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STUDIES IN WESTERN CULTURES

INTRODUCTION

The University of North Carolina at Chapel Hill has a long and illustrious tradition of teaching courses on diverse themes in Western cultures. Indeed, as America's first public university, Carolina has built an international reputation for academic excellence upon a firm foundation of studies in Western civilization.

Much of this reputation has emanated in the work of renowned faculty in such core disciplines as English, philosophy, history, classics, religious studies, and political science. These departments have formed the nexus of teaching and research about the West, even as numerous instructional, research and public outreach programs have emerged to augment their offerings. The Carolina Center for Medieval Studies, the Ancient World Mapping Center, the Center for European Studies, the Center for Slavic, Eurasian and East European Studies, a new program in Politics, Philosophy and Economics (PP&E), the Parr Center for Ethics, and the Duke-UNC Program in Early Christian Studies are interdisciplinary curricular and research initiatives that notably enrich and diversify the ongoing study of Western cultures at Carolina.

In addition, innovative and award-winning programs specifically designed to strengthen undergraduate education have provided popular venues for the study of Western cultures. Students and faculty have responded enthusiastically to first year seminars, honors, undergraduate research, and study abroad, with demand for each far exceeding availability.

Building on the College's historical strengths in the liberal arts, more recent interdisciplinary initiatives, and signature programs for undergraduates, *Studies in Western Cultures* will raise student awareness of these cultures, probe the meanings and boundaries of the West, and foster informed citizenship in a rapidly changing and interconnected world. This new program will faithfully subscribe to the university's tripartite mission of teaching, research, and public engagement, and will address the academic priorities and recommendations articulated in the University's Academic Plan [*See Appendix A*]. Indeed, the College of Arts and Sciences has created a program firmly rooted in Carolina's founding principles—*lux libertas*—and steadfastly committed to time honored traditions of excellence, free inquiry and leadership.

Studies in Western Cultures will provide new and varied opportunities to explore the philosophical, artistic, political, scientific, religious, and historical legacies of Western traditions by bringing in-

terdisciplinary vitality and much-needed coherence to College offerings. To enhance participation by students and faculty, as well as the public, the College proposes a distinctive combination of seven established or new initiatives that will be implemented during academic years 2007 and 2008:

- Honors Foundations
- first year seminars
- summer research fellowships
- study abroad scholarships
- faculty fellowships
- a distinguished scholar in residence
- a distinguished visiting professorship

PROGRAMS

I. Honors Foundations in Western Cultures

Honors Foundations in Western Cultures is an intellectually rigorous, chronological sequence of four courses focusing on the history of ideas in the West from classical antiquity through the mid-nineteenth century. Designed for first- and second-year undergraduates enrolled in the College of Arts and Sciences' nationally acclaimed Honors Program, as well as other students who meet the criteria for enrolling in Honors courses, this sequence of courses offers a unique opportunity for the *interdisciplinary* study of various humanistic disciplines, including literature, moral and political philosophy, natural philosophy and science, religious studies, and the visual arts [*See Appendix B – Great Books Programs and Western Intellectual History*]. The reading list for Honors Foundations is based almost exclusively on primary texts, organized to familiarize undergraduates with some of the most pressing philosophical, political, scientific and religious conflicts and debates in Western cultures, as well as with selected works of literature that address those debates and conflicts.

The 125-150 students predicted to enroll in Honors Foundations in Western Cultures will attend two 75-minute or three 50-minute weekly seminar meetings limited to 20 students each. In addition, students will attend twice-weekly, 50-minute lectures delivered by various members of the core faculty as well as by faculty members drawn from humanities and social science departments at Carolina and neighboring institutions. Each four-credit, semester-long course is both reading- and writing-intensive, and completion of the four-course sequence will fulfill many of the general education requirements in the humanities and social sciences [*See Appendix C – Sample Curriculum: Honors Foundations*].

