scholars to identify themselves as intellectual historians were a group of scholars active in Europe and the U.S. during the 1920s and 1930s who saw themselves as the intellectual heirs to the great humanistic thinkers of the Renaissance. This period coincides with the founding of the first “Great Books” programs on American college campuses, including Columbia University's Core Curriculum, founded by John Erskine in 1921; the “New Program” at St. John’s College, founded by Stringfellow Barr and Scott Buchanan in 1937, and the University of Chicago’s Committee on Liberal Arts and Committee for Social Thought, founded in the 1930s by Robert Hutchins and Mortimer Adler. Many pre-war intellectual historians were German, Dutch, Italian, and French scholars trained in the traditional, humanistic curricula of continental European universities such as the Sorbonne, the University of Heidelberg, and the University of Bologna. A good number of these European scholars became political and religious refugees during World War II and emigrated to the United Kingdom and the United States, where they further influenced the curriculums of universities such as Cambridge, the University of London, the Johns Hopkins University, and the University of Chicago.

A number of the most notable intellectual historians in the earlier part of the twentieth century, including Erwin Panofsky and Aby Warburg, were trained as art historians. The latter of these figures established the Warburg

1 www.cutsinger.net/greatbooks.html

2 All information regarding the courses and programs discussed in this report has been gathered from the official websites for those programs or from the departmental websites of individual faculty members who teach in those programs.
Institute in London, an interdisciplinary institute for advanced study in medieval and Renaissance culture associated with the Courtauld Gallery of Art and renowned for its prestigious scholarly journal, the *Journal of the Warburg and Courtauld Institutes*. Another journal of intellectual history, the *Journal of the History of Ideas*, was also founded during the 1930s by intellectual historians devoted to the history of political, social, and scientific thought from the classical period through the nineteenth century. In the years after World War II, two major influences on intellectual history were the German *émigré* scholar Oskar Kristeller and the British scholar Frances Yates. Kristeller, a scholar of the early Italian Renaissance, was largely responsible for awakening interest in the study of Latin works from the period, especially in his long tenure as president of the *Renaissance Society of America*, a scholarly organization and journal devoted to the interdisciplinary study of Renaissance culture. Yates, a scholar of the “occult sciences” in medieval and early modern Europe, helped to establish natural philosophy (including magic, astrology, cosmology, and medicine) as an appropriate object of study for contemporary intellectual historians.

Particularly since the 1980s, there has been a renascence of university degree programs and curricula in intellectual history at both the undergraduate and graduate levels. These programs often take the form of interdisciplinary programs, both degree-granting and non-degree-granting, in classical medieval, Renaissance, and/or modern thought, and many top-ranked universities have established or expanded such programs in the past several decades. Such programs include Yale (Medieval and Renaissance Studies), Harvard University (The Committee on History and Literature), the University of Chicago (Committee on Liberal Arts), the University of Toronto (Center for Renaissance and Reformation Studies), Harvard University (Center for Classical Studies; I Tatti Center for Renaissance Studies), Princeton University (the Program for Humanistic Studies; the Institute for Advanced Study in Historical Research) and Stanford University (Modern Thought and Literature). More recently, several prestigious public universities have followed suit. In addition to the interdisciplinary humanities programs listed in Appendices 1-4, notable programs include the Center for Renaissance Studies at the University of Massachusetts at Amherst, the University of Arizona’s Center for Medieval and Renaissance Studies, and similar programs at universities including Ohio State University, the University of Maryland, College Park, and the University of Virginia.

Interest in various fields of intellectual history grows and strengthens across our country’s most prestigious universities. UNC-Chapel Hill should continue to support and expand its excellent resources in this area by establishing a selective and rigorous undergraduate course of study.
II. Report on Existing Programs in Great Books and Western Intellectual History
The following report on existing programs is based on an initial study of approximately 170 Great Books Programs, Honors Programs in the Humanities, and similar core curricula, both required and non-required, from universities and colleges around the United States.

After surveying these programs, the authors of this proposal selected 34 programs worthy of further study. [See Appendix 4] Fifteen of these 34 programs are offered by top-ranked public universities, such as University of Michigan, Ann Arbor; University of Wisconsin, Madison; the University of Texas, Austin, University of Minnesota, and the University of Missouri, Columbia. An additional eleven programs selected for further study are offered by top-ranked private universities, including Yale, Princeton, Columbia, the University of Chicago, Rice, New York University, and Washington University, St. Louis. The remaining eight programs are offered by smaller universities and liberal arts colleges, including Wesleyan University, the University of the South (Sewanee), St. John’s College, Providence College, Reed College, Davidson College, and St. Olaf College.

The Mission and Intellectual Spirit of Great Books Courses
While the title and scope of the above programs vary greatly, almost all of the 34 programs selected for further study identify the following five educational principles as central to their intellectual missions. These include:

i. A “humanistic” education, one that emphasizes “human” values and questions.

ii. An exclusive or dominant emphasis on primary or original texts, taught in chronological order and in their original historical context.

iii. An atmosphere of intellectual rigor, debate, and inquiry.

iv. An interdisciplinary focus that unites texts and issues conventionally studied in separate disciplines.

v. An intimate educational setting with opportunities for maintaining close contact with faculty, pursuing independent research, and forging an energetic intellectual community amongst teachers, students, and the general public.

In practice, the 34 programs differ in their conception and implementation of these principles. The following section addresses the first three of these principles one by one in order to identify the best possible way in which to enact these principles in UNC-Chapel Hill classrooms. The remaining two principles – the interdisciplinary framework of the courses and their small classroom size – are discussed at further length below, in sections II-C and II-D, respectively.

(i) A “humanistic education”. Many Great Books and Honors Programs in the Humanities claim to offer a “humanistic” education – an education focusing on issues and concerns germane to the human condition. Columbia University’s core course in Literature and Philosophy defines its goal as the consideration of “particular
conceptions of what it means to be human”, while the University of Wisconsin’s Integrated Liberal Studies program tackles “the great themes of human inquiry” through an “interdisciplinary liberal education”. At East Carolina University, the Great Books Program focuses on works of literature and philosophy “devoted to the human condition”. Some programs identify these educational principles as originating in the historical periods studied in the courses themselves – namely, the classical and Renaissance periods. The Honors Program at Boston College is founded upon what it calls the “studia humanitatis,” the educational program of humane learning “as it was originally understood in the Renaissance.”

In seeking to create a humanistic education grounded in the educational principles of classical and Renaissance writers such as Plato, Cicero, Erasmus, and Milton, these and other programs place value on intellectual discipline and curiosity as well as on the sustained examination of moral and ethical questions. Grounded in the medieval trivium (the study of rhetoric, dialectic, and grammar), a humanistic education also values training in oral, analytic, and written skills. Some programs not only inculcate “humanistic” principles in their teaching philosophy but even cultivate a self-conscious awareness of the heritage of that philosophy among its students by exposing them to key works of educational philosophy in the West by authors such as Plato, Xenophon, Cicero, Milton, and Rousseau.

(ii) An exclusive or dominant emphasis on primary or original texts. Virtually all the programs surveyed have reading lists based primarily or exclusively on primary (original) texts, rather than secondary or critical readings. At Missouri, Yale, St. John’s, Rhodes College, and Seton Hall, students read “original sources” rather than textbooks in order to “engage texts directly” and to “grappl[e] directly with minds other [than their own]”. In St. Olaf’s Great Conversations course, students likewise enjoy a “direct encounter with original works.” This program is one of several honors programs in the Humanities (including those at Yale and St. John’s) to require the advanced study of one or more languages so that students may read texts in the original languages. Virtually all the programs surveyed base their curricula largely, if not exclusively, on primary texts and documents, many of which are taught as complete and unabridged texts, rather than in anthologies. At some programs, critical readings and lectures may supplement primary readings in certain units of each course, but the overwhelming majority of readings is drawn from primary texts.

(iii) An atmosphere of intellectual rigor, debate, and inquiry. Whether elective or required, many of the programs surveyed pride themselves on their intellectual rigor and their atmosphere of energetic debate. At East Carolina, the Great Books courses are taught “by the Socratic method,” in which students “read for themselves, make their arguments, answer one another, and seek the truth of the matter with a tutor who acts as...a fellow seeker of wisdom.” Grounded in the principle that debate and questioning, rather than a dogmatic adherence to fixed positions and beliefs, lead to wisdom and truth, the Socratic method is also the cornerstone of
many similar programs, all of which emphasize conflict and controversy as their chief method as well as their principal subject of inquiry. At the University of Michigan’s Great Books program, students explore texts and issues which have been and in many cases still are the focus of “discussion, debate, even controversy,” and the core courses in that program invite students to become “active participants” in these ongoing debates. At St. John’s, the curriculum is designed to focus on “continuities” and “discontinuities” by teaching the great thinkers of the Western intellectual tradition through the lens of conflict and debate. Such a method is also the heart of Sewanee’s Interdisciplinary Program in the Humanities, which studies the “cultural roots and ideological tensions of Western Civilization” by focusing on subjects such as “the diverse and sometimes contradictory legacies of Renaissance humanism, the Protestant Reformation, and the Enlightenment.” Similarly, honors students at Rhodes College focus on the “diverse and complicated dimensions” of Western cultural and intellectual traditions in its four-semester sequence of courses. In conclusion, these and other great books programs emphasize a deeply historical yet skeptical and un-dogmatic study of the past that strives for objectivity by seeking out both nuance and conflict within and between writers of the Western intellectual tradition.

At the nation’s most selective programs, such as Yale’s Directed Studies Program, the intellectual atmosphere is acknowledged by students and faculty alike to be “intensively rigorous.” Such rigor is maintained not only by cultivating a spirit of open debate, but also by instilling in students an atmosphere of healthy competition. At Yale and St. John’s, students are called upon to answer questions and to deliver lectures and presentations in front of their peers. Prizes and fellowships are awarded to students who excel in the Yale and St. John’s programs. Such programs both attract and cultivate the most intellectually gifted students. The average SAT score of students entering the honors program at Providence College is 1360, a number that approximates or even exceeds the average at many top-ranked institutions. At tiny St. Olaf College, whose Great Conversation course enrolls under 200 students per year, a Rhodes Scholar and a Marshall scholar have emerged from the program in the last four years. These and other Great Books programs provide the most talented students the necessary training to help them excel in top graduate and professional schools and to compete with their peers at other selective institutions.

II-B. Origins and Size.
The 34 programs selected for further study are diverse in their origins, their aims, their audience, their structures and their size. Some, such as Yale’s Directed Studies Program, the Reed College Honors Program, and the curriculum at St. John’s College, were founded almost a century ago, while many others have been established within the past two decades as a response to the eradication of traditional university curriculums.

Some of the surveyed programs are large “core curricula” required of all enrolled students: Columbia University’s core curriculum has an average enrollment of 2,400 students per year, while the General Education core
The curriculum at the University of Chicago has an annual enrollment of 1,800 students. The majority of the Great Books programs and Honors Programs in Humanities surveyed here are elective programs and thus much smaller, providing an intimate “liberal arts college” setting within a larger university. Princeton’s Program in Humanistic Studies enrolls 150 students per year; Yale’s Directed Studies enrolls 125; and the Text and Tradition program at Washington University has an annual enrollment of 70. Required honors programs tend to be larger than their elective counterparts: University of Michigan’s Great Books program, required of all honors students, has an annual enrollment of 500 students per year, while University of Texas, Austin’s Plan II Honors Program has an annual enrollment of 350.

II-C. Scope and Structure.

The 34 programs also differ greatly in their scope and structure. They range from two-course “Great Books” sequences to 12-course interdisciplinary majors and entire undergraduate curriculums. Most of the programs, regardless of whether they are honors or non-honors, required or non-required, consist of sequences ranging from three to six semester-long courses, with the most intellectually rigorous programs often consisting of no fewer than six courses (usually two year-long units of three courses). Yale’s Directed Studies programs requires its first-year students to enroll in three year-long courses, for a total of six courses. Princeton’s Program in Humanistic Studies requires a four-course sequence plus additional electives. The University of the South’s Interdisciplinary Humanities Program requires a core sequence of four chronologically arranged courses. At Providence College’s Liberal Arts Honors Program, students are required to enroll in six courses, four of which are a sequence of interdisciplinary courses in the development of Western Civilization. At the University of Wisconsin’s Integrated Liberal Studies program, students choose from among eight different two-course sequences organized by discipline. The Honors College at the University of Missouri offers a four-course sequence in Western civilization, while the Humanities Program at the University of Minnesota offers a six-course sequence (4 credits per course), HUM 1001-1006, in addition to a series of six, corresponding electives offering the possibility of more advanced work.

(i) Chronological versus disciplinary frameworks. The vast majority of the 34 programs are arranged chronologically. While many are “interdisciplinary” programs combining work from several different fields of humanistic study, some are also structured according to discipline. Those programs organized by discipline vary greatly in their structures. For instance, Columbia University’s core curriculum is divided into three subjects: 1) literature and philosophy, 2) visual arts, and 3) music, while Yale’s Directed Studies Program is divided into three quite different subjects: 1) literature, 2) philosophy, and 3) history and politics. Other programs, such as Princeton’s Program in Humanistic Studies, the Providence College Liberal Arts Honors Program, and the curriculum at St. John’s College, are multi-disciplinary courses of study that proceed chronologically, combining literary works with texts of moral and political philosophy, the natural sciences, and (in some cases) the visual arts.
(ii) **Disciplinary Scope of the Sequence.** One way in which existing programs differ greatly is in their inclusion or exclusion of certain humanistic disciplines, especially the history of science and the visual arts and music. On one end of the spectrum, two of the three courses in Columbia University’s Core Curriculum are devoted, respectively, to the visual arts and to music. Other programs, such as Yale’s Directed Studies Program and the curriculum at St. John’s College, include little or no study of painting, architecture, or music. Yale’s Directed Studies program also omits the history of science, while other prestigious programs, including those at Princeton, Wisconsin, and St. John’s, place a significant emphasis on the history of *natural philosophy*, a term which comprises ancient and early modern disciplines including cosmology, astronomy and astrology, physics and chemistry, and medicine and natural history. The principal challenge in including any or all of these disciplines in an interdisciplinary course of study lies in finding faculty capable of teaching texts and documents outside the traditional domain of intellectual history, especially music, the visual arts, and the history of science or natural philosophy. Many of the Great Books programs surveyed below solve this challenge by asking faculty from these and other disciplines to offer lectures or other presentations on their areas of expertise.

(iii) **Chronological Scope of the Sequence.** Almost all of the 34 programs surveyed begin their sequence of courses with ancient Greece, the vast majority beginning with Homer’s *Iliad* or *Odyssey*. The endpoint of the various sequences differs greatly, however, with approximately half the selected programs ending at some point before 1900, and the other half ending after 1900. Given a four-course sequence, it is possible to imagine a thorough and intensively rigorous sequence that spans from Homer until around 1850 or 1900. With a three-course sequence, it would be prudent for the third course in the sequence to end no later than 1800, and preferably slightly earlier, with the American and French Revolutions of 1776 and 1789. Such a sequence would duplicate the chronological framework of New York University’s General Studies program, which ends around 1800.

