The Humanities and Western Civilization Program (HWC) is a multidisciplinary and interdisciplinary undergraduate degree program dedicated to integrated learning in the humanities. It offers one degree program: the BA with a major in Humanities, which has three tracks (Foundations of Law in Society, World Literatures, and Civilization in a Global Context). HWC also serves the College of Liberal Arts and Sciences (CLAS) by offering the Peace and Conflict Studies Minor, the Peace and Conflict Studies Graduate Certificate; and the Western Civilization I and II courses which are part of the CLAS general education requirement.

- The BA provides students with a broad acquaintance with methodologies and content of several academic disciplines in the humanities, giving them the flexibility to enter a number of professions after graduation. The capstone course allows students to integrate their knowledge under the expert guidance of a senior professor.
- The Peace and Conflict Studies programs have been increasing in student enrollment, and have provided students with service learning opportunities, as well as enhancing career opportunities.
- The Western Civilization I and II courses offer students opportunities to engage in the analysis of significant primary texts from the ancient through modern periods in both small-group discussion and writing assignments, educating them to become responsible citizens in a rapidly changing world.
- HWC is home to the Jack and Shirley Howard Distinguished Teaching Professorship. The holder of this professorship is a distinguished scholar who provides leadership in developing the curriculum both of the Western Civilization I and II courses and mentoring the cadre of graduate teaching assistants who lead the small group discussions and also teach independent sections.
- HWC faculty have a distinguished record of teaching; virtually all have received awards recognizing their excellence.
- Research expertise of the tenured faculty is interdisciplinary in nature, and ranges across fields of religious studies, gender studies, world literature, philosophy and cultural history.
The Humanities & Western Civilization Program:
Self-Study for External Review, 2008

Introduction and Summary

Mission. Humanities & Western Civilization is a multidisciplinary and interdisciplinary undergraduate degree program dedicated to integrated learning in the humanities. We are deeply committed to the aims of the liberal arts: educating students to read carefully and think critically, to write and speak articulately, to acquire broad intellectual and cultural understanding, and to make connection among diverse areas of knowledge. These aims make HWC valuable as preparation for graduate and professional studies, a variety of careers in both the public and the private sectors, informed citizenship, and lifelong personal enrichment and growth.

History. The Western Civilization Program was created in 1945, and the Humanities Program in 1947. The two programs united in 1997. A short history of the two programs appears in the Instructors Manual, pp. 1-5, the main source of general information on HWC.

Degree programs:
1. A 30-credit-hour advising-intensive Humanities major leading to the B.A. degree, with a choice among three concentrations (Humanities, Humanities with Literature, and Western Civilization) and courses selected from HWC and specific humanities fields.
2. An 18-credit-hour minor in Peace & Conflict Studies, involving faculty and courses from several humanities and social science departments in addition to HWC.
3. A 12-credit-hour graduate certificate in Peace & Conflict Studies.

The Western Civilization curriculum. The two Western Civilization courses (HWC 114/204 and HWC 115/205) are a general education requirement for more than 70% of KU’s 18,000 undergraduates: all B.A. and B.G.S. and almost all B.S. majors in the College and all Journalism, Architecture, and Social Welfare majors. The Western Civilization “great books” curriculum provides a foundational core in a liberal education at KU, engaging students in the reading and discussion of influential writings of the Western intellectual and cultural heritage. The current reading list appears on pp. 47—48 of the Instructors Manual.