Through its seminar format, Honors Foundations in Western Cultures promises to recreate the intimate intellectual community of a small liberal-arts college within a large research university. Students will enjoy frequent contact with professors serving as members of the core faculty; in addition, they will benefit from the scholarly breadth of faculty drawn from across the College, many of whom will be invited to give one, two, or three lectures in their area of expertise. Augmented and enhanced by concerts, dramatic performances, a public lecture series, opportunities for independent research, and study abroad, Honors Foundations will foster an intellectually rigorous, curious, and lively community of young thinkers.

We request funding for two core faculty fulltime equivalent positions (\$80,000 each) dedicated to teaching in Honors Foundations. These faculty, either working on renewable two-year fixed-term or tenure track contracts, will have specialties evenly distributed across the program's chronol-

ogy and sufficient expertise to teach two of the four courses in the sequence. In addition, we request funding for six course development grants (\$5000 each) to be utilized by these faculty.

Total requested: \$824,000 (\$4,000 for startup in spring semester 2007, and \$164,000 for each of the subsequent five years)

II. John W. Pope First Year Seminars

First Year Seminars, initiated at Carolina in the fall of 1999, enable students to work closely with a distinguished senior faculty member in courses with enrollment limited to 20. Students engage in rigorous scholarship early in their undergraduate experience, and acquire writing, oral presentation and computer skills they will need at Carolina and beyond. All first year seminars are intended to develop the intellectual interests and academic skills of participating students through active learning strategies that promote discussion, argument, critique, and debate. The first year seminar sets the tone for subsequent participation in the intellectual life of the campus, to include the completion of core requirements, the selection of a major field of study, and involvement in extracurricular cultural offerings.

Under the leadership of Dr. Stephen Weiss, director of the First Year Seminar Program, the College will expand the number of offerings specific to the study of Western cultures. New seminars, developed in accordance with established guidelines [*See Appendix D—Guidelines for First Year Seminars*], might focus on Greek and Roman political thought, modern Western intellectual history, the history of science in the West, the European Union, the history and impact of imperialism, American historical and political thought, women in Europe before or after 1750, German literature from Kant to Kafka, Celtic art, or the history of ethics. Others might address the development of systems of government in the United States, the spread of democracy throughout the West, the adoption of English as the language of business and diplomacy throughout the world, the aesthetics of the West, or various aspects of Western religious traditions (early varieties and modern sects). New seminars will augment the already significant number of seminars in an area of study that perennially attracts considerable interest from students and faculty [*See Appendix E—First Year Seminars by Selected Departments*].

In 1999-2000, the College of Arts and Sciences offered 65 seminars for 1,075 students. In 2004-2005, 2,146 students (over 60 percent of the entering class), enrolled in 129 seminars, representing a 100 percent increase over six years. Student demand continues to grow, and the College intends to make this extraordinary academic experience available to all first-year students who wish to enroll.

The established mechanism for expansion of the First Year Seminar Program is to provide an additional faculty position to those academic departments that are prepared to develop and teach four additional seminars. This departmental obligation is permanent, although faculty and courses regularly change, insuring that fresh perspectives and innovative teaching are hallmarks of the program.

We request funding for the equivalent of 2.5 new faculty positions (\$80,000 for each of two; \$40,000 for one-half), resulting in 10 John W. Pope First Year Seminars that will enroll approximately 200 students interested in exploring core aspects and themes of Western cultures. In addition, we request funding for 25 course development grants at \$5,000 each, awarded to faculty who will teach John W. Pope First Year Seminars.

Total requested: \$1,150,000 (\$25,000 for startup in spring semester 2007, and \$225,000 for each of the subsequent five years)

III. John W. Pope Summer Research Fellowships

It is widely recognized that vibrant research universities such as UNC-Chapel Hill have the potential to become "...communities of learners" where "the shared goals of investigation and discovery should bind together the disparate elements to create a sense of wholeness" (*Boyer Commission Report on Educating Undergraduates*, p. 9; 1998). Since the publication of this influential report, undergraduate research opportunities--widely acknowledged as effective ways to introduce students to important unsolved problems and empower them to seek solutions--have multiplied on most college and university campuses. Defined as creative investigation and expression designed to produce results worthy of dissemination, research has become a critical element of undergraduate education for a rapidly changing world. Information alone has a short half-life, but students who understand the process of discovery are well-prepared to address the unsolved problems they will inevitably and continually encounter. These complimentary elements involve the entire university community in learning and discovery.