(iv) **Chronological divisions of the Sequence.** Of the three- and four-course programs surveyed, almost all of them devote the entirety of the first semester to ancient Greece and Rome. Notable exceptions include St. John’s College, which devotes an entire year of its four-year, required curriculum to ancient Greece and another entire year to ancient Rome, and St. Olaf’s Great Conversation course, 40 percent of which (two courses out of five) is devoted to the classical world. In most cases, a four-course structure lends itself to the following divisions:

1. ancient Greece and Rome [800 BC-1st century AD]
2. medieval [1st century AD-1450]
3. Renaissance [circa 1450-1660]
4. modern [circa 1660-circa 1850]
At most existing programs, the divisions between the second, third, fourth, and any additional courses in the sequence vary slightly, but in most cases the first course ends around the time of Christ and the second course in the sequence concludes around the beginning of the Renaissance, circa 1450-1500. Given the large number of courses already offered at UNC-Chapel Hill on the literature and history of the 20th century, we do not recommend that a Great Books Honors sequence at Carolina extend its reading list past 1900, regardless of the number of courses offered. If, as is the case with many other great books programs, supplemental seminars or “capstone” courses are offered to students upon completion of the sequence, some of these might focus on the intellectual history of the twentieth century while others might allow for more in-depth studies of earlier historical periods.

(v) Geographical Scope of the Sequence. While the vast majority of programs surveyed identify themselves as principally or exclusively devoted to the study of Western texts and ideas, the definition of what constitutes “Western” varies from one historical period to another as well as from one scholar to another. The reading lists of these programs include several classical and early Christian writers, including Augustine and Boethius, whose geographical origins might rule them out from the strictest possible definition of the “West,” even though both writers are clearly “Western” in their intellectual heritage and their influence. It is therefore desirable for the terms “West” and “Western” to be understood as denoting not a finite geographical area but rather an intellectual space – a space that often includes or enters into dialogue with non-Western writers and thinkers. Even more traditional programs, such as the Interdisciplinary Humanities Program at the University of the South (Sewanee), devote small segments to the study of cultural and intellectual interactions between “Western” and “non-Western” writers. For instance, the second course in their sequence, entitled “Tradition and Criticism in Western Culture: the Medieval World,” includes a segment called “Encounters with Islam.” It would be both academically valid and intellectually challenging for UNC-Chapel Hill students to have the opportunity to engage with similar units in a Great Books Honors sequence, so long as the course of study remains coherent and representative of the most influential debates in the Western tradition.

II-D. Pedagogical Framework and Philosophy.

(i) Class Size. As discussed above, most of the programs surveyed boast small average class sizes, usually ranging from 15-22 students. Even at Columbia University, where 2,400 students enroll annually in the core curriculum, core seminars are limited to 22 students per section in order to cultivate their “active intellectual engagement”. Public universities such as the University of Missouri have made similar commitments to maintaining small class sizes in their honors program; the mission statement of their Honors College states that it wishes for students to develop “intellectual relationships with faculty early on in their college career,” a quality made possible by limiting classes to a maximum of 20 students. UNC-Chapel Hill currently limits its
undergraduate honors classes and first-year seminars to a total of 20 students. This enrollment limit is entirely consistent with the best practices of the most established great books sequences.

(ii) Teaching Format. The majority of programs combine small seminar-style classes (also termed tutorials or precepts) taught by a small group of core faculty with once- or twice-weekly lectures given by a larger number of faculty from various departments. Both Yale’s Directed Studies Program and the curriculum at St. John’s require students to attend one or two weekly lectures in addition to approximately 2.5 weekly hours of seminars. In most cases, additional credit is granted for the increased class time, as is already the practice in laboratory science courses and in accelerated foreign language classes. At St. John’s, where formal lectures are followed by “prolonged questioning by students and faculty,” students learn to “exercise their dialectical skills in a setting different from the classroom”. Lectures given during the 2005-06 year on the Annapolis campus of St. John’s include scholarly lectures on Pascal, Mozart, and Thucydides, a talk on judicial power in American government given by a scholar and public policy official, several musical concerts, and a performance of Shakespeare’s Othello.

(iii) The Core Faculty. The core faculty at the majority of great books programs is made up of faculty from Classics, History (especially intellectual historians or historians of ideas); English and Comparative Literature, Romance languages, Philosophy, and the Fine Arts. Most have an area of expertise in a specific historical period (such as Homeric Greece, the early middle ages, the eighteenth century). Most participating faculty, moreover, have scholarly expertise across a number of different disciplines in that historical period, and are expected to teach texts in a variety of different disciplines, including poetry and drama, moral and political philosophy, religious and scientific texts, and works of painting and music.

(iv) Team-teaching. A number of the surveyed programs, including Sewanee and Providence College, are team-taught by groups of two to four faculty members per term. Most great books sequences, however, comprise individual courses taught by a single faculty member. In some cases, advanced graduate students are responsible for conducting discussion groups or sections, as well as for assistance in evaluating the students’ written work. Tenured and tenure-track faculty members are responsible for the core lectures. At UNC-Chapel Hill, all honors courses are taught and graded by faculty.

(v) “Active Learning” and “Experiential Learning”. Like the current First-Year Seminar Program at UNC, many great books programs around the country stress the importance of “active learning,” though the meaning and spirit of this phrase (and similar phrases) vary greatly from one program to another. Originally conceived as a means of encouraging active inquiry and open debate in small, lively undergraduate classes, “active learning” has come to denote in some cases learning that takes place outside of traditional spaces such as the
classroom or the library. In the most rigorous great books programs, however, teaching is restricted for the most part to the classroom, usually in a combination of lectures and seminars or discussion groups. This kind of format offers a balanced synthesis of contemplative and active learning styles. While the teaching style at the majority of great books programs is a conventional mixture of lecture and discussion, many such programs do enhance classroom learning with valuable experiential learning including museum visits, field research seminars, special lectures and performances, and opportunities for study abroad.

(vi) Written assignments. The number and length of written assignments vary greatly among the 34 programs surveyed in depth, but the most rigorous programs ask that students do a considerable amount of written work. At Yale, students in Directed Studies write three essays per term in each of their three courses; at St. John’s, students write bi-weekly essays. In almost all cases, students produce no fewer than 20 pages of written work over the course of each term, to be divided into several assignments of varying lengths and subjects. At several of the more rigorous programs, at least one of these written assignments requires students to pursue independent research on a subject outside the required readings.

II-E. Enhancements and Supplements to Coursework.
A number of the programs surveyed offer supplemental opportunities for learning outside the conventional class framework. These opportunities include guest speakers and lecture series, many of which are open to the general public; concerts and performances tailored to the reading list of the course(s); capstone courses, colloquia, or seminars allowing students to pursue advanced undergraduate work in focused historical periods or issues; field trips, field research seminars, and opportunities for study abroad. At Yale, students enrolled both in the Interdisciplinary Program in the Humanities and the Directed Studies program can opt to enroll in either the Whitney Seminars or Franke Seminars, the latter of which include a series of “coordinated public lectures” in which scholars “speak across disciplinary lines and to broad public and intellectual issues”. The Great Books program at East Carolina University invites faculty from other universities to offer semester-long seminars tailored to students who have completed its Great Books sequence, and a number of universities and college invite guest speakers onto campus to give lectures on topics studied in honors programs or core curricula.

A number of universities offer advanced undergraduate seminars with preferred enrollment for students who have completed their honors or Great Books courses. Many such courses are drawn from current offerings in various disciplines of the humanities, and thus require few, if any, additional resources apart from the research required to identify which courses would be especially suitable for students who have completed the great books sequence. The University of Minnesota offers advanced honors seminars such as Hum. 3023, An Introduction to the History of Western Educational Thought and Hum. 3282, European Intellectual History: the Late 19th and 20th centuries, the latter of which focuses on primary texts of philosophy and of the historical, social, and natural sciences during the
period. At Wisconsin, students who have completed the Integrated Liberal Studies may elect to take Hum. 201, *History and Philosophy of Science*, various courses in Political and Economic Theory, and courses with a narrower focus, such as *Friends and Enemies*, a seminar on philosophical attitudes towards friendship and enmity from Plato to Nietzsche. At the University of Michigan, students who have completed the Great Books sequence may wish to enroll in Great Books 350, cross-listed with History and American Studies and entitled *Debates of the Founding Fathers*. This course focuses on the making of the American Constitution both as an intellectual and as a political event, with an emphasis on primary readings by European and American writers between 1770 and 1805.

Visits to intellectual and cultural institutions both at home and abroad offer another set of possibilities for course enhancement. At Seton Hall, near New York City, students visit the Metropolitan Museum of Art as well as enjoy visits by speakers invited to give talks in their Honors Program Lecture Series. New York University also makes use of local resources; in addition, students enrolled in their General Studies Program have the opportunity to study classical and Renaissance literature, art, and culture by spending a summer or a semester at La Pietra, a villa outside of Florence, Italy given to New York University by Sir Harold Acton. With preference given to students enrolled in the General Studies program, NYU’s study abroad at La Pietra is keyed to its two-year humanities curriculum, and the program includes visits to other Italian and European cities of interest to students who have completed or are shortly to complete the program.

**II-F. Developing and Maintaining a Reading List.**

At most of the Great Books programs surveyed, a core group of faculty is responsible for drawing up and maintaining a reading list for each course in the sequence. At the majority of great books programs, these readings lists are made up of a combination of required readings and optional or supplemental texts to be chosen by individual faculty members responsible for teaching sections of the sequence. At Temple University and Sewanee, the director and his or her advisory committee are responsible for approving optional readings as well as for making modifications to the existing syllabus. At both of these programs, a committee of faculty draws up a core required reading list. In addition, according to the website for Temple’s Intellectual Heritage program, “Faculty are welcome to use additional readings that do not appear on this list, providing that the director or associate directors approve in advance.” In theory, such a system gives individual faculty members the opportunity to shape their courses according to their own interests and areas of expertise while at the same time ensuring that the entire reading list for each course remain both coherent and consistent from one section to another. One valuable outcome of such a prescribed or compulsory list is that all students enrolled in a great books sequence will read the same works, thus encouraging more frequent and lively discussion amongst them. Another advantage to such a system is that it encourages a mentoring system among the faculty responsible for teaching the sequence in which newer or younger faculty may benefit from contact with faculty members who have more experience or greater expertise in teaching the same material. Such a principle already guides the
teaching of Comparative Literature 20 and 21 at UNC, a two-semester sequence of Great Books courses with a prescribed reading list that is taught by both faculty and graduate students, the latter of whom apprentice with faculty members when they teach the course for the first time.

Appendix 1: Honors Programs

A. Public Institutions

1. Austin Peay State Univ. (Clarksville, TN) Honors Program [1977/140]
2. Ball State Univ. (Muncie, IN) Honors College [1959/500]
3. Chadron State College (Chadron, NE) Honors Program [1980s/60]
4. College of Charleston (Charleston, SC) Honors Program [150/yr.]
5. Eastern Washington Univ. (Cheney, WA) Honors Program [1980/100]
6. Kentucky State Univ. (Frankfort, KY) W. Young Honors Program [1982/50]
7. Louisiana State Univ. (Baton Rouge, LA) Honors College [1967/350]
8. Montclair State Univ. (Montclair, NJ) Honors Program [1985/70]
9. Morehead State Univ. (Morehead, KY) Honors Program [1985/150]
10. NW State Univ. of Louisiana (Natchitoches, LA) Louisiana Scholars Program [1987/165]
11. Salem State College (Salem, MA) Honors Program [1998/35]
12. Salisbury Univ. (Salisbury, MD) Bellavance Honors Program [1987/60]
13. San Jose State Univ. (San Jose, CA) Humanities Honors Prg. [1950s/250]
15. Univ. of Kentucky (Lexington, KY) Honors Program [1960s/600]
16. Univ. of Maine (Orono, ME) Honors College [1980/120]
17. Univ. of Michigan (Flint, MI) Honors College [1955/300]
18. Univ. of Missouri (Columbia, MO) Honors College [1987/300]
19. Univ. of New Mexico (Albuquerque, NM) Honors College [1970s/180]
20. Univ. of Oregon (Eugene, OR) Univ. Honors Program [1977/50]
21. Univ. of South Carolina (Columbia, SC) Honors College [1997/50]
22. Univ. of Southern Indiana (Evansville, IN) Humanities [1989/1200]
23. Univ. of Southern Maine (Gorham, ME) Honors Program [1986/70]
24. Univ. of Tennessee at Chattanooga (TN) Honors Program [1977/150]
25. Univ. of Texas at Austin (Austin, TX) Plan II Honors Program [1935/350]
26. Univ. of Utah (Salt Lake City, UT) Honors Program [1965/500]
27. Univ. of Vermont (Burlington, VT) John Dewey Honors Program [1978/35]
28. Univ. of Wyoming (Laramie, WY) Honors Program [1980/150]
29. Western Washington Univ. (Bellingham, WA) Honors Program [1980/50]

B. Private and Religious Institutions

1. Adelphi Univ. (Garden City, NY) Honors College [1995/190]
3. Boston College (Boston, MA) Honors Program [1959/600]
5. Carroll College (Helena, MT) Honors Scholars Program [1989/50]
6. Catholic Univ. of America (Washington DC) Honors Program [1985/50]
7. Faulkner Univ. (Montgomery, AL) Great Books Honors Program [2001/60]
9. Franciscan Univ. (Steubenville, OH) Honors Program [1990/90]
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillsdale College (Hillsdale, MI)</td>
<td>Liberal Arts Core [1990/700]</td>
</tr>
<tr>
<td>Lemoyne College (Syracuse, NY)</td>
<td>Integral Honors Program [1970s/70]</td>
</tr>
<tr>
<td>Loyola College (Baltimore, MD)</td>
<td>Honors Program [1980s/200]</td>
</tr>
<tr>
<td>Methodist College (Fayetteville, NC)</td>
<td>Honors Program</td>
</tr>
<tr>
<td>Palm Beach Atlantic College (FL)</td>
<td>Honors Program [1985/70]</td>
</tr>
<tr>
<td>Rockford College (Rockford, IL)</td>
<td>Honors Program [1979/25]</td>
</tr>
<tr>
<td>Roosevelt Univ. (Chicago, IL)</td>
<td>Scholars Program [est. 1990]</td>
</tr>
<tr>
<td>St. Leo Univ. (St. Leo, FL)</td>
<td>Honors Program [1982/90]</td>
</tr>
<tr>
<td>St. Mary’s Univ. (Winona, MN)</td>
<td>Lasallian Honors Program [1983/185]</td>
</tr>
<tr>
<td>Samford Univ. (Birmingham, AL)</td>
<td>Cultural Perspectives [1988/700]</td>
</tr>
<tr>
<td>Santa Clara Univ. (Santa Clara, CA)</td>
<td>Univ. Honors Program [1991/50]</td>
</tr>
<tr>
<td>Seattle Univ. (Seattle, WA)</td>
<td>Honors Program [1959/50]</td>
</tr>
<tr>
<td>Seattle Pacific Univ. (Seattle, WA)</td>
<td>Univ. Scholars Program [1970/80]</td>
</tr>
<tr>
<td>Seton Hall Univ. (South Orange, NJ)</td>
<td>Honors Program</td>
</tr>
<tr>
<td>Trinity College (Hartford, CT)</td>
<td>Guided Studies Program [1979/50]</td>
</tr>
<tr>
<td>Valparaiso Univ. (Valparaiso, IN)</td>
<td>Christ College Honors Prg. [1967/80]</td>
</tr>
<tr>
<td><strong>Villanova Univ. (Villanova, PA)</strong></td>
<td>Honors Program [1975/40]</td>
</tr>
<tr>
<td>William Jewel College (Liberty, MO)</td>
<td>Oxbridge Honors Program [est. 1983]</td>
</tr>
</tbody>
</table>