The people of HWC. Appendix A contains a complete list of HWC staff. Individual faculty statements and c.v.s are in Appendix B. Here is a numerical summary profile of HWC staff. Administrative staff include the director, associate director, and assistant director, who are also all teaching faculty. The support staff consists of one full-time and one half-time office manager. There are currently five tenured faculty, two full-time in HWC and three half-time with joint appointments in other departments, and one tenure-track faculty member with a joint appointment. One of the full-time tenured faculty is our new Jack and Shirley Howard Teaching Professor of HWC, who joined us in December. The associate director is a full-time appointment with the title of associate specialist, an unclassified academic staff position, and the equivalent of tenure. The assistant director is a lecturer/academic program associate, equally split between administration and teaching. We have one full-time, multi-year-contract lecturer, and eight half-time and two quarter-time lecturers. An Independent Study instructor oversees the Western Civilization distance learning courses. We have 22 half-time graduate instructors, uniformly called graduate teaching assistants (GTAs) at KU, from four degree programs. 12 adjunct and courtesy faculty, who teach weekly Western Civilization honors discussion classes as unpaid volunteers, round out our staff numbers.
Statistical profile. Data from 1998-2007 on student credit hours, majors, and instructional staff compiled by KU Institutional Research & Planning appears in Appendix C. For comparative purposes College humanities departments with comparable faculty numbers (other than foreign language programs) are also included: Art History, Classics, Philosophy, and Religious Studies. In absolute terms HWC generates the highest number of student credit hours among those departments, and has the second lowest number of faculty FTEs. The large number of SCHs is of course due very largely to the Western Civilization requirement, for the teaching of which we rely heavily not only on tenured and tenure-track faculty but also on lecturers and GTAs.

Program administration and governance. The responsibilities of the director, associate director, assistant director, and office managers are described on p. 7 of the Instructors Manual. Governance is the responsibility of the HWC Program Committee, a broadly representative body the membership and structure of which also appear on p. 7. The Instructors Manual constitutes our “by-laws,” and covers a wide range of information on HWC policies, procedures, and programs. The reader will be referred to the manual throughout the self-study.

The self-study process. The HWC Program Committee began work on the self-study with the start of the fall semester of 2007. Danny Anderson, our liaison associate dean, met with us at our first meeting on August 28 to explain the external review and outline the self-study process. We began discussing the self-study at our September 25 meeting, and devoted the entire November 6 meeting to working out the areas we needed to cover. Following that meeting the director wrote up a working document entitled “External Review: Suggested Areas for Self-Study,” and assigned specific members of the Program Committee to take responsibility for parts of the self-study. In the case of the Peace & Conflict Studies program and two new initiatives, the person in charge was also the convener of a working group. In the new year we have spent two meetings, January 23 and February 19, devoted entirely to hearing, discussing, and refining the individual and working group reports. We feel that our self-study process has been intensively participatory, combining full discussion as a group with widely-delegated individual and small-group responsibilities for portions of the self-study. In keeping with the guidelines, the director has assumed the responsibility for organizing and writing up the completed self-study, but he has been able to draw on the very substantial work of many others.

Relationship to the College’s “Priorities, Goals and Aspirations” (Appendix D). We believe that the mission and growth of HWC are integral to the CLAS strategic planning goals across a wide range of priorities. Running through the College’s document is an emphasis on interdisciplinary and international education and research. Some examples from the 12 goals in which HWC plays and will play a distinctive role include Goal #1 on undergraduate education, which includes further developing interdisciplinary and global education, “integrating study-abroad opportunities,” and expanding honors courses; #2, on enhancing GTA preparation and teaching opportunities; #5, on “integrative knowledge and scholarship”; and #7, promoting diversity. In its lists of possible new courses and degree programs, the College document specifically includes existing HWC programs and new proposals from our unit’s statement of planning goals (Appendix E). Among them are courses and concentrations in humanities and the sciences, a major and an M.A. program in Peace & Conflict Studies, and a graduate certificate in world literature—all of which appear more than once in the CLAS statement. Under Goal #7, on encouraging diversity, it also specifies the Multicultural Scholars Program, and MSP-Humanities is “housed” in HWC. All these are areas—some of them existing programs we want to enhance and others proposals in the exploratory or planning stage—that we have been working on for some time. Since its publication, the College’s statement of “Priorities, Goals and Aspirations” has been both a focus for and a spur to our efforts, and this self-study has provided us with the further stimulus to move ahead in these directions.
1. Undergraduate Humanities Program

a. The Humanities curriculum. The Humanities curriculum consists of all the courses in HWC except the two Western Civilization courses, which will be described separately under section #2. The Peace & Conflict Studies curriculum will be described separately in section #3. A copy of the HWC pages in the 2006-08 KU Undergraduate Catalog appears as Appendix F, together with our enrollment Course Guides for 2006-08. Appendix G contains the brochures describing our degree programs and study abroad programs.