The College's Office of Undergraduate Research (OUR) was established in 1999 with the charge to expand opportunities for active, mentored learning experiences for undergraduates. In a recent *U.S. News and World Report* survey, Carolina ranked fourth among the nation's public universities for its efforts to integrate research into undergraduate teaching and learning. The 2004 National Survey of Student Experience (NSSE) revealed that 30 percent of Carolina seniors undertook faculty-mentored research projects. Under the directorship of Professor Patricia Pukkila, the Office of Un-

dergraduate Research initiated “Research in the Capital,” through which undergraduates from several UNC campuses presented their research to members of the General Assembly. This innovative program has since been adopted by UNC’s Office of the President.

Utilizing public and private funds, the College of Arts and Sciences now sponsors a campus-wide competition for undergraduate summer research fellowships that include compensation for graduate student mentors and additional travel and supplies during the academic year [*See Appendix F—Selected Undergraduate Research Projects*]. Unfortunately, available funding dictated that less than one third of more than 200 students who sought fellowships in 2005 received support from the Office of Undergraduate Research. [*See Appendix G—Undergraduate Research Annual Report*].

We request funding for ten John W. Pope Summer Research Fellowships (\$5,000 each; five awards in first year) and staff support (\$5,000). Pope Fellowships will be awarded competitively to undergraduates who wish to engage in original inquiry and scholarship in Western cultures for at least nine weeks between May 20th and August 20th. Students will design projects in this country or abroad, and will submit a formal application, along with the approval and recommendations of their faculty advisor and the Director of *Studies in Western Cultures*, for review by a committee of distinguished faculty.

Total requested: \$330,000 (\$55,000 per year for six years)

IV. John W. Pope Study Abroad Scholarships

As an integral component of the University’s strategy of internationalization, the College’s study abroad program provides access to a wide portfolio of educational opportunities that reflect and support the intellectual, financial and cultural needs of a diverse student body. Study abroad encourages the exchange of knowledge and understanding, and promotes enlightened and responsible citizenship and leadership for North Carolina and the nation.

The Office of Study Abroad establishes and administers UNC programs in collaboration with other academic units on campus, coordinates student exchange agreements with appropriate foreign universities, and works in partnerships with foreign universities and study abroad organizations. Each program is expected to meet UNC-CH’s high academic standards and to integrate into the university’s curriculum. To these ends, the Office of Study Abroad assumes responsibility for providing the following:

- A highly professional student advising service

- Expert assistance to faculty in the design and administration of study abroad programs
- Thorough orientation for study abroad students
- Coordination among relevant academic and administrative units on and off campus.

Study abroad is an integral part of higher education, diversifying and broadening liberal education in ways not possible to realize on the home campus. By offering students the chance to live and to study in a foreign setting, study abroad extends their intellectual horizons and encourages them to become more self-reliant, empathetic, and sensitive to other cultures. Such experiences have the potential to make students more open, thoughtful and competitive in an increasingly global and cosmopolitan world.

With a global reach anchored in the Arts and Sciences curriculum, study abroad at Carolina encompasses over 270 programs in 68 countries [*See Appendix H—Study Abroad Opportunities in Europe and the U.K.; Study Abroad Scholarships in the College of Arts and Sciences*]. Academic credit for study abroad is limited to these programs, each of which has a defined set of requirements (including a minimum GPA) and has been approved by the Administrative Board of the College. A first rate advising service, operating in close collaboration with Academic Advising, insures that students make program choices that relate directly to their academic curriculum and personal objectives. Upon application, students submit an essay explaining their preferred program choice and two academic references.