### Appendix 2: Core Curricula [required and non-required]

#### A. Public Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin Peay State Univ. (Clarksville, TN)</td>
<td>Heritage Program [1960/120]</td>
</tr>
<tr>
<td>Auburn Univ. (Auburn, AL)</td>
<td>Great Books Program [1991/2800]</td>
</tr>
<tr>
<td>Brooklyn College/ CUNY (Brooklyn, NY)</td>
<td>Core Curriculum [1979/1900]</td>
</tr>
<tr>
<td>Columbus State Comm. College (Columbus, OH)</td>
<td>Humanities Program [1983/700]</td>
</tr>
<tr>
<td>Monmouth Univ. (Long Branch, NJ)</td>
<td>World Masterpieces [1967/1000]</td>
</tr>
<tr>
<td>Salem State College (Salem, MA)</td>
<td>Core Curriculum [est. before 1975]</td>
</tr>
<tr>
<td>Southern Virginia Univ. (Buena Vista, VA)</td>
<td>Cultural Heritage Sequence [1996/80]</td>
</tr>
<tr>
<td>State Univ. of New York at Geneseo</td>
<td>Western Humanities [1980/1250]</td>
</tr>
<tr>
<td>Stevenson College, Univ. of California, Santa Cruz</td>
<td>Stevenson College Seminars</td>
</tr>
<tr>
<td>Temple Univ. (Philadelphia, PA)</td>
<td>Intellectual Heritage Prg. [1979/4000]</td>
</tr>
<tr>
<td>Univ. of Houston (TX)</td>
<td>Honors College [1977/320]</td>
</tr>
<tr>
<td>Univ. of Kansas, Lawrence</td>
<td>Western Civilization [1945/2000]</td>
</tr>
<tr>
<td>Univ. of North Carolina, Asheville</td>
<td>Humanities Program [1964/800]</td>
</tr>
<tr>
<td>Univ. of Montevallo, Alabama</td>
<td>General Education [1970s/450]</td>
</tr>
<tr>
<td>Univ. of Texas at El Paso</td>
<td>Western Cultural Heritage [1986/1000]</td>
</tr>
<tr>
<td>Univ. of Toledo, Ohio</td>
<td>Univ. Honors Program</td>
</tr>
</tbody>
</table>

#### B. Private and Religious Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquinas College (Grand Rapids, MI)</td>
<td>Humanities Program [1989/250]</td>
</tr>
<tr>
<td>Austin College (Sherman, TX)</td>
<td>Heritage of Western Culture [1960/600]</td>
</tr>
<tr>
<td>Belhaven College (Jackson, MI)</td>
<td>Worldview Curriculum [1999/270]</td>
</tr>
<tr>
<td>Belmont Abbey College (NC)</td>
<td>Core Curriculum</td>
</tr>
<tr>
<td>Benedictine Univ. (Lisle, IL)</td>
<td>Cultural Heritage Series [1993/400]</td>
</tr>
<tr>
<td>Boston University (Boston, MA)</td>
<td>Core Curriculum [1989/650]</td>
</tr>
<tr>
<td>Catholic Univ. of America (DC)</td>
<td>Honors Program [1975/600]</td>
</tr>
<tr>
<td>Colgate Univ. (Hamilton, NY)</td>
<td>Core Curriculum [1980/750]</td>
</tr>
</tbody>
</table>
9. College of Thomas More (Fort Worth, TX)
10. Columbia Univ. (New York, NY)
11. Converse College (Spartanburg, SC)
12. Creighton Univ. (Omaha, NE)
13. Eastern College (Philadelphia, PA)
14. George Wythe College (Cedar City, IA)
15. Grove City College (PA)
16. Gutenberg College (Eugene, OR)
17. Hampden-Sydney College
18. Hendrix College (Conway, AR)
19. Hillsdale College (Hillsdale, MI)
20. Iona College (New Rochelle, NY)
21. Magdalen College (Warner, NH)
22. Milligan College (Milligan, TN)
23. New St. Andrews College (Moscow, ID)
24. New York Univ. (New York, NY)
25. Oglethorpe Univ. (Atlanta, GA)
26. Ohio Dominican Univ. (Columbus, OH)
27. Ohio Wesleyan Univ. (Delaware, OH)
28. Our Lady of Corpus Christi (TX)
29. Providence College (Providence, RI)
30. Reed College (Portland, OR)
31. Rhode Island College (Providence, RI)
32. Rhodes College (Memphis, TN)
33. St. John’s College (Annapolis, MD)
34. St. Joseph’s College (Rensselaer, IN)
35. St. Mary’s College (Moraga, CA)
36. Shimer College (Waukegan, IL)
37. Simon’s Rock College (Great Barrington, MA)
38. Spring Hill College (Mobile, AL)
39. Suffolk Univ. (Boston, MA)
40. Thomas Aquinas College (Santa Paula, CA)
41. Univ. of Chicago (IL)
42. Univ. of Dallas (TX)
43. Univ. of St. Thomas (Houston, TX)
44. Univ. of San Francisco (CA)
45. Ursinus College (Collegeville, PA)
46. Valparaiso Univ. (IN)
47. Villanova Univ. (PA)
48. Whitman College (WA)

The Curriculum [1982/35]
Core Curriculum [1920s/2400]
General Education [1980s/150]
World Literature Program [1993/700]
Templeton Honors Program [1999/24]
The Curriculum [1992/50]
Humanities Core [1991/1700]
The Curriculum [1993/20]
General Education Program [est. 2000]
Intellectual Traditions [1993/300]
Liberal Arts Core [1990/700]
Honors Program [1980/60]
The Curriculum [est. 1973]
Humanities Program [1968/420]
The curriculum [1994/100]

General Studies Program [1973/600]
Core Curriculum [1945/550]
Humanities Core Program
Humanities-Classics Major [30/yr.]
Core Curriculum [1999/40]

Dev. of Western Civ. [1971/1900]
Humanities Program [1943/650]
Core Requirements [1996/1500]

Humanities Requirement [1945/430]
The Curriculum [1937/800]
Core Curriculum [1959/700]
Collegiate Seminar Prg. [1985/2000]
The curriculum [1950/150]
Lower College Program [1985/300]
English 121 and 123 [1970s/250]
Integrated Studies [450/yr.]
The Curriculum [1971/280]

General Ed. Program [1942/1800]
Comm. on Social Thought [MA/Ph.D.]
Core Curriculum [1960/650]
Honors Program [1990/50]
St. Ignatius Institute [1975/150]
Humanities Program [1980s/100]
Liberal Studies [1999/380]
First Year Core [1998/700]
Core Humanities Program [1983/1500]
Core Curriculum [1981/420]

Appendix 3. Non-Honors/Non-Required Programs

A. Public Institutions

1. Cal. Poly, San Luis Obispo (CA)
2. Central Washington Univ. (Ellensburg, WA)
3. Clemson Univ. (Clemson, SC)
4. Delta State Univ. (Cleveland, MS)
5. East Carolina Univ. (Greenville, NC)

West. Intellectual Tradition [est. 2000]
Douglas Honors College [1977/70]
Great Books of Western Civ. [1988/30]
Minor in Great Books [1997/30]
Great Books Program [1998/30]
<table>
<thead>
<tr>
<th></th>
<th>Institution</th>
<th>Program Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Kansas State Univ. (Manhattan, KS)</td>
<td>Humanities Sequence [1970s/250]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Also: Cert. in the Study of Arts and Sciences through Primary Texts [2001/40]</td>
</tr>
<tr>
<td>7</td>
<td>Middle Tennessee State Univ. (TN)</td>
<td>Great Books Minor [est. 1999]</td>
</tr>
<tr>
<td>8</td>
<td>Univ. of Arizona, Tucson</td>
<td>Humanities Program [1980s/100-1000]</td>
</tr>
<tr>
<td>9</td>
<td>Univ. of Colorado, Boulder</td>
<td>Intro. to Humanities [1940s/400]</td>
</tr>
<tr>
<td>10</td>
<td>Univ. of Michigan, Ann Arbor</td>
<td>Great Books Program [1947/500]</td>
</tr>
<tr>
<td>11</td>
<td>Univ. of Minnesota, Minneapolis</td>
<td>Humanities Program [1950/400]</td>
</tr>
<tr>
<td>12</td>
<td>Univ. of Montana, Missoula</td>
<td>Liberal Studies [1950s/200]</td>
</tr>
<tr>
<td>13</td>
<td>Univ. of New Hampshire, Durham</td>
<td>Humanities Program [1980s/250]</td>
</tr>
<tr>
<td>14</td>
<td>Univ. of New Mexico, Albuquerque</td>
<td>Integrated Liberal Studies [est. 1948]</td>
</tr>
<tr>
<td>15</td>
<td>Univ. of Wisconsin, Madison</td>
<td>Humanistic Studies [1980s/150]</td>
</tr>
<tr>
<td>16</td>
<td>Univ. of Wisconsin, Green Bay</td>
<td>Great Books Program</td>
</tr>
<tr>
<td>17</td>
<td>Univ. of Wisconsin, Milwaukee</td>
<td>Great Books Program [1972/30]</td>
</tr>
<tr>
<td>18</td>
<td>Univ. of North Texas, Denton</td>
<td>Humanities I and II [1979/3000]</td>
</tr>
<tr>
<td>19</td>
<td>Univ. of Northern Iowa (Cedar Falls, IA)</td>
<td>Great Books Curriculum [1997/1800]</td>
</tr>
<tr>
<td>20</td>
<td>Wilbur Wright College (Chicago, IL)</td>
<td></td>
</tr>
</tbody>
</table>

**B. Private and Religious Institutions**

<table>
<thead>
<tr>
<th></th>
<th>Institution</th>
<th>Program Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assumption College (Worcester, MA)</td>
<td>Foundations Program [1979/100]</td>
</tr>
<tr>
<td>2</td>
<td>Bard College</td>
<td>Clemente Course [est. 1995]</td>
</tr>
<tr>
<td>3</td>
<td>Baylor Univ. [Waco, TX]</td>
<td>Interdisciplinary Core [1995/500]</td>
</tr>
<tr>
<td>5</td>
<td>Bethel College (St. Paul, MN)</td>
<td>Western Humanity [1997/150]</td>
</tr>
<tr>
<td>6</td>
<td>Biola Univ. (La Mirada, CA)</td>
<td>Torrey Honors Institute [1996/280]</td>
</tr>
<tr>
<td>7</td>
<td>Boston College (Boston, MA)</td>
<td>Perspectives Program [1980/550]</td>
</tr>
<tr>
<td>8</td>
<td>Clemson Univ.</td>
<td>Great Works of Western Civ. [1988/30]</td>
</tr>
<tr>
<td>9</td>
<td>Davidson College</td>
<td>Humanities Program [1962/100]</td>
</tr>
<tr>
<td>10</td>
<td>Furman Univ. (Greenville, SC)</td>
<td>Humanities Program [1970/100]</td>
</tr>
<tr>
<td>11</td>
<td>Hanover College (IN)</td>
<td>Eurasia Humanities Program [1994/60]</td>
</tr>
<tr>
<td>12</td>
<td>Lynchburg College (VA)</td>
<td>College Symposium [1989/200]</td>
</tr>
<tr>
<td>13</td>
<td>Marymount College (Tarrytown, NY)</td>
<td>Humanities Program [1983/70]</td>
</tr>
<tr>
<td>14</td>
<td>Mercer Univ. (Macon, GA)</td>
<td>Great Books Program [1984/300]</td>
</tr>
<tr>
<td>15</td>
<td>Millsaps College (Jackson, MS)</td>
<td>Heritage of the West [1968/120]</td>
</tr>
<tr>
<td>16</td>
<td>North Park Univ. (Chicago, IL)</td>
<td>General Honors [1985/35]</td>
</tr>
<tr>
<td>17</td>
<td>Pacific Union College (Angwin, CA)</td>
<td>Honors Program [1998/80]</td>
</tr>
<tr>
<td>18</td>
<td>Pepperdine Univ. (Malibu, CA)</td>
<td>Colloquium [late 1980s/200]</td>
</tr>
<tr>
<td>19</td>
<td>Princeton Univ. (NJ)</td>
<td><strong>Humanistic Studies Prg. [1980s/150]</strong></td>
</tr>
<tr>
<td>20</td>
<td>Rice Univ. (Houston, TX)</td>
<td><strong>General Ed. Humanities [130/yr.]</strong></td>
</tr>
<tr>
<td>21</td>
<td>St. Anselm College (Manchester, NH)</td>
<td>Liberal Studies-Great Books [1972/25]</td>
</tr>
<tr>
<td>22</td>
<td>St. Mary’s College (Notre Dame, IN)</td>
<td>Humanistic Studies [1956/40]</td>
</tr>
<tr>
<td>23</td>
<td>St. Mary’s College (St. Mary’s, KS)</td>
<td>The Curriculum [1989/35]</td>
</tr>
<tr>
<td>24</td>
<td>St. Michael’s College (Colchester, VT)</td>
<td>Humanities Program [1950/100]</td>
</tr>
<tr>
<td>25</td>
<td>St. Olaf College (Northfield, MN)</td>
<td><strong>The Great Conversation [1981/190]</strong></td>
</tr>
<tr>
<td>26</td>
<td>St. Vincent College (Latrobe, PA)</td>
<td>Common Texts Project [1986/1000]</td>
</tr>
<tr>
<td>27</td>
<td>Univ. of Notre Dame (Notre Dame, IN)</td>
<td>Program of Liberal Studies [1950/180]</td>
</tr>
<tr>
<td>28</td>
<td>Univ. of the South (Sewanee, TN)</td>
<td><strong>Interdisciplinary Hum. Prg. [1992]</strong></td>
</tr>
<tr>
<td>29</td>
<td>Washington Univ. of St. Louis (MO)</td>
<td>Text and Tradition [1980s/70]</td>
</tr>
<tr>
<td>30</td>
<td>Wesleyan Univ. (Middletown, CT)</td>
<td>College of Letters [1959/80]</td>
</tr>
<tr>
<td>31</td>
<td>Yale Univ. (New Haven, CT)</td>
<td>Directed Studies Program [1946/125]</td>
</tr>
</tbody>
</table>
Appendix 4: Shortlist of superior Great Books Programs and Sequences in Intellectual History

A. Top-Ranked Public Universities


Two Great Books courses are required of all students in their sophomore year. The program is housed in the English department but draws faculty from several disciplines. Reading lists are chosen from within established guidelines, with typical authors including Homer, Plato, Jane Austen, Frederick Douglass, and Chinua Achebe.


A minor in Great Books consisting of 24 credits. Required of all students is the “Introduction to Great Books” course. After completion of this gateway course, students select additional courses from an approved list of classes offered in the departments of Classics, English, Foreign Languages, History, Philosophy, Political Science, and Psychology.

Kentucky State Univ. Whitney Young College Honors Program. Est. 1982; enrollment 50/yr.

A 48-credit great books program which fulfills all core liberal studies requirements. The reading list is modeled after that of St. John’s College, with considerable attention given to classical literature and philosophy and to the history of science. KSU also offers a liberal studies major consisting of 21 credits of great books coursework.

Louisiana State Univ. Honors College. Est. 1967; enrollment 350/yr.

A number of great books courses are offered as electives within the honors college. They include: “Ancient Western Civilization” [6 credits], “Comparative Civilizations” [6 credits], “Rome and Medieval Civilizations” [6 credits], “The Renaissance” [4 credits], and “Colonial and Early America” [6 credits]. These courses may be used to fulfill general education requirements as well as to earn Honors Distinction in the awarding of the BA degree.

University of Arizona, Tuscon. Humanities Program. Est. 1980s; enrollment 1,000/yr in two-course sequence and 100/yr in four-course sequence.

The Humanities Program at Univ. of Arizona offers a 2-course Great Books sequence entitled “Traditions and Culture” that fulfills General Education requirements. A more extensive, four-course sequence is elected by a smaller number of students, and these courses count towards general education requirements as well as towards major or minor coursework in various fields of the Humanities. The focus of all courses is the Western Tradition, although some non-traditional works are included. Several other Humanities courses, offered on a less regular basis, supplement these core courses.

University of Colorado, Boulder. Introduction to Humanities. Est. 1940s; enrollment 400/yr.