The Humanities courses range over major requirements, principal courses, and electives. Major requirements will be described below. Principal courses are courses designated by the College as introducing students to the various disciplines taught in the College. Students must take three courses, one in each of three topical areas in each of the three major divisions (humanities, social sciences, and natural sciences and mathematics). HWC principal courses include:

HWC 110 Introduction to Humanities
HWC 120 Introduction to Peace Studies
HWC 302/EURS 302 European Culture & Society, 1945-Present
HWC 304 Masterpieces of World Literature I
HWC 308 Masterpieces II
HWC 309 European Civilization in World Context
HWC 312 Masterpieces III
HWC 550/EURS 550 Classics of Peace Literature

Next to the Western Civilization courses, the “Masterpieces” trio are our most popular offerings, and we are committed to scheduling at least one of them each semester. In addition, Language Arts majors in the School of Education are required to select one from among the three “Masterpieces” courses.

Among our general electives, two courses that have been taught and have attracted students for a number of years are HWC 510, Science, Technology, and Society, always team-taught by a scientist and a humanist (joined sometimes by a social scientist); and HWC 600, Biography of a City:_______,” which over the years has attracted a wide range of faculty instructors and included among the cities studied Rome, Paris, London, Jerusalem, St. Petersburg, and . . . Lawrence. We also cross-list in the catalog courses in other departments that are regularly offered, such as HWC 130, Myth, Legend, and Folk Belief in East Asia (an East Asian Languages and Cultures course) and HWC 380, Modern Themes, Ancient Models:_______ (Classics).

A survey of our Humanities curriculum would not be complete without highlighting our course, HWC 300, Studies in:_______). Initially suggested by the then-dean of the College, Sally Frost-Mason, in 1996, it was inaugurated the following year as a series of interdisciplinary “special topics” courses designed and taught by GTAs whose proposals were selected on a competitive basis. We have normally offered two such HWC 300 courses each semester, with the GTA instructor required to teach only that course for a semester. Over the years a remarkable variety of topics have been offered under the HWC 300 rubric, reflecting the range of GTA research interests, and we have always been impressed by the creativity and sophistication of the successful proposals. The courses typically involve substantial reading but also other media, and have ranged over many historical periods and cultures. In fall 2007 the topics were “Black Fists and Sports Bras: Race, Ethnicity and Gender in Collegiate and Professional Sports,” taught by a Ph.D. candidate in American Studies; and “American Socialism, 1870-1954,” taught by a doctoral student in English. Appendix H contains flyers advertising HWC 300 classes.
Among the “unfinished business” in our self-study process is a thorough review of the HWC courses listed in the KU catalog. We continue to list a number of courses, some of which have not been taught in many years and others of which have never been taught.

b. Honors Courses. Western Civilization I and II are available as HWC 114/115 in an alternative format for qualified students seeking honors credit for the courses. This format of the course features one lecture session per week, featuring a faculty member from the university at large who specializes in the designated reading or author, along with an expanded discussion session of seventy-five minutes led by a member of the HWC adjunct and courtesy faculty. Adjunct and courtesy faculty, who are volunteer and unpaid appointments, include regular KU teaching faculty from a variety of disciplines as well as members of the KU Administrative staff and professionals from the Lawrence community.