John W. Pope Scholarships will be awarded to students whose applications have been approved by the Office of Study Abroad and who wish to participate in programs consistent with the objectives of *Studies in Western Cultures* and approved by its director. Such a list might include, for example:

- Exchange program with King's College London for students majoring in classics, history, English, comparative literature, geography and American studies;
- College Year in Athens, offering a curriculum in Ancient Greek Civilization and another in Mediterranean Studies.
- IES Madrid at the Universidad Complutense de Madrid, with intensive Spanish language and courses in art history and Spanish literature.

In addition to supporting students in established study abroad programs, the scholarships will also support participation in field research seminars. These semester-long seminars are led by a UNC

faculty member who teaches a course or courses related directly to their research activity. These seminars may also include an undergraduate research component and/or intensive language study. Additional courses may be taught by faculty from the host university, who often add material or perspectives unavailable to students studying in Chapel Hill. Overall, field research seminars offer an intense academic program in an off-campus location that is carefully chosen to deepen the academic experience by drawing upon those elements specific to the site and related directly to the academic theme of the program.

For example, a field research seminar on the Renaissance might be based in Florence, where students could freely explore the architecture of the city, the extraordinary collections of Renaissance paintings and sculpture, and the artifacts of domestic life on display in renowned museums. Students might also take an intensive Italian language course or enroll in additional courses taught by Italian faculty with expertise in the history of the Renaissance.

Or, a field research seminar might be based in Prague, where students could explore the economic, political and cultural origins of 'fin de siecle' central Europe or the rise of Art Nouveau. Its proximity to Vienna and Budapest would allow for the study of Art Nouveau as a European phenomenon. Alternately, a seminar might address the issues of nation-state construction in Europe in the nineteenth and twentieth centuries, perhaps focusing on cultural minorities (with both the Jews and 'ethnic Germans' as examples). The College's current links with Charles University would allow a field research seminar to draw upon its faculty for expertise in all aspects of Prague's history and culture.

We request funding for study abroad scholarships based on need and merit, with preference given to students who take the Honors Foundations sequence. The cost of a study abroad program, especially for an in-state student, can be burdensome and often discourages participation. Scholarships in the range of \$2,000 to \$7,500 will enable students, even those of modest economic background, to pursue their interest in *Studies in Western Cultures* through a first-rate study abroad experience.

Total requested: \$275,000 (\$25,000 for startup in spring semester 2007, and \$50,000 per year for the subsequent five years)

V. John W. Pope Faculty Fellowships

These faculty fellowships, among the most prestigious in the College of Arts and Sciences, will enhance Carolina's recognized leadership in the study and teaching of Western cultures. Summer fellowships have proven an effective tool in recruiting and retaining outstanding scholar/teachers,

supporting their efforts to develop new courses and update old ones, to pursue their research, and to write articles and books. Semester fellowships serve a similar purpose, but incorporate the additional expense of funding replacement faculty.

A sampling of recent proposals for research fellowships illustrates the broad range of faculty interest in Western cultures. A classicist requested funding to study the relationship between ancient Greece and Rome and the British Empire, hypothesizing that knowledge of Greek and Roman societies directly influenced the colonialism of the 19th and early 20th centuries and that the British Empire, in turn, shaped the study and understanding of classical antiquity. A scholar from the history department proposed a study of “Monsters in Gevauden,” which examines the ways in which people of southern France responded to mysterious attacks on peasants in the 1760s and addresses questions about human rationality, faith, and fear of the unknown. A political scientist proposed a study on the Western Balkans that would examine ethnic nationalism and conflict, and the potential role of the European Union in fostering democratic trajectories and economic reform.

We request funding for five John W. Pope Summer Fellowships (\$18,000 each) and two John W. Pope Semester Fellowships (\$48,000 each) to be awarded competitively and selected by a faculty committee chaired by the Director of *Studies in Western Cultures*. Recipients will be faculty working in Western cultures, some of whom will be teaching in Honors Foundations and the First Year Seminar Program.