The Humanities Program offers a two-course, 12-credit sequence entitled “Introduction to the Humanities,” which focuses on great works, primarily literature, as well as works of music and visual art. These courses can be used to fulfill general education requirements, and they are required of all students majoring or minoring in the Humanities.

University of Kentucky, Lexington. Honors Program. Est. 1960s, enrollment 600/yr.

The core of the Honors Program is a four-course sequence in Great Books that “traces the development of Western Civilization from the ancient world through the 20th century. The courses are multidisciplinary, including literature, philosophy, religion, politics, and history.”

University of Michigan, Ann Arbor. Great Books Program. Est. 1947; enrollment 500/yr.

The Great Books Program gathers under one umbrella a group of courses that “do not fit within traditional departments” and are given the designation gbbooks, or GTB. GTB 191 and 193 account for the bulk
of enrollment, as they are required of students in the Honors Program. This two-course sequence focuses on “great works of the Western tradition from the ancient and medieval periods,” and additional, elective courses are taught on a less regular basis, many of which address modern and contemporary culture in the West as well as great works from other cultures.

University of Minnesota, Minneapolis. Humanities Program. Est. 1950; enrollment 400/yr.

The Humanities Program at U-MN offers a set of six historically sequenced courses, some for four credits, and others for 3 credits, entitled “Humanities in the West.” These courses are “grounded in reading great books, but also include great works of art and music.” An 18-credit minor in the Humanities is also offered, and the program offers additional courses on an occasional basis, most focusing on a single figure or time period.

University of Missouri, Columbia. Honors College. Est. 1955; enrollment 300/yr.

The Humanities sequence offered by the Honors College consists of four chronologically-sequenced courses that “combine lectures with discussion groups to study great books.” The focus throughout the entire sequence is on “the Western tradition.” Completion of the sequence satisfies the Humanities requirement for the College of Arts and Sciences. There is also a Social Sciences sequence in Honors; consisting of two courses, it also includes several classical texts.

University of North Carolina, Asheville. Humanities Program. Est. 1964; enrollment 800/yr.

The Humanities Program is a four-course sequence [4 credits per course] required of all undergraduates. The courses are designed chronologically, and each includes one weekly lecture and two discussion meetings. Readings are drawn from primary sources, and consist of a mixture of “multicultural works with classics of the Western tradition.”


Required of all Honors College students is a set of two 3-course sequences [trimester system] in which “students focus on reading great books.” One course is devoted to literature and the other to history. Courses may be used to fulfill the university’s general education requirements.

University of Texas, Austin. Plan II Honors Program. Est. 1935; enrollment 350/yr.

Plan II is the university’s general honors program. Required of all students upon entering the program are two 2-course sequences, one in literature and the other in philosophy. Both sets of courses focus primarily on the Western tradition. Instructors choose from a “common reading list, beyond which they have flexibility in adding works of their own choosing.”

University of Vermont. John Dewey Honors Program and Integrated Humanities Program. Est. 1978; enrollment 35/yr. Integrated Humanities offers first-year students three year-long courses (literature; history; philosophy and religion), all of which focus on the Western tradition from ancient times to the present. All the courses fulfill general education requirements; intermediate and advanced courses in great books are also available for interested students.


Integrated Liberal Studies [ILS] developed out of the Meiklejohn Experimental College (1927-32) and has an interdisciplinary core curriculum whose courses satisfy some of the Letters and Science distribution requirements for the BA. The foundation of the program is a set of eight, Great Books courses in the Western tradition, offered in the following two-course sequences: “Science, Technology, Philosophy,” “Literature and the Arts,” “Political, Economic, and Social Thought,” and “History”
B. Top-Ranked Private Universities

Boston College. Honors Program. Est. 1959; enrollment 600/yr.

The Perspectives Program is a four-year interdisciplinary program focused on the great books of the Western intellectual tradition, though some non-Western works are included in the curriculum. The program consists of 4 year-long courses of 12 credits each, for a total of 48 credits. Courses are organized by discipline, including humanities, arts, social sciences, and natural sciences.

The Honors Program at Boston College includes the Western Cultural Tradition, a four-semester great books sequence [6 credits per semester] which is followed by a 2-course sequence entitled “The 20th Century and the Tradition,” the last course of which examines the cultural traditions of the West from contemporary critical perspectives.

Clemson University. Great Works of Western Civilization. Est. 1988; enrollment 30/yr.

An interdisciplinary minor consisting of 18 credits [6 courses], including one required course entitled “Great Books of the Western World”. For their remaining five courses, students choose one course apiece from the following categories: classical civilization, post-classical literature, philosophy and religion, the arts, and the sciences.

Columbia University. Core Curriculum. Est. 1920s; enrollment 2,400/yr.

First-year required program consisting of two year-long courses: “Masterpieces of Western Literature and Philosophy” and “Contemporary Civilization”. Students may also elect to enroll in one or both of the two elective core courses, “Masterpieces of Western Art” and “Masterpieces of Western Music”.


There are four core requirements for this program: a 2-course sequence called “Cultural Foundations” and a 2-course sequence in “Social Foundations”. All four courses focus on the great books of the Western tradition, including great works in the visual arts.

Princeton University. Program in Humanistic Studies. Est. 1980s; enrollment 150/yr.

Humanistic Studies is a forum designed to “introduce students to fundamental events, ideas, and texts of literature, art, science, philosophy, and society.” Some courses have a traditional great works emphasis, such as the four-course introduction to Western Culture [Hum. 216/217/218/219], which combines lectures and small-group discussions. The Program in Humanistic Studies also offers courses on the Bible and on Eastern Philosophy.

Rice University. General Education (Humanities). Enrollment 130/yr.

In order to fulfill general education requirements, students at Rice may elect to take a two-course sequence in Great Books. The courses focus on works of literature, philosophy, and history from the Western tradition.

University of Chicago. General Education Requirements. Est. 1942; enrollment 1,800/yr.

The University of Chicago’s general education program requires coursework in 2 of 3 categories, “Humanities and the Arts,” “Civilization,” and “Social Sciences.” In the former, students choose one 2- or 3-course sequence [trimester system] from among half a dozen different courses, varying by theme (some are exclusively devoted to works of Western literature; others include non-Western works as well). In the category of “Civilization,” students choose from among a dozen different courses, and in the “Social Sciences” category, students choose one three-course sequence from five possible choices.

University of Notre Dame. Program of Liberal Studies. Est. 1950; enrollment 180/yr.

Liberal Studies is a degree program pursued after the Freshman year. It includes 60 credits of Great Books courses. The core of the program is a series of seminars and tutorials (the latter of which combine lecture
and discussion) in various fields such as literature, philosophy, natural science, theology, political theory, fine arts, and intellectual history. In addition to three great books courses, students take nine elective courses in order to complete the degree.

**Villanova University. Core Humanities Program and Honors Program. [Est. 1975; enrollment 40/yr.]**

A Core Humanities sequence is required of all students at Villanova, consisting of two, chronologically sequenced courses focusing on “selections from great works of the Western tradition.” In addition, Villanova offers an Honors Program with two curricular tracks, one of which includes three semesters of Great Books for a total of 24 credits [two 9-credit courses in the freshman year and one 6-credit course in the sophomore year]. Entitled “Interdisciplinary Humanities,” these courses all focus on the Western tradition, and they satisfy general education requirements.

**Washington University of St. Louis. Text and Tradition. Est. 1980s; enrollment 70/yr.**

Text and Tradition is an “alternative general-education program” consisting of six Great Books courses, the completion of which also constitutes a minor. Two courses are devoted mainly to literature; three others take an interdisciplinary approach to political and moral philosophy and economics, and one course focuses on the natural sciences. The focus throughout all courses is on the Western tradition.

**Yale University. Directed Studies Program. Est. 1946; enrollment 125/yr.**

Directed Studies is a Great Books program that fulfills general education requirements. It consists of three 2-course sequences spanning the Western tradition from the ancient world to the 20th century. The courses are divided by discipline: literature, philosophy, and history and politics. Students must be selected at the time of admission in order to enroll in Directed Studies. Teaching combines two weekly seminars and a once-weekly lecture, given by faculty drawn from throughout the university. Yale also offers an interdisciplinary major in the Humanities, designed to contribute to “an integrated understanding of the Western cultural tradition”. The major covers three periods, medieval, Renaissance, and modern, but there is an additional prerequisite of one or two courses in classical civilization. In addition to these prerequisites, the major consists of thirteen semester-long courses, six of which are “core” courses (three lecture courses and three seminars).

**C. Liberal Arts Colleges and Small Universities**

**Davidson College. Humanities Program. Est. 1962; enrollment 100/yr.**

A non-required four-semester program for first- and second-year students which focuses on great works from the Western tradition from antiquity to the present. Courses consist of lectures and seminars, and completion of the sequence counts towards core distribution requirements in history, religious studies, and philosophy.

**Providence College. Development of Western Civilization. Est. 1971; enrollment 1,900/yr.**

DWC is a four-year sequence [5 credits per course] required of all students at Providence College, to be taken in the freshman and sophomore years. The courses are interdisciplinary and team-taught, and the sequence is historical, concentrating on great works of literature, moral and political philosophy, and religious and scientific texts.

**Reed College. Humanities Core Curriculum. Est. 1943; enrollment 650/yr.**

All students are required to take a two-semester sequence in the Humanities which counts for 3 semesters of credit. The course covers great works from ancient Greece (first semester) and Rome (second semester). After completing this sequence, students may choose from three additional 2-course sequences, including “Early Modern Europe,” “Modern European Humanities,” and “Foundations of Chinese Civilizations”.
Rhodes College. Basic Humanities Requirement. Est. 1945; enrollment 430/yr.
Required of all students are two four-course sequences in the Humanities. One track, entitled “Search for Values in the Light of Western History and Religion,” consists of one course taken in each of the four semesters, with all courses focusing on primary texts from antiquity to the present. The scope of the first year is the classical and early Christian world; the second year of the sequence focuses on events and texts from the early Christian period to the present day. In addition, students choose to focus on one disciplinary area from the following: religious studies, history, philosophy, literature, and politics.

St. John's College. The Curriculum. Est. 1937; enrollment 800/yr.
At its foundation in 1937, St. John’s College established a four-year, non-elective curriculum now also taught at its second campus in Santa Fe, NM (est. 1960). Today, St. John’s is considered the model for Great Books programs, and many colleges and universities have modeled honors programs, core curricula, and other traditional humanities sequences on the curriculum at St. John’s. The Curriculum is based almost exclusively on primary readings in Great Books, with an emphasis on classical culture and on the history of science. Weekly, college-wide lectures are given on Friday evenings to complement the “precepts,” or classes.

The Great Conversation provides a coherent means of fulfilling most of the requirements for the core curriculum at St. Olaf. The program consists of a five-course sequence, taken one per semester during the first two years of study (including one course to be taken during the interim winter term of the first year). The course studies great works of Western Civilization in chronological fashion; several additional courses are offered on an elective basis for students who wish to continue their study of great books beyond this introductory sequence.

This elective program consists of a series of four chronologically sequenced courses in which students “study great works of the Western tradition.” Disciplines included are literature, philosophy, religion, politics, and the arts. These courses substitute for general education requirements.

Wesleyan University. College of Letters. Est. 1959; enrollment 80/yr.
The College of Letters is an interdisciplinary program and major combining coursework in literature, history, and philosophy. The core of the program is a five-course Great Books sequence that begins with the 20th century, then returns to the ancient world and proceeds chronologically. Emphasis throughout the five courses is on European culture; various other courses are also offered which focus on Great Books.
Sample Curriculum:  
Honors Foundations

The sample curriculum below is based on the premise that UNC will be able to offer a four-course sequence of courses, each of which will be structured according to a format of two 75-minute weekly seminars (or three 50-minute seminars) as well as two 50-minute weekly lectures.

The seminars will be taught by Honors Foundations core faculty. Lectures will be delivered by core faculty as well as by faculty drawn from throughout the university; when possible, lecturers with special expertise will also be invited from nearby universities and colleges. Some lectures will address the required readings directly while others will supplement those readings by familiarizing students with the intellectual or historical background of the assigned works. Those lectures designated “artfocus” will focus on works of art and architecture relevant to the assigned readings.

HF 101. Honors Foundations I: the Greco-Roman World

Homer, The Iliad
  Lecture 1: Gods and Men in the Iliad
  Lecture 2: Life in Archaic Greece

Homer, The Odyssey
  Lecture 1: The Odyssey as epic and anti-epic
  Lecture 2: Homer’s underworld
  Lecture 3: The legacy of Odysseus in Western Literature

Pindar, selected Odes OR Hesiod, Works and Days
  Lecture 1: Early Greek Lyric

Plato, The Republic (selections)
  Lecture 1: Imagining the Ideal State: Plato, Herodotus, Xenophon
  Lecture 2: Plato on Homer and Plato’s theory of the Fine Arts

Plato, Phaedo OR Symposium OR Apology
  Lecture 1: Skepticism, Argument, and the “Socratic Method”
  Lecture 2: Plato on love and friendship

Thucydides, History of the Peloponnesian War (selections)

Xenophon, Cyropaedia (selections)

Aristotle, Politics (selections)
  Lecture 1: War and Statecraft in Fifth-Century Athens
Lecture 2: Athenian ideas of Democracy

Aristotle, *Poetics* and *Nicomachean Ethics* (selections)

One play by Euripides, Aeschylus, or Sophocles (to be chosen from a set list)
Lecture 1: The birth of Tragedy in ancient Greece
Lecture 2: Aristotle and the Tragedians on the passions

Aristophanes, *The Clouds* OR *The Fros* or *Lysistrata*
Lecture 1: Drama, Politics, and Ritual in Ancient Greece
Lecture 2: Artfocus: the Greek theatre

Horace, selected *Odes* and *Satires* and EITHER Martial OR Catullus, selected poems
Lecture 1: Poetry and Politics in ancient Rome: the lyric
Lecture 2: Artfocus: City, Court and Country in ancient Rome

Cicero, selections from *De Officiis* or other works on oratory

Cicero, selections from *Letters to Atticus* and from other works
Lecture 1: Rhetoric and Moral Philosophy in ancient Rome
Lecture 2: The Roman Senate and ideas of law

Ovid, *The Metamorphoses*, books 1, 10, and 15

Lucretius, *De Rerum Natura*, book 1 and selections from book 4
Lecture 1: Ovid and Lucretius as epic poets
Lecture 2: Natural Philosophy in Ovid and Lucretius

Virgil, *The Georgics* (selections)
Lecture 1: Labor versus ease: Virgil’s pastoral and georgic poems

Virgil, *The Aeneid*, books 1-6 and selections from 7-12
Lecture 1: Virgil as critic of Homer
Lecture 2: Virgil’s Underworld
Lecture 3: The Virgilian idea of a literary career

Lucan, selections from *The Pharsalia*
Lecture 1: Virgil and Lucan on civil war

Seneca, *Thyestes* OR another play by Seneca, to be chosen from an approved list
Lecture 1: Seneca’s ethics of anger and revenge

HF 102. Honors Foundations II: Late Antique and Medieval Worlds

The New Testament, selections from Matthew, Paul, and the Apocrypha
Lecture 1: The Philosophy of Paul
Lecture 2: The making of the canonical scriptures

*The Early Church: Controversies and Debates in the 2nd Century*
Origen, *Contra Celsum* (selections) and Clement, “Exhortation to the Greeks”
Lecture 1: Religious Controversies in the Early Christian Period
Lecture 2: The Synthesis of Hellenism and Christianity

Marcus Aurelius, *The Meditations* (selections)
Lecture 1: Varieties of Roman Stoicism: Marcus Aurelius, Seneca, Epictetus

Plutarch, selections from the *Moralia* OR Lucian, selected *Dialogues*
Lecture 1: literature and philosophy in 2nd century AD Rome

Augustine, *Confessions*
Lecture 1: Augustine and the classical world
Lecture 2: Augustine and his contemporaries on sin and salvation

Boethius, *The Consolation of Philosophy*
Lecture 1: The idea of Fortune in the middle ages: Boethius and his influence
Lecture 2: Artfocus: early Christian and Byzantine art

*The Rise of Monasticism:* the Rules of St. Benedict
Lecture 1: Artfocus: the Cistercian monastery

Moses Maimonides, selections from *The Guide for the Perplexed*
Lecture 1: Intellectual Culture in medieval Spain: Christians, Arabs, Jews

*Chanson de Roland* OR Sir Gawain and the Green Knight OR Chrétien de Troyes
Lecture 1: the Carolingian Renaissance and the rise of Romance
Lecture 2: the Medieval canons of chivalry

*The Building of the Gothic Cathedrals:* Chartres, a case study
Readings: Abbot Suger and other primary and secondary sources
Lecture 1: the program of the stained-glass windows at Chartres

Francesco Petrarca, The *Canzoniere* and other works (selections)
Lecture 1: Petrarch as Lyric Poet
Lecture 2: Petrarch as Philosopher
Lecture 3: Artfocus: painting in 14th century Florence and Avignon

Dante Alighieri, *The Inferno*
Lecture 1: Guelfs and Ghibellines: the political context of the *Inferno*
Lecture 2: Dante’s cosmology and theology
Lecture 3: Artfocus: humanism and the visual arts in 14th century Italy

Geoffrey Chaucer, General Prologue and *Franklin’s Tale*, *The Canterbury Tales*
Lecture 1: Chaucer’s England: Art, Politics, and Life in the Ricardian court
Lecture 2: Chaucer and Roger Bacon on magic and science

Geoffrey Chaucer, *The Wife of Bath’s Tale* OR *The Miller’s Tale*, *The Canterbury Tales*
Lecture 1: Chaucer’s comic art
Lecture 2: Chaucer as a reader of Petrarch and Boccaccio

*Religious Revolutions of the Later Middle Ages: Italy*
Readings by and about St. Francis of Assisi and Girolamo Savonarola
Lecture 1: The rise of the Franciscan and Dominican orders in Italy
Religious Revolutions: England and the Northern Continent
Readings by 15th century mystics such as Julian of Norwich or Nicholas of Cusa
Lecture 1: Wyclif and the Lollards
Lecture 2: the dawn of the Reformation and the rise of Mysticism

HF 103. Honors Foundations III: the Renaissance

Art, Literature, and Philosophy in the Court of Lorenzo de'Medici:
Readings from Marsilio Ficino, Giovanni Pico della Mirandola, and others
Lecture 1: Intellectual Currents in the Medici Circle
Lecture 2: Artfocus: Boticelli’s Primavera and its Philosophies

Niccolo Machiavelli, The Prince and selections from The Discourses
Lecture 1: Means and Ends in Machiavelli’s philosophy
Lecture 2: The Florence of Machiavelli and Leonardo

Desiderius Erasmus, The Praise of Folly
Lecture 1: Erasmus, Paul, and Socrates
Lecture 2: Artfocus: Northern European painting and engraving around 1500
Lecture 3: More, Erasmus, and the Printing Revolution

Thomas More, Utopia
Lecture 1: envisioning the ideal state from Plato to More
Lecture 2: More, Erasmus, and the art of irony
Lecture 3: More and Erasmus as religious reformers

Reformation Debates, I: Erasmus versus Luther
Lecture 1: Luther on the Will

Reformation Debates, II: Calvin and his critics
Readings: Calvin, selections from The Institutes of the Christian Religion and selections from texts concerning the Calvin-Servetus debates
Lecture 1: Calvin and European Calvinism

The Rise of Skepticism: Michel de Montaigne, The Apology for Raymond Sebond
Lecture 1: Montaigne and the The French Religious Wars
Lecture 2: Montaigne as philosopher and prose stylist

Renaissance Poetry and its Classical Legacies: Ronsard, Du Bellay, Philip Sidney
Lecture 1: Artfocus: poetry and painting in the court of François 1
Lecture 2: Renaissance ideas of the poet and poetry: Ronsard, Tasso, Sidney

Shakespeare, King Lear
Lecture 1: Renaissance notions of tragedy: Sidney and Shakespeare
Lecture 2: King Lear and the gods

The Beginnings of the Scientific Revolution: Bacon and Galileo
Francis Bacon, Preface to the Great Instauration and Novum Organum
Galileo Galilei, Letter to the Grand Duchess Christina
Lecture 1: Bacon and Galileo on science and religion
Lecture 2: Galileo and his influence in 17th century Europe
Lecture 3: Artfocus: Art and Science in Baroque Europe

**The Rise of the Novel**: Miguel de Cervantes, *Don Quijote*, Part 1
  - Lecture 1: Cervantes the modern
  - Lecture 2: The *Quijote* as romance and anti-romance

**The English Civil War**: readings from Milton, Marvell, and pamphleteers
  - Lecture 1: Theories of Divine Right Monarchy and their critics
  - Lecture 2: Milton’s Three Liberties

John Milton, *Paradise Lost*
  - Lecture 1: Milton’s theology
  - Lecture 2: Milton’s Eden: nature, science, and love in *Paradise Lost*
  - Lecture 3: Milton, the English Civil War, and the War in Heaven
  - Lecture 4: Milton as a reader of Homer and Virgil

Thomas Hobbes, selections from *The Leviathan*
  - Lecture 1: Hobbes’s political philosophy
  - Lecture 2: Hobbes on religion and the Church

Blaise Pascal, *Pensées*
  - Lecture 1: Philosophy in 17th century France: Descartes and Pascal

**HF 104. Honors Foundations IV: the Dawn of Modernity, circa 1660-1850**

This fourth course in the sequence will cover literature, moral and political philosophy, natural science, and economic and social theory between 1660 and around 1850 in Europe, with a smaller selection of texts written in colonial and Revolutionary America. Authors might include: Locke, Hume, Addison and Steele, Molière, Pope, Swift, Adam Smith, Burke, Diderot, Voltaire, Rousseau, De Toqueville, the Declaration of Independence, Ben Franklin, the Federalist Papers, Goethe, Schlegel, Coleridge, Wordsworth, Byron, Blake, Mill, Wollstonecraft, Flaubert, and Dickens.
GUIDELINES FOR FYS

All First Year Seminars are designed to satisfy these criteria:

1. Issue-oriented: Courses “should engage issues and highlight topics.” They are not introductory surveys, even if they might cover a wide range of knowledge.

2. Methodologically self-conscious: They “share a common focus on how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge.” The seminars introduce students to one or more modes of inquiry or fields of study.

3. Active learning: The seminars encourage “self-directed inquiry.” That means exhorting students to take responsibility for producing knowledge. That means student participation in class and assignments that encourage original research and creative activity.

4. Communication-intensive: The courses aim to refine students’ communication skills—their ability to speak clearly and write persuasively. Seminars emphasize oral as well as written communication, and instructors might assign group as well as individual projects.

5. Multiple modes of assessment: Instructors are encouraged to use multiple classroom procedures and testing strategies to accommodate students’ diverse learning styles and varied cognitive stages. In practical terms, for example, that might mean more frequent but shorter written assignments, as well as a variety in the types of assessment, verbal and non-verbal.

COURSE APPROVAL PROCESS

1. Course proposals are submitted to the FYS office, including signature of department or curricular chair, by the established deadlines. They contain
   a. A course description that summarizes the course's content and goals, a reading list, grading criteria;
   b. a sample syllabus for the course that includes a list of topics broken down into teaching units, and a list of reading materials and bibliography;
   c. Descriptions of a variety of learning and teaching activities that will be used in this class. Proposals are expected to include specific examples of interactive work that the students will be responsible for, in and outside the classroom such as independent research, group projects, performances, other non-traditionally-lecture-format activities and how such work will count for their final assessment;
d. A short paragraph describing the instructor that includes academic interests as well as personal information.

2. After review by the Associate Dean for FYS, the proposals are reviewed by the FYS steering committee;

3. After review by the FYS steering committee, they are forwarded to the Associate Dean for Undergraduate Curricula where they follow the established process for all courses;

4. Once approved by the Administrative Boards of the College of Arts and Sciences and the General College, departments are informed and the course numbers are integrated into the University system. Normally all approvals are for the next academic year, rather than the subsequent semester.

5. Every FYS course is evaluated using the evaluation procedure administered by the Center for Teaching & Learning. This procedure follows guidelines established by the Task Force on Student Evaluation of Teaching: University of North Carolina. CTL’s evaluation system generates reports that have been specialized for instructors, students, and the Associate Dean of First Year Seminars & Academic Experiences.
# Appendix E

First Year Seminars by Selected Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African and Afro-American Studies</strong></td>
<td>Defining Blackness: National and International Approaches to African American Identity</td>
<td>McMillan, Timothy</td>
</tr>
<tr>
<td></td>
<td>Masquerades of Blackness: Representing Race in Cinema</td>
<td>Regester, Charlene</td>
</tr>
<tr>
<td><strong>American Studies</strong></td>
<td>The Folk Revival: The Singing Left in Mid-Century America</td>
<td>Cantwell, Robert</td>
</tr>
<tr>
<td></td>
<td>Navigating America: Journeys, Voices, and Transportation</td>
<td>Willis, Rachel A.</td>
</tr>
<tr>
<td></td>
<td>The Indian's New Worlds: Southeastern Indian Histories from 1200 to 1800</td>
<td>Green, Michael &amp; Scarry, Margaret</td>
</tr>
<tr>
<td></td>
<td>Birth and Death in the United States</td>
<td>Marr, Timothy</td>
</tr>
<tr>
<td></td>
<td>American Culture in the Era of Ragtime</td>
<td>Kasson, Joy</td>
</tr>
<tr>
<td></td>
<td>American Memory</td>
<td>Marr, Timothy</td>
</tr>
<tr>
<td></td>
<td>The Family and Social Change in America</td>
<td>Allen, Robert</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>The Visual Culture of Photography</td>
<td>Whetstone, Jeff</td>
</tr>
<tr>
<td></td>
<td>Meaning and the Visual Arts</td>
<td>Pardo, Mary</td>
</tr>
<tr>
<td></td>
<td>Book Art</td>
<td>Grabowski, Beth</td>
</tr>
<tr>
<td></td>
<td>Representing the City of Lights: Paris 1600-2000</td>
<td>Sheriff, Mary</td>
</tr>
<tr>
<td></td>
<td>Introduction to African American Art</td>
<td>Harris, Michael</td>
</tr>
<tr>
<td></td>
<td>Stories in Sight: The Narrative Image in Photography</td>
<td>Whetstone, Jeff</td>
</tr>
<tr>
<td></td>
<td>Please Save This: Exploring Personal Histories Through Visual Language</td>
<td>Logan, Juan</td>
</tr>
<tr>
<td></td>
<td>Contemporary Native North American Art Practice</td>
<td>McLain, Kimowan</td>
</tr>
<tr>
<td></td>
<td>Picturing Nature: The Wonderous, the Monstrous, and the Exotic in Art and Science</td>
<td>Sheriff, Mary</td>
</tr>
<tr>
<td></td>
<td>Society of the Spectacle: Impressionism and Post-Impressionism</td>
<td>Mavor, Carol</td>
</tr>
<tr>
<td></td>
<td>TIME: A doorway to Visual Expression</td>
<td>Hirschfield, Jim</td>
</tr>
<tr>
<td></td>
<td>Narrative Sight/Site</td>
<td>Grabowski, Beth</td>
</tr>
<tr>
<td><strong>Classics</strong></td>
<td>The Archaeology of Death in the Ancient Mediterranean</td>
<td>Haggis, Donald</td>
</tr>
<tr>
<td></td>
<td>The Architecture of Empire</td>
<td>Sams, Kenneth</td>
</tr>
<tr>
<td></td>
<td>Life in Ancient Pompeii</td>
<td>Koeppel, Gerhard</td>
</tr>
<tr>
<td></td>
<td>Greek and Roman Education</td>
<td>West, William</td>
</tr>
<tr>
<td></td>
<td>The City of Rome</td>
<td>Houston, George</td>
</tr>
<tr>
<td>Title</td>
<td>Author/Co-author</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Cinema and the Ancient World</td>
<td>Vasunia, Phiroze</td>
<td></td>
</tr>
<tr>
<td>Sailing to Byzantium</td>
<td>Connor, Carolyn</td>
<td></td>
</tr>
<tr>
<td>What's So Funny? Women and Comedy from Athens to Hollywood</td>
<td>James, Sharon</td>
<td></td>
</tr>
<tr>
<td>Love, War, Death, and Family Life in Classical Myth</td>
<td>James, Sharon</td>
<td></td>
</tr>
<tr>
<td>Famous Courtroom Trials of Antiquity</td>
<td>Wootten, Cecil</td>
<td></td>
</tr>
<tr>
<td>Plutarch &amp; the Roots of Modern Biography</td>
<td>Stadter, Philip</td>
<td></td>
</tr>
<tr>
<td>Three Greek and Roman Epics</td>
<td>Race, William &amp; O'Hara, James</td>
<td></td>
</tr>
<tr>
<td>Dead &amp; Deadly Women on the Western Stage: Greek Tragic Heroines from Aeschylus to Eliot</td>
<td>James, Sharon</td>
<td></td>
</tr>
<tr>
<td>Women and Men in Euripides</td>
<td>Reckford, Kenneth</td>
<td></td>
</tr>
<tr>
<td>Crime and Violence in the Ancient World</td>
<td>Werner, Riess</td>
<td></td>
</tr>
<tr>
<td><em>Dramatic Art</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All the World's a Stage: Drama As a Mirror of Society</td>
<td>Blansfield, Karen</td>
<td></td>
</tr>
<tr>
<td>Staging America: The American Drama</td>
<td>Kable, Gregory</td>
<td></td>
</tr>
<tr>
<td>The Psychology of Clothing: Motivations for Dressing-up and Dressing-down</td>
<td>Owen, Bobbi</td>
<td></td>
</tr>
<tr>
<td><em>Economics</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Economics of North Carolina</td>
<td>Conway, Patrick</td>
<td></td>
</tr>
<tr>
<td>Money as an Economic, Cultural, and Social Institution</td>
<td>Froyen, Richard</td>
<td></td>
</tr>
<tr>
<td>The Drug War: Costs and Benefits</td>
<td>Benavie, Arthur</td>
<td></td>
</tr>
<tr>
<td>Should the United States Balance its Budget?</td>
<td>Benavie, Arthur</td>
<td></td>
</tr>
<tr>
<td>The Economic Way of Thinking about Life</td>
<td>Byrns, Ralph</td>
<td></td>
</tr>
<tr>
<td>Future Shock: Global Economic Trends and Prospects</td>
<td>Rosefielde, Steven</td>
<td></td>
</tr>
<tr>
<td><em>English</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia North Carolina</td>
<td>Taylor, Todd</td>
<td></td>
</tr>
<tr>
<td>&quot;Boy Raised by Wolves&quot;: Wild-Child Stories and Theories of Human Nature</td>
<td>Carlston, Erin</td>
<td></td>
</tr>
<tr>
<td>English: The International Language</td>
<td>Eble, Connie</td>
<td></td>
</tr>
<tr>
<td>Ethics and Children’s Literature</td>
<td>Langbauer, Laurie</td>
<td></td>
</tr>
<tr>
<td>Reading the World: Globalization and Contemporary Literature</td>
<td>Varma, Rashmi</td>
<td></td>
</tr>
<tr>
<td>Leaving Adolescence</td>
<td>Wagner-Martin, Linda</td>
<td></td>
</tr>
<tr>
<td>Future Perfect: Science Fictions and Social Form</td>
<td>Curtin, Tyler</td>
<td></td>
</tr>
<tr>
<td>Studies in African-American Drama</td>
<td>Avery, Laurence</td>
<td></td>
</tr>
<tr>
<td>Awakenings: Coming of Age in Modern American Literature and Film</td>
<td>Flora, Joseph</td>
<td></td>
</tr>
<tr>
<td>Turner, Wagner, Hardy</td>
<td>Harmon, William</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King, Jr.: His Legacy in African American Literature</td>
<td>Harris, Trudier</td>
<td></td>
</tr>
<tr>
<td>The Sonnet</td>
<td>Lensing, George</td>
<td></td>
</tr>
<tr>
<td>Computers and English Studies</td>
<td>Anderson, Daniel</td>
<td></td>
</tr>
<tr>
<td>Visits to Hell</td>
<td>Stumpf, Thomas</td>
<td></td>
</tr>
<tr>
<td>Radical American Writers: 1930-1960</td>
<td>Reinert, Thomas</td>
<td></td>
</tr>
<tr>
<td>Courtly Love:--Then and Now</td>
<td>Taylor, Beverly</td>
<td></td>
</tr>
<tr>
<td>The War to End All Wars?: The First World War and the Modern World</td>
<td>Armitage, Beverly</td>
<td></td>
</tr>
<tr>
<td>William Butler Yeats and Irish Independence</td>
<td>McGowan, John</td>
<td></td>
</tr>
<tr>
<td>Epic and Counter Epic in Western Literature</td>
<td>Wolfe, Jessica</td>
<td></td>
</tr>
<tr>
<td>Slavery and Freedom in African American Literature and Film</td>
<td>Andrews, William</td>
<td></td>
</tr>
<tr>
<td>Doctors and Patients</td>
<td>Thrailkill, Jane F.</td>
<td></td>
</tr>
<tr>
<td>Travel Literature</td>
<td>Moskal, Jeanne</td>
<td></td>
</tr>
<tr>
<td>The Life and Writing of William Butler Yeats</td>
<td>Nicholas Allen</td>
<td></td>
</tr>
<tr>
<td>The Doubled Image: Photography in U.S. Latina/o Short Fiction</td>
<td>DeGuzman, Maria</td>
<td></td>
</tr>
<tr>
<td>Projections of Empire: Colonial and Postcolonial Fiction and Film</td>
<td>Cooper, Pamela</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>Pfaff, Richard</td>
<td></td>
</tr>
<tr>
<td>Traveling to European Cities: American Writers and Cultural Identities, 1830-1930</td>
<td>Kramer, Lloyd</td>
<td></td>
</tr>
<tr>
<td>History and Memory in the Modern South, 1865 to the Present</td>
<td>Brundage, Fritz</td>
<td></td>
</tr>
<tr>
<td>Interpreting the French Revolution, 1789-1815</td>
<td>Smith, Jay</td>
<td></td>
</tr>
<tr>
<td>Born in the USA: Coming of Age in the 1950s and 1960s</td>
<td>Filene, Peter</td>
<td></td>
</tr>
<tr>
<td>World War I: History and Literature</td>
<td>Browning, Christopher</td>
<td></td>
</tr>
<tr>
<td>Remembering the Vietnam War</td>
<td>Hunt, Michael</td>
<td></td>
</tr>
<tr>
<td>Can War Be Just?</td>
<td>Browning, Christopher</td>
<td></td>
</tr>
<tr>
<td>Gender, War and Society</td>
<td>Hoffert, Sylvia</td>
<td></td>
</tr>
<tr>
<td>The Conflicts Over Israel Palestine</td>
<td>Shields, Sarah</td>
<td></td>
</tr>
<tr>
<td>Southeast Asia in Global Perspective</td>
<td>Coclanis, Peter &amp; Day, John A.</td>
<td></td>
</tr>
<tr>
<td>Living in a Dream World: Literary Explorations Into Traditional Chinese</td>
<td>Kessler, Lawrence</td>
<td></td>
</tr>
<tr>
<td>Nations, Borders, and Identities</td>
<td>Shields, Sarah</td>
<td></td>
</tr>
<tr>
<td>Lives of Eurasian Minorities</td>
<td>Brooks, F. Willis</td>
<td></td>
</tr>
<tr>
<td>Ideology &amp; Revolution in Latin America</td>
<td>Chasteen, John</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Interplay of Music and Physics</td>
<td>MacNeil, Anne &amp; Wissick, Brent</td>
<td></td>
</tr>
<tr>
<td>American Literature &amp; its Music</td>
<td>Warburton, Thomas</td>
<td></td>
</tr>
<tr>
<td>Building a Nation: The Stage-Musicals of Rodgers &amp; Hammerstein, 1942-9</td>
<td>Carter, Tim</td>
<td></td>
</tr>
<tr>
<td>A Love Affair in Renaissance Drama &amp; Music</td>
<td>MacNeil, Anne</td>
<td></td>
</tr>
<tr>
<td>Vienna, City of Dreams</td>
<td>Finson, Jon</td>
<td></td>
</tr>
<tr>
<td>Music in Motion: American Popular Music and Dance</td>
<td>Neal, Jocelyn</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Music and Drama: Verdi's Operas and Italian Romanticism</td>
<td>Nadas, John</td>
<td></td>
</tr>
<tr>
<td>Reverberations</td>
<td>Weiss, Sarah</td>
<td></td>
</tr>
<tr>
<td>Twentieth-Century Music &amp; Visual Art</td>
<td>Neff, Severine</td>
<td></td>
</tr>
<tr>
<td>Early Modern Court Spectacle</td>
<td>MacNeil, Anne</td>
<td></td>
</tr>
<tr>
<td>Music and Magic</td>
<td>Finson, Jon</td>
<td></td>
</tr>
<tr>
<td>Rock and Roll Music: The First Wave, 1955-64</td>
<td>Covach, John</td>
<td></td>
</tr>
</tbody>
</table>