Total Requested: \$978,000 (\$48,000 for startup in spring semester 2007, and \$186,000 per year for the subsequent five years)

VI. John W. Pope Distinguished Scholar in Residence

Distinguished scholars who come to campus to share their research and knowledge strengthen the University’s commitment to provide a first-rate academic experience for students and significant intellectual engagement with the general public.

For three to five days each year, the John W. Pope Distinguished Scholar in Residence will meet with students and faculty, teach classes, participate in readings and symposia, and offer a major public lecture. The Distinguished Scholar in Residence will be selected by the program director, in consultation with a faculty committee whose members teach in the *Studies in Western Cultures* program.

We request funding for an honorarium (\$30,000), associated travel and accommodations (\$1,500), advertising and promotion (\$6,600), events (\$22,120), and administration (\$4,780).

Total Requested: \$390,000 (\$65,000 per year for six years)

VII. John W. Pope Distinguished Visiting Professor

The John W. Pope Distinguished Visiting Professor will be a prominent scholar in the humanities or social sciences who will have broad appeal for students, faculty and the public. The visiting professor, in residence for a full semester, will be an excellent guest and colleague, readily available to undergraduate and graduate students as well as faculty, and enthusiastically committed to classroom teaching. The professor's presence will enhance substantially the intellectual life of the campus.

The Director of *Studies in Western Cultures*, in consultation with the dean and appropriate department chairs, will select the John W. Pope Distinguished Visiting Professor.

We request funding for the equivalent of one faculty member (\$80,000) who will teach Honors Foundations courses and First Year Seminars.

Total Requested: \$400,000 (\$80,000 per year for five years)

ADMINISTRATION OF THE PROGRAM

Program Director Dr. Jessica L. Wolfe, associate professor of English [*See Appendix I*], will work closely with the Dean of the College of Arts and Sciences and an advisory committee composed of program directors for Academic Advising (Associate Dean Carolyn Cannon), First Year Seminars (Professor of Computer Science Stephen Weiss), Honors (Associate Professor of History James Leloudis), Undergraduate Research (Associate Professor of Biology Pat Pukkila), and Study Abroad (Adjunct Professor of Sociology and Director of Study Abroad Robert Miles) to provide administrative and academic leadership of *Studies in Western Cultures*. A staff person will provide administrative support.

Dr. Wolfe's administration of Honors Foundations will include supervising core faculty, selecting and orienting additional college faculty who will lecture in the four-course sequence, attending lectures and seminars on a frequent basis, developing questions for written assignments and examinations, and revising the reading list. In all of her activities, the director will cultivate a vibrant intellectual community among enrolled students, and between students and the faculty.

The director will also oversee the selection of the distinguished scholar in residence and the distinguished visiting professor.

We request funding for the directorship (\$24,000 for a two-course release the first year, \$12,000 for a one-course release in subsequent years, and \$6,000 for supplemental salary per year), a full-time staff person (\$50,000), and supplies and services (\$15,000).

Total requested: \$510,000 (\$95,000 for startup in fiscal year 2006-07, and \$83,000 per year for each of the subsequent five years)

ASSESSMENT AND EVALUATION

The Director of *Studies in Western Cultures* will work with the University's Office of Institutional Research and Assessment to fully develop a three-part assessment plan. At the most basic level, the College of Arts and Sciences will gauge the level of student participation as measured by enrollments and the number of course offerings, summer research projects, and study abroad experiences specific to the study of Western cultures. Second, the College will assess the satisfaction of students and faculty participating in *Studies in Western Cultures*. And third, the College will measure outcomes or efficacy with regard to student learning, faculty development, and the interaction of scholars-in-residence and distinguished visiting faculty with the University community. Tools used for assessment may include surveys, exit interviews, course evaluations, career tracking, reports from participants, and review of work accomplished by students and faculty.