**Philosophy**

| Mind, Brain, and Consciousness | Lycan, William |
| Paradoxes | Simmons, Keith |
| Who was Socrates? | Reeve, David |
| Philosophy Through Mathematics | Resnik, Michael |
| Thinking About Time | Roberts, John T. |
| The Moral Life | Douglas MacLean |
| Moral Weakness and Conscience | Galligan, Edward M. |
| Is "Free Will" an Illusion? | Long, Douglas C. |
| Ethics: Theoretical & Practical Issues | Hill, Thomas E. Jr. |
| Issues in a World Society: Sports and Competition | Boxill, Jan |
| Abortion | Bar-On, Dorit |
| From Vengeance to Mercy: Dealing With Evil | Postema, Gerald |
| Race and Affirmative Action | Boxill, Bernard |
| Reason and Religion at the Dawn of Modern Science | Garrett, Don |
| Death as a Problem for Philosophy: Metaphysical & Ethical Issues | Rosenberg, Jay |

**Political Science**

<p>| Computer-based Analysis of International Conflict | McKeown, Timothy |
| The Politics of the European Union | Marks, Gary |
| Movies and Politics | Rabinowitz, George |
| The United States and Cuba: Making Sense of U.S. Foreign Policy | Schoultz, Lars |
| Power Politics | Sullivan, Terry |
| Social Movements and Political Protest and Violence | White, James |
| The U.S. and the European Union: Partners or Rivals? | Hooghe, Liesbet |
| The American Worker: Sociology, Politics and History of Labor in the U.S. | Hoyman, Michele |
| International Politics and International Terrorism | McKeown, Timothy |
| The Life and Death of Political Organizations | Lowery, David |
| Introduction to World Politics: Conflict, Democracy and State Building | Reynolds, Andrew |
| Pressure and Power: Organized Interest in American Politics | Gray, Virginia |
| The Politics of Shakespeare | McGuire, Kevin |</p>
<table>
<thead>
<tr>
<th>Religious Studies</th>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plessy v. Ferguson: The Play</td>
<td>Social Change and Changing Lives</td>
</tr>
<tr>
<td>American Political Autobiography</td>
<td>Sociology of the Islamic World</td>
</tr>
<tr>
<td>Democracy and the Civic Ideal</td>
<td>Social Inequality Across Space and Time</td>
</tr>
<tr>
<td></td>
<td>Innovative, Information Technology, &amp; the Sociology of Business in 21st century America</td>
</tr>
<tr>
<td></td>
<td>Cooperation and Conflict</td>
</tr>
<tr>
<td></td>
<td>Religion in American Public Life</td>
</tr>
<tr>
<td></td>
<td>The Consequences of Welfare Reform and Prospects for the Future</td>
</tr>
<tr>
<td></td>
<td>The Advocacy Explosion: Social Movements in the Contemporary U.S.</td>
</tr>
<tr>
<td></td>
<td>Equality of Educational Opportunity Then and Now</td>
</tr>
<tr>
<td></td>
<td>Social Inequality Across Space and Time</td>
</tr>
<tr>
<td></td>
<td>Citizenship and Society in the United States</td>
</tr>
<tr>
<td></td>
<td>Rationalization and the Changing Nature of Social Life in 21st Century America</td>
</tr>
<tr>
<td></td>
<td>Self, Society, and the Making of Reality</td>
</tr>
<tr>
<td></td>
<td>Citizenship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LeFebvre, Donna</th>
<th>Shanahan, Michael</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lienesch, Michael</td>
<td>Kurzman, Charles</td>
</tr>
<tr>
<td>Leonard, Stephen</td>
<td>Guo, Guang</td>
</tr>
<tr>
<td>White, James</td>
<td>Kallenberg, Arne L.</td>
</tr>
<tr>
<td></td>
<td>Aldrich, Howard</td>
</tr>
<tr>
<td></td>
<td>Oberschall, Tony</td>
</tr>
<tr>
<td></td>
<td>Smith, Christian</td>
</tr>
<tr>
<td></td>
<td>Harris, Kathleen Mullan</td>
</tr>
<tr>
<td></td>
<td>Kenneth Andrews</td>
</tr>
<tr>
<td></td>
<td>Karolyn Tyson</td>
</tr>
<tr>
<td></td>
<td>Guo, Guang</td>
</tr>
<tr>
<td></td>
<td>Perrin, Andrew</td>
</tr>
<tr>
<td></td>
<td>Aldrich, Howard</td>
</tr>
<tr>
<td></td>
<td>Kleinman, Sherryl</td>
</tr>
<tr>
<td></td>
<td>Blau, Judith</td>
</tr>
</tbody>
</table>
Selected Undergraduate Research Projects

- Microlending in Europe and the European Microfinance Network
- Restorative Justice in Australia
- Communist Resistance in the Dordogne
- The Roma in Hungarian Schools
Abstract

Micro-lending in Europe and the European Microfinance Network: Current Situation and Possibilities of Success

Jessica Davis

This research focuses on the study of micro-lending, or the provision of small, short-term loans to those members of society who are excluded from the traditional financial sector, and its adaptation to the Western European context. I have examined the broad issue of micro-lending across various cultures and historical instances in order to draw a set of problems often encountered by micro-lenders around the world. I chose to focus on the problems of financing and repayment. From that point, I examined three cases of micro-lenders in the developed world that seemed to successfully address these issues: Durham, North Carolina’s Self-Help, ACCIA“N International, and the Poland-based Microfinance Centre for Central and Eastern Europe and the Newly Independent States. From these organizations, I drew a set of organizational best-practice methods as indicators of good micro-lending practice. It seems that organizations that followed these key points were successful in addressing the problems of financing and repayment. The state of micro-lending in Western Europe and the European Microfinance Network were examined in light of both the problems and best-practice methods determined by the case studies, and recommendations were made to the EMN on how to consider some of the challenges facing it in the coming years. I conclude that with careful planning and attention to detail, the EMN will be successful in achieving its goals.
Restorative Justice
(in Australia)

David M. Gray (Philosophy)
Faculty Mentor: Geoff Sayre-McCord
Graduate Mentor: Susanne Needham

THIEVES
GO TO THE
BEACH, TOO
Keep your belongings safe

Background

- Restorative justice is a process in which offenders, victims, and their supporters come together in a mediated setting to discuss the impact of a criminal offence and decide collectively what can be done to repair the harm that was done.
- These meetings, called restorative justice “conferences,” have been demonstrated in a large number of experiments to have great promise for achieving lower rates of recidivism for offenders (by approximately 25-10 percent) and higher satisfaction for victims than traditional court-based justice processes.
- At present restorative justice has been used only limitedly with serious and/or violent offences. However, there have been notable successes, such as Canada’s Hollow Water program with sex offenders.
- There is widespread agreement that the court system in America and other countries with similar justice systems fail to meet the needs of victims and fail equally to combat crime effectively. Restorative justice, though as yet in the early days of empirical testing, promises the possibility of an alternative to a system in which many despair that “nothing works.”
- For this project, I conducted research into the philosophical and sociological literatures on criminal justice and visited the Centre for Restorative Justice at the Australian National University in Canberra to work with criminologist John Braithwaite and the researchers and police involved in the RISE experiments with conferencing.
RJ and Philosophy

There are interesting points of contact between restorative justice and the literature on moral and political philosophy. Much of the debate in philosophy has traditionally been between those who think that punishment is justified by the need to deter or prevent potential offenders from committing crimes, and those who reject this rationale and argue that reforming offenders or giving some form of restitution should be the goals of our justice systems. Restorative justice theorists wholeheartedly reject the commonly held view that punishment is an acceptable motive in criminal justice, yet sympathetic with the goals of reforming offenders and satisfying the needs of victims. Conferences often offer the opportunity to make the demand to "right" for the wrong done to make amends for the damage that has been done. Where this fails, many restorative justice theorists argue that deterrence and incapacitation (imprisonment and similar penalties) become unacceptable measures. Restorative justice theory can accommodate both those claims, while in practice, it emphasizes the importance of evidence that claims are true and that claim of reparation have an obligation to ensure that offenders and address the needs of victims.

Avenues for Research and Theory

The results of Canada's Bill 14 initiatives, which have attempted to make countermeasures available to victims of crime, are somewhat limited. Bill 14 has had little success in making victims of crime central to the crime justice system, and appears to have been more powerful in the criminal justice system. It has made an effort to ensure that victims need to be involved in the criminal justice system through more meaningful participation in the criminal justice process, creating some compensation for the victims, and ensuring that the system recognizes the rights of victims. The growth of victimization and the need for greater recognition of the rights of victims in the criminal justice system is a major concern. Finally, restorative justice theory can accommodate the growing recognition of the importance of maintaining a balance between the needs of victims and offenders and the need for reparation.
Background

- **Initial Information:**
  - Little was known in the United States about Resistance activities in the Dordogne, other than general information on the French Resistance in southwestern France. Therefore, while it was clear that communist Resistance—groups known as the “Francs-Tireurs et Partisans” (FTP)—played a role in the department, the extent and effect of that role was unknown.

- **Research Goals:**
  - In the five weeks that I spent in France, I hoped to conduct numerous interviews with former Resistance members and non-Resistance members who lived in the Dordogne during World War II, as well as work in various archives to gather information for my honors thesis. Through these sources I hoped to learn about the role of the communist resistance in the department, the extent of its existence there, the relationship between communist and non-communist resistance groups as well as with the local community, and, finally, the effect of the communist resistance on the department of the Dordogne, both during the war and afterwards.
Results

1. Accomplishments:
   - Over a period of five weeks, I conducted nearly forty interviews with former Resistance members and non-members who lived in the department during the war, as well as five interviews with French radio listeners. I also visited five different archives in the Paris region and the Dordogne.

1. Findings:
   - Prior to World War II, the Dordogne was one of only two rural departments in southwestern France to be heavily influenced by communist and radical forces.
   - The Dordogne was one of the few departments in western France to include Resistance to Nazi Germany not only within, but also beyond the territories then in the region.
   - The FTP worked more effectively than the non-communist Resistance—the "Armée Secrète" (AS)—in the region.
   - The FTP had its origins in the "Armée Secrète" (AS) but was more active between November 1942 and June 1, 1944 (at least). The FTP committed more acts of sabotage, propaganda, and General De Gaulle's Operation Turcots. After June 20, the FTP's visibility was essentially equal, although the FTP committed fewer acts of sabotage than the AS.
   - No FTP training camps existed in the region, and military officers in the two remaining departments were recruited in both departments. All operations were coordinated by French Command, with the help of the AS.
   - The Dordogne was one of the few departments in France in which the FTP and AS did not work in the same department, and even then remained almost completely divided from each other.

1. Significance:
   - With its knowledge, my research and findings on this subject are the first to be made by any American. I hope these findings provide a unique perspective that cannot be found anywhere else in English. Moreover, these findings in the United States that communist Resistance in France remained intact until after the occupation, as well as my findings, provide a unique perspective.
THE ROMA IN HUNGARIAN SCHOOLS:
AN ORAL HISTORY PROJECT

Completed by Sarah Miller
History and Psychology
Advised by Sarah Shields

BACKGROUND

- Prejudice against the Roma is pervasive throughout Central and Eastern Europe. During the Soviet era, this racism led to a high percentage of Roma students being placed in "special" schools for mentally handicapped students as well as other forms of segregation. These practices have created an undereducated and disenfranchised minority in a region of newly developing democracy.

- During the nineties, pressure from the EU, international NGOs, and an intensifying Roma voice have heightened awareness of these practices and their consequences. The process of desegregation has been creative and piecemeal as activists struggle with a decentralized education system and an ever-changing government. Much of the work accomplished has been on the NGO level.

- As a result of these efforts, segregation and the drop-out rates are decreasing and the quality of education is increasing, although the process is slow and often frustrating.
**PROJECT GOALS**

- Most of the research on progress made in desegregating schools was completed in the mid-nineties. With this project, I hoped to gather stories from a wide variety of people involved in the desegregation of schools and the eradication of racism in Hungary.

- I also wanted to investigate the process of desegregation in a newly developing, highly homogenous democracy. I was especially interested in the development and role of NGOs in the process

---

**RESULTS**

- While it is hard to draw conclusive results from my study (since I only interviewed about 18 people), I was able to gather opinions from a wide variety of groups involved in desegregation of Hungarian schools. I learned a lot about the oral history interview process and about the development of NGOs in former Soviet countries.

- The process of desegregation is a complex but extremely important one. There are several factors in successfully desegregating schools and educational policy is only a small part of this process. Civil rights activists seem to be focusing on education right now because it is a concrete issue and perhaps easier to address and less controversial than housing or employment.
CONCLUSIONS

- Unequal access to education has had several detrimental effects on the Roma community. It has limited employment opportunities as well as created a situation in which few Roma have the necessary skills to advocate for their communities.
- However, the past ten years have produced several programs to ameliorate this such as Romaversitas and the Gandhi School. The individuals working in these organizations and similar ones are a dedicated and innovative group.
Office of Undergraduate Research
The University of North Carolina at Chapel Hill

Annual Report
2004-2005

Prepared by:
Patricia J. Pukkila, Director

I. Accomplishments............................................................................................................................................................ 2
   External funding
   New Seminar Course
   Quality Enhancement Plan
   Summer Undergraduate Research Fellowships
   Graduate Research Consultants and Mentors
   Annual Celebration of Undergraduate Research

II. Connections beyond the campus................................................................................................................................ 5
   Research in the Capital
   National meetings

III. Evaluation Mechanisms......................................................................................................................................................... 6
I. Accomplishments

External funding

The Office of Undergraduate Research (OUR) obtained additional funding from one new source this year and successfully renewed two applications. The current external support for the Office of Undergraduate Research is as follows:

New grant:

1. Title: Duke Energy Biosciences Scholars Program  
   Source: Duke Energy Foundation  
   Amount: $25,000  
   Period: 5/01/05-4/30/06

Renewed support:

1. Title: Undergraduate Research Support  
   Source: France C. and William P. Smallwood Foundation  
   Amount: $282,000  
   Period: 5/01/01 - 4/30/07
2. Title: Summer Undergraduate Research Support  
   Source: The UNC-Chapel Hill Parents’ Council  
   Amount: $8,000  
   Period: 05/01/04-04/30/06

Continuing support:

1. Title: North Carolina Louis Stokes Alliance for Minority Participation  
   Source: NC A&T University (subcontract of National Science Foundation HRD 0217571)  
   Amount: $200,000  
   Period: 11/01/02-10/31/07
2. Title: Carolina Entrepreneurial Initiative  
   Source: Ewing Marion Kauffman Foundation  
   Amount: $280,000  
   Period: 04/01/04-03/31/09
3. Title: Molecular Mycology and Pathogenesis Training Program  
   Source: National Institutes of Health (collaborative proposal with Duke and NCSU)  
   Amount: $105,000 (stipends for 21 undergraduate summer research students-this is the first NIH postdoctoral training grant with an undergraduate research component in the country)  
   Period: 9/1/03-8/31/08

Unfortunately, a proposal that the Chancellor invited us to prepare for the GlaxoSmithKline Foundation could not be submitted in 2004-2005, but we should be allowed to submit it in the future. We were not successful in the Beckman Foundation competition this year, but we will be eligible to apply again. We continue to administer funds contributed by individual donors including the McGee, Sanford, Potter, White, Brown and Hanes undergraduate research funds, and several donors who have contributed to the Arts and Sciences Foundation Fund for Undergraduate Research. The Carolina First campaign offers donors several
attractive options to support undergraduate research, so we expect that these resources will continue to grow. We were invited by the Dean of the College of Arts and Sciences to make a panel presentation to the Arts and Sciences Foundation Board of Directors, and the students’ descriptions of their projects and the influence of the research experiences on their personal development were of great interest to those attending.

New Seminar Course

To encourage more students to seek out research opportunities that match their interests, we designed and obtained approval for a new 1-credit pass/fail seminar course entitled Modes of Inquiry (SPCL.91). The course was planned in collaboration with the Student Advisory Board. In its current form (see http://www.unc.edu/depts/our/modescourse05.html), faculty speakers will be selected by the Advisory Board (with assistance from the OUR Director and staff). Teams of students will meet with each selected speaker and post an interview on the course Website. The students will introduce the speaker, and lead the question session. Speakers (12/semester) will represent a balance of disciplines, and will discuss their original work, how they frame questions, seek answers, communicate their findings, and the rewards and difficulties they have experienced. The course is modeled after a similar seminar developed at the University of Washington-Seattle, and will be offered for the first time in Fall, 2005.

Quality Enhancement Plan

In preparation for the Southern Association of Colleges and Schools (SACS) reaffirmation of accreditation scheduled to occur in Spring, 2006, the University of North Carolina at Chapel Hill is developing a “Quality Enhancement Plan” (QEP) for undergraduate education. Bobbi Owen, Senior Associate Dean for Undergraduate Education is directing the planning process. The overall theme is “Making Critical Connections”, and the components include the new general education curriculum, internationalization, and undergraduate research. The OUR Director served as the Chair of the Undergraduate Research subcommittee of the QEP this year, and formed a committee of 21 faculty, staff, graduate and undergraduate students to consider ways that undergraduate research, scholarship and creative work can become the distinguishing feature of a Carolina education. The draft plan, which includes adding “research modules” to conventional courses, creating new “clusters” of multidisciplinary courses structured around particular themes that are designed to prepare students for original inquiry, and expanding the number of mentors for undergraduate research projects will be completed this summer and presented to the campus for review in the fall.

The QEP will also include plans to assess the influence of the new programs. To provide baseline data and also to provide a mechanism for ongoing monitoring of the effectiveness of OUR activities, we obtained important information from both Health Affairs faculty and those in the College of Arts and Sciences. We conducted a survey to monitor engagement with undergraduate research projects among Health Affairs faculty that revealed several possibilities for increasing the number of mentored undergraduate research projects in Health Affairs departments. We also drafted changes to the Annual Report submitted by faculty in the College of Arts and Sciences. These changes will enable us to track publications by undergraduate authors and presentations at local and national meetings by undergraduates. In addition to new mechanisms to monitor the extent of undergraduate involvement in research (through research courses with designated numbers in the new curriculum), the new Annual Report structure will allow us to monitor the national influence of undergraduate research and scholarship.

Summer Undergraduate Research Fellowships

This year we received 204 applications (nearly double the number we received last year) for summer fellowships ($3,000/student plus an additional supplement averaging $250 from UCIS for projects involving foreign travel). Thanks to the continuing essential core support from the Smallwood Foundation, and additional support from the Kauffman Foundation as part of the Carolina Entrepreneurial Initiative, the
College of Arts & Sciences and several departments and units, we were able to make 61 awards (two of these are joint awards to be shared by two students). There was continued interest in international projects (40% this year). We met with the Smallwood Trustees in October, and they heard from a Political Science major and a Dramatic Arts major. Once again, the Trustees renewed their support for the program (for summer, 2006). Other summer fellows made guest appearances in first year seminars, participated in information sessions for fellowship applicants, talked with high school students who are considering Carolina through the Science Carolina and Explore Carolina programs administered by Undergraduate Admissions, and participated in a panel discussion organized by the Graduate and Professional Student Federation as part of their first annual “University Research Day” symposium.

We held a fall reception for the Summer Fellows again which enabled many of the Fellows to meet each other and also those with interests in the program including the Dean, a Smallwood Foundation trustee, and Carolina’s “Entrepreneur in Residence”. At the reception, we displayed a poster with an enlarged view of the full-page DTH ad in which students wrote brief thank-yous to their faculty and graduate mentors (and we continue to display the poster on the OUR office door). The Fellows also prepared mini-Powerpoint presentations which are available to a wide audience on the OUR Web site (www.unc.edu/depts/our). Powerpoint summaries of projects with an international focus can be viewed by clicking on the appropriate region of a world map, a new feature this year (http://cf.unc.edu/our/map/worldmap.cfm). Many Fellows were also supported to present their work at national and international meetings (we made a total of 21 such travel awards in 2004-2005).

### Graduate Research Consultants and Mentors

The Graduate Research Consultant (GRC) program initiated last year continues to expand. To date, nearly 1,000 undergraduates have undertaken research projects in one of 24 courses taught with GRCs (33 graduate students have participated). The evaluation of the pilot we conducted last summer revealed an overwhelmingly positive reaction from the graduates, undergraduates and most of the faculty. We summarized the evaluation results on the “Frequently Asked Questions” page for the GRC program (http://www.unc.edu/depts/our/grcfaq.html). The Graduate Mentor Program also continues to expand. We supported 50 new mentors this year (over 135 have been supported since the inception of the program). We continue to hold workshops for prospective mentors in which experienced mentors can offer their perspectives.

### Annual Celebration of Undergraduate Research

The 6th annual undergraduate research symposium was the largest held to date (over 90 presentations). We purchased poster boards and light-weight collapsible easels to lower the cost of the symposium in future years, and facilitate the arrangements. The poster sessions were particularly well-attended this year, and the overall quality of the presentations was very high.

### II. Connections beyond the campus

#### Research in the Capital, 2005

The University of North Carolina system’s Undergraduate Research Consortium (with representatives from all 16 system schools) organized an undergraduate research symposium for the NC General Assembly on April 12, 2005. The OUR Director initiated these symposia in 2001, and chaired the planning committees for the 2003 and 2005 symposia. This year, the campus Chief Research Officers included undergraduate research in the 2005-2007 Biennial Budget Request, approved by the Board of Governors. Students from four campuses were introduced in the House and Senate the evening before the symposium, and given standing ovations by the legislators. There was considerable legislative interest during symposium poster session, and several students have reported ongoing contact with their legislators who have requested additional
information about their work. The Consortium will hold a state-wide undergraduate research symposium in the Fall of 2005 (building upon the Triangle Undergraduate Research Symposium initiated in 2003 by a Duke undergraduate with support from the OUR, the Robertson Scholars program and NCSU for the 2003 and 2004 events).

**National meetings**

The OUR director was an invited participant in 2 national meetings on undergraduate research this year. Both contributions were published as part of the conference proceedings. The presentations were as follows:

1. Panel Discussion: Council on Undergraduate Research Tenth National Conference, LaCrosse, WI
   Topic: Organizing symposia for state legislatures

   Topic: Bringing instructional innovations that work in one discipline to other disciplines: The Graduate Research Consultant program

In addition, the OUR was contacted by several universities for advice about undergraduate research programming and administration, including the following campuses: Appalachian State University, Florida State University, University of California at Davis, University of Iowa at Iowa City, University of Missouri at Columbia, University of Texas at Dallas, and University of Washington at Seattle.

**III. Evaluation mechanisms**

We continue to utilize data provided by the Registrar, by the Office of Institutional Research, and by the National Survey of Student Engagement, although none of these methods captures the full extent of undergraduate involvement or the products of undergraduate research and scholarship. The new questions in the College of Arts and Sciences Annual Report (described above in the Quality Enhancement Plan section) will allow us to track the projects which resulted in publications and/or presentations at campus and national symposia. We will continue to seek methods to monitor the extent of undergraduate involvement in mentored research and scholarship (currently 30% of our graduating seniors report such experiences). In addition, this year we adopted an evaluation method that was discussed at the Council on Undergraduate Research Tenth National Conference. We asked students to tell us what they knew about the process of research and/or scholarship in their fields before they began to work on their fellowship applications, and what they had learned as a consequence of their SURF experiences. They reported the following:

"...being a researcher allows you to use your position to help open the eyes of others. For example, my being an American researcher at a large university allows me the opportunity to reach a wider audience and tell them about the situation that Mexican artisans are facing...

...my research experience this summer changed the way I understand policy analysis and its role in society, which changes my plans for future study and my career goals. I came to understand through the research process that learning more deeply about certain policies or social/economic phenomena doesn’t inherently make judgment of those policies any easier...this realization has encouraged me to further narrow my focus...[the research experience] proved to be one of the most challenging and rewarding scholarly endeavors that I have undertaken...I will encourage my peers, especially those who are liberal-arts, social science majors like myself, to become involved in independent research...

...Thanks for showing me
Research is finding things through
Imagination...

...Independent research allows you to approach problems more effectively and to make sense of the world in new ways..."
...[My SURF experience] made me talk and interact with my professors far more closely than I had previously, and opened my eyes to how many research opportunities exist even for undergraduates. With my SURF experience I have also become more visible to my professors and they now readily share projects they have for the future with me...”

In conclusion, it continues to be deeply satisfying to direct the Office of Undergraduate Research. I look forward to working with Bobbi Owen, the new Senior Associate Dean for Undergraduate Education (and the head of the QEP), and with Mike Li (OUR Program Administrator) and the many administrators, faculty, staff, graduate and undergraduate students who contribute their time, energy and ideas to expanding undergraduate research opportunities at UNC-Chapel Hill. We look forward to the start of the Duke Energy Biosciences Scholars Program, which will bring five highly recruited students who are members of underrepresented minority groups to campus to attend 2nd Summer Session and participate in laboratory research prior to starting their first year at Carolina (http://www.unc.edu/depts/our/DEBS.html). It will also be particularly exciting to launch the new “Modes of Inquiry” seminar course and finalize the Quality Enhancement Plan, which will guide OUR activities for the next several years.
# Study Abroad Programs

**EUROPE**

*ONLY Students from UNC Chapel Hill may apply.*

## UNC-CH Faculty-Led Programs

- **Burch Field Research Seminar: An Interdisciplinary Exploration of Food, Culture, and Society**
  - Dijon, France
- **Burch Field Research Seminar: Vienna - Summer**
  - Vienna, Austria
- **CEP Cambridge Field Site - Summer**
  - Cambridge, England (UK)
- **Honors London and Oxford - Summer**
  - London and Oxford, England (UK)
- **Honors Rome - Summer**
  - Rome, Italy
- **Honors Semester in London**
  - London, England (UK)
- **UNC Summer in Moscow**
  - Moscow, Russia
- **UNC in Sevilla - Summer**
  - Sevilla, Spain

## Other UNC-CH Programs

- **Bogazici University**
  - Istanbul, Turkey
- **Bologna Consortial Studies (BCSP)**
  - Bologna, Italy
- **CEP Salzburg Field Site**
  - Salzburg, Austria
- **Canterbury Christ Church College - Music**
  - Canterbury, England (UK)
- **Intercollegiate Center for Classical Studies (Duke)**
  - Rome, Italy
- **King's College Exchange**
  - London, England (UK)
- **Lancaster University**
  - Lancaster, England (UK)
- **Lorenzo de Medici Institute - Florence**
  - Florence, Italy
- **Lorenzo de Medici Institute - Florence - Summer**
  - Florence, Italy
- **Lund University**
  - Lund, Sweden
- **NEURUS Graduate - Berlin**
  - Berlin, Germany
- **NEURUS Graduate - Groningen**
  - Groningen, Netherlands
- **NEURUS Graduate - Vienna**
  - Vienna, Austria
- **Paris - NC Semester**
  - Paris, France
- **Paris - Sciences Po (Institut d'études Politiques de Paris)**
  - Paris, France
- **Paris - UNC-CH - Summer**
  - Paris, France
- **Radboud University Nijmegen**
  - Nijmegen, Netherlands
- **Riikuniversiteit Groningen**
  - Groningen, Netherlands
- **Russian State University for the Humanities**
  - Moscow, Russia
- **SACI: Studio Art Centers International**
  - Florence, Italy
- **SACI: Studio Art Centers International - Summer**
  - Florence, Italy
- **TASSEP Science - Aarhus**
  - Aarhus, Denmark
- **TASSEP Science - Aveiro**
  - Aveiro, Portugal
- **TASSEP Science - Berlin**
  - Berlin, Germany
- **TASSEP Science - Bilbao**
  - Bilbao, Spain
- **TASSEP Science - Bologna**
  - Bologna, Italy
- **TASSEP Science - Grenoble**
  - Grenoble, France
- **TASSEP Science - Ioannina**
  - Ioannina, Greece
- **TASSEP Science - Jena**
  - Jena, Germany
- **TASSEP Science - Lancaster**
  - Lancaster, England (UK)
- **TASSEP Science - Liege**
  - Liege, Belgium
- **TASSEP Science - Lund**
  - Lund, Sweden
- **TASSEP Science - Madrid**
  - Madrid, Spain
- **TASSEP Science - Oulu**
  - Oulu, Finland
- **TASSEP Science - Pavia**
  - Pavia, Italy
- **TASSEP Science - San Sebastian**
  - San Sebastian, Spain

*Source: [http://studyabroad.unc.edu/programs](http://studyabroad.unc.edu/programs)*
<table>
<thead>
<tr>
<th>Location</th>
<th>City or University</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santiago de Compostela</td>
<td>Santiago de Compostela, Spain</td>
<td></td>
</tr>
<tr>
<td>Toulouse</td>
<td>Toulouse, France</td>
<td></td>
</tr>
<tr>
<td>Vienna</td>
<td>Vienna, Austria</td>
<td></td>
</tr>
<tr>
<td>Zurich</td>
<td>Zurich, Switzerland</td>
<td></td>
</tr>
<tr>
<td>Tuebingen</td>
<td>Tuebingen, Germany</td>
<td></td>
</tr>
<tr>
<td>Prague</td>
<td>Prague, Czech Republic</td>
<td></td>
</tr>
<tr>
<td>Montpellier</td>
<td>Montpellier, France</td>
<td></td>
</tr>
<tr>
<td>Sevilla</td>
<td>Sevilla, Spain</td>
<td></td>
</tr>
<tr>
<td>Freiburg</td>
<td>Freiburg, Germany</td>
<td></td>
</tr>
<tr>
<td>Heidelberg</td>
<td>Heidelberg, Germany</td>
<td></td>
</tr>
<tr>
<td>Konstanz</td>
<td>Konstanz, Germany</td>
<td></td>
</tr>
<tr>
<td>Mannheim</td>
<td>Mannheim, Germany</td>
<td></td>
</tr>
<tr>
<td>Ulm</td>
<td>Ulm, Germany</td>
<td></td>
</tr>
<tr>
<td>Finland</td>
<td>Jyväskylä</td>
<td></td>
</tr>
<tr>
<td>Kuopio</td>
<td>Kuopio, Finland</td>
<td></td>
</tr>
<tr>
<td>Oulu</td>
<td>Oulu, Finland</td>
<td></td>
</tr>
<tr>
<td>Vaasa</td>
<td>Vaasa, Finland</td>
<td></td>
</tr>
<tr>
<td>Copenhagen, Denmark</td>
<td>Roskilde University</td>
<td></td>
</tr>
<tr>
<td>Lyngby, Denmark</td>
<td>The Royal Danish School of Pharmacy</td>
<td></td>
</tr>
<tr>
<td>Frederiksberg, Denmark</td>
<td>The Royal Veterinary and Agricultural University</td>
<td></td>
</tr>
<tr>
<td>Lyon</td>
<td>University of Lyon</td>
<td></td>
</tr>
<tr>
<td>Bristol</td>
<td>University of Bristol (UK)</td>
<td></td>
</tr>
<tr>
<td>Copenhagen, Denmark</td>
<td>University of Copenhagen</td>
<td></td>
</tr>
<tr>
<td>Norwich, England (UK)</td>
<td>University of East Anglia</td>
<td></td>
</tr>
<tr>
<td>Colchester, England (UK)</td>
<td>University of Essex</td>
<td></td>
</tr>
<tr>
<td>Goettingen, Germany</td>
<td>University of Goettingen</td>
<td></td>
</tr>
<tr>
<td>Oslo, Norway</td>
<td>University of Oslo</td>
<td></td>
</tr>
<tr>
<td>Sheffield, England (UK)</td>
<td>University of Sheffield</td>
<td></td>
</tr>
<tr>
<td>Brighton, England (UK)</td>
<td>University of Sussex</td>
<td></td>
</tr>
<tr>
<td>Vienna, Austria</td>
<td>Wirtschaftsuniversität Wien</td>
<td></td>
</tr>
</tbody>
</table>

**Other Approved Programs**

- **ACTR - Moscow**
  - Moscow, Russia

- **ACTR - Moscow - Summer**
  - Moscow, Russia

- **ACTR - St. Petersburg**
  - St. Petersburg, Russia

- **ACTR - St. Petersburg - Summer**
  - St. Petersburg, Russia

- **ACTR - Vladimir**
  - Vladimir, Russia
Granada, Spain
Switzerland
Tuebingen, Germany
Cork, Ireland
Joensuu, Finland
University of Manchester, Manchester, England (UK)

UNITED KINGDOM
ONLY Students from UNC Chapel Hill may apply.

UNC-CH Faculty-Led Programs

CEP Cambridge Field Site - Summer  Cambridge, England (UK)
Honors Semester in London  London, England (UK)
Additional summer abroad courses are offered through the UNC Summer School

Other UNC-CH Programs

Canterbury Christ Church College - Music  Canterbury, England (UK)
King's College Exchange  London, England (UK)
Lancaster University  Lancaster, England (UK)
TASSEP Science - Glasgow  Glasgow, Scotland (UK)
TASSEP Science - Lancaster  Lancaster, England (UK)
University of Bristol  Bristol, England (UK)
University of East Anglia  Norwich, England (UK)
University of Edinburgh  Edinburgh, Scotland (UK)
University of Essex  Colchester, England (UK)
University of Glasgow  Glasgow, Scotland (UK)
University of Sheffield  Sheffield, England (UK)
University of Sussex  Brighton, England (UK)
University of Ulster  Belfast, Northern Ireland (UK)

Other Approved Programs

Boston University Internship - Dublin  Dublin, Ireland
Boston University Internship-London  London, England (UK)
Boston University Internship-London-Summer  London, England (UK)
Cambridge University - IFSA Butler  Cambridge, England (UK)
Cambridge University - Summer  Cambridge, England (UK)
EPA Internship - London Summer  London, England (UK)
Glasgow School of Art  Glasgow, Scotland (UK)
King's College  London, England (UK)
London School of Economics (LSE)  London, England (UK)
London School of Economics - Summer  London, England (UK)
Oxford University - IFSA-Butler  Oxford, England (UK)
University of Manchester  Manchester, England (UK)
University of St. Andrews  St. Andrews, Scotland (UK)
Dr. Jessica Lynn Wolfe

Department of English
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3520

Email: wolfej@unc.edu
Tel. 919.962.9895
Fax. 919.962.3520

Personal
Date of birth: May 20th, 1970

Education
Ph.D. Stanford University, English and Comparative Renaissance Literature (2000)
A.B. Bryn Mawr College, summa cum laude (1992)

Employment
2005-present Associate Professor, Department of English, UNC Chapel Hill
2005-present Associate Professor (adjunct), Department of Comparative Literature
2000-2005 Assistant Professor, Department of English, UNC Chapel Hill
2002-2005 Assistant Professor (adjunct), Department of Comparative Literature
1998-2000 Instructor, Department of English, UNC Chapel Hill

Honors and Awards
2002 William H. Friday Award for Inspirational Undergraduate Teaching, UNC
2002 Graduate Mentoring Award (MA level), Department of English, UNC
2000 Outstanding Faculty Member, Senior Class Favorite Faculty Awards, UNC

Publications
Books
2004 (May) Humanism, Machinery, and Renaissance Literature (Cambridge University Press, 304 pages)
Reviews of this book have appeared so far in Times Literary Supplement; Studies in English Literature; Choice; Renaissance Quarterly; Isis; and Seventeenth Century; forthcoming review in Sixteenth-Century Journal.

 Articles

**Book Reviews**


**Works in Progress**

(Book) *Homer and the Problem of Strife in the Renaissance*


(article in peer-reviewed journal) “Chapman’s Scopitic Homer,” *Texas Studies in Language and Literature*. Currently under consideration.

(article in edited volume) “Windlasses and assays of bias: techne and technique in Hamlet,” solicited by Carla Mazzio, Assistant Professor, Department of English, University of Chicago, for an edited volume on Shakespeare and early modern science to be published by Johns Hopkins UP.

**Grants and Fellowships**

2005  Spray-Randleigh Fellowship, UNC Chapel Hill ($15,000)


2003  *Henry Huntington Library*, Pasadena CA, short-term research fellowship ($3000)

2003  Spray-Randleigh Fellowship, UNC Chapel Hill ($15,000)

2003  *Institute for the Arts and Humanities*, UNC Chapel Hill, research fellow, spring 2003

2002  Departmental Leave, UNC Chapel Hill, autumn 2002

2002  *American Academy of Rome*, visiting scholar, autumn 2002

2002  *Junior Faculty Development Grant*, UNC Chapel Hill ($4000)


1992  *European Travelling Fellowship*, Bryn Mawr College (awarded to Valedictorian)

**Professional Service**
2005-2006 Vice-President, Southeastern Renaissance Conference.  (Organizer, Southeastern Renaissance Conference, UNC Chapel Hill autumn 2006)
2004-present Reader, Cambridge University Press, Humanities Division (editor: Ray Ryan)
2004-Present Reader, Ashgate Press, Literary and Scientific Cultures (editor: Erika Gaffney)
1999-Present Reader, Studies in Philology
Member, Southeastern Renaissance Conference (since 2002), Renaissance Society of America (since 2001), Sixteenth-Century Studies Society (since 2001), and Modern Language Association (since 1997)

Professional Service at UNC Chapel Hill

Administrative Chairs:

2005-present Director, Graduate Admissions, Department of English
2004-present Chair, Marshall Scholarship Interviewing Committee, UNC

University-wide committees:

2005-present Organizer, Renaissance Workshop, UNC Chapel Hill
2005-present Organizer, MEMS [Medieval and Early Modern Studies Group], UNC
2005-present Faculty committee for study abroad in Italy, UNC
2004-2005 Comparative Literature Task Force, UNC
2003-present University Teaching Awards Committee (Tanner Faculty Awards), UNC
1999-present Marshall Scholarship Committee, Office of Distinguished Scholarships, UNC
1999-present Participant, Renaissance Workshop, Department of History, UNC

Departmental committees:

2003-2004 Honors Thesis Awards Committee (Whitfield), Department of English, UNC
2003-present Committee to revise the M.A. degree, Department of English, UNC
2002-present Macmillan award committee, Department of English, UNC
2001-present Graduate Admissions Committee, Department of English, UNC
2001-Present Graduate Advisory Committee, Department of English, UNC
2001-2003 M.A. examination Committee, Department of English, UNC
2001-2002 Critical Speakers Series, co-chair, Department of English, UNC
1999-Present Faculty co-chair, Association of English Majors, Department of English, UNC
1999-Present Director, 11 undergraduate honors theses (three awarded the Whitfield Prize)
2000-Present Director, 4 Ph.D. dissertations and 4 MA theses, Dep’t of English
2004-Present Director, 3 MA theses, Dep’t of Comparative Literature

Invited Lectures and Keynote Speeches


April 2003 “Homer, Erasmus, and the Problem of Strife,” East Carolina University. Invited and paid speaker; sponsored by the Department of English and Great Books Program.

April 2001 Invited keynote speaker, “Roger Bacon and Renaissance Science,” Carolina Association of Medieval Studies (CAMS), UNC Chapel Hill.

Selected Lectures and Conference Papers, 2000-2005


March 2003  Panelist, “Courtliness and Hydraulic Machinery in Renaissance Italy,” in *Technologies of Water Control in Renaissance Italy*, chaired by Eric Ash. At *Renaissance Society of America*, Toronto.

April 2000  Chair and panelist, “Giordano Bruno and the Occult Sciences,” *Carolina Conference on Romance Languages and Literatures*, Chapel Hill, NC.

**Teaching Record**

2005-2006

- English 212: Proseminar in Renaissance Literature (spring)
- English 54 (autumn)
- English 006M (autumn)

2004-2005

- English 58. Shakespeare (spring)
- English 006M. Epic and anti-Epic in Western Literature: (autumn)
- Comparative Literature 172. Renaissance Comparative Literature (autumn)

2003-2004

- English 354. Seminar on Classical and Renaissance Literature (spring)
- English 54. Sixteenth-Century English Literature (spring)
- English 20. British Literature from Chaucer to Pope (autumn)
- English 58. Shakespeare (autumn)

2002-2003

(on leave)

2001-2002

- English 54. Sixteenth-Century English Literature (spring)
- Comparative Literature 172. Renaissance Comparative Literature (spring)
- English 58. Shakespeare (autumn)
- Honors 28. Magic and the Arts in European Culture, 1350-1900 (autumn)

2000-2001

- English 49B. English and Continental Literature of the 16th Century (spring)
- English 58. Shakespeare (spring)
- English 354. Literature, History, and Politics of the Tudor Period (autumn)
- English 58. Shakespeare (autumn)

1999-2000

- English 54. Sixteenth-Century English Literature (spring)
- English 54H. Knowledge, Doubt and Belief in the 16th century: honors (autumn)
- English 49B. Love and Friendship in Renaissance Literature (autumn)

1998-1999

- English 58. Shakespeare (autumn and spring)
English 54. Sixteenth-Century English Literature (autumn and spring)

**Foreign Languages**

Greek (classical): excellent reading knowledge  
Latin (classical; Renaissance): excellent reading knowledge  
French (and Middle French): excellent reading and writing knowledge; fluent speaking ability  
Spanish and Italian: excellent reading and writing knowledge; very good speaking ability  
Old English; German: good reading knowledge