The HWC Program has also developed an Honors version of Introduction to the Humanities, noted above and listed as HWC 111, which will be offered for the first time during the fall of 2008.

c. New courses and teaching staff. Since 2005, new courses have been added to the HWC curriculum that provide additional elective options for non-majors and new requirements for majors and minors. These offerings include:

HWC 110   Introduction to Humanities   HWC 468   Illness in Art and Literature
HWC 111   Introduction to Humanities (Honors)   HWC 470   American Health Care
HWC 120   Introduction to Peace Studies   HWC 5??   Studies in Masculinity
HWC 460   Animals in Art and Literature   HWC 3??   Body, Self, & Society
HWC 464   Visions in Art and Literature   (specific numbers being proposed)

HWC 460, 464, and 468 were developed, and have been regularly taught, by Professor Sandra Zimdars-Swartz, who joined the HWC faculty full-time in 2006. HWC 470 was developed and taught in 2006 and 2007 by Dr. Matthew Stein, a local oncologist and HWC adjunct faculty member. With the appointment of Dr. Christopher Forth as the Jack and Shirley Howard Teaching Professor of Humanities & Western Civilization late in 2007, additional new offerings are available reflecting his research area of specialization, including HWC 5??, Studies in Masculinity, and HWC 3??, Body, Self, and Society. We have also added to our lecturer staff Dr. Marike Janzen, a comparativist with a research area in world literature and Cold War-era German and Latin-American writers.

d. Study abroad. A pioneer in developing study abroad programs in the 1950s, KU sponsors programs in over 60 countries and ranks 7th among all public research universities in the number of students who annually study abroad. International experience for KU students is a university priority, as reflected in the Global Awareness Program, in four Title VI area studies centers, and in commitment to the internationalization of the faculty and curriculum. HWC has played an active role in developing new study abroad options. More detailed information on both of our programs can be found among the brochures in Appendix F.

- In 1995 the Western Civilization Program inaugurated the Semester Abroad in Florence and Paris, which since 1999 has been offered every semester. It consists of four KU courses, taken for a total of 12 credit hours: Western Civilization I and II; EURS 302, European Culture and Society, 1945-Present; and HA 305, Art and Architecture of Florence and Paris. These courses feature both classroom instruction and integrative experiences at local museums and other relevant sites in the region. The director is typically an HWC faculty member (including members of the lecturer staff), who teaches the two Western Civilization courses. The other members of the teaching staff are a GTA in Art History, selected by that department, and a GTA in HWC who teaches the European Studies course. We employ the services of Accent, an organization with offices in several major
European cities that arranges classroom and office space, lodging, excursions, and other on-site services. The program has been popular and successful, with enrollments in any given semester ranging from a low of 14 to a high of 31 (beginning in 1999 we capped enrollment at 25). 15 students participated in fall 2007, and 22 are currently in the program. The chief problem, which we continue to work on together with the Office of Study Abroad staff, is keeping costs down. One of the most expensive of KU’s study abroad programs (currently at $11,000 for KU students), we struggle both with inflation and with the weak U.S. dollar and work to try to develop scholarship funds for students in the program.

Our newest study-abroad program, launched in 2005, reflects a trend (which KU’s OSA is encouraging) toward more short-term programs. The London Spring Break Program is an abbreviated (nine-day) trip to London for students enrolled in a special spring semester section of Western Civilization II. The students (16 are enrolled for the program in spring 2008) travel together over spring break for an experience that supplements their understanding of themes and texts discussed in the classroom. The course and the study abroad experience are taught and led by an HWC faculty member. Program costs are $1,800, and we have just inaugurated a new scholarship, the James E. Seaver Award for Study Abroad, which pays program costs based on academic performance and need for a qualified student. We continue to discuss starting a second spring break program, but have not yet developed a specific plan.

e. The Humanities major. Since 1947 KU has had a Humanities major, which underwent dramatic growth and significant curricular changes with the 1997 union of the Humanities and the Western Civilization Programs. Humanities and Western Civilization offers the Bachelor of Arts degree with three major concentrations or “tracks” in which students design an individual curriculum in consultation with a faculty adviser. As the statistical data indicate, enrollment in the HWC major has ranged from a low of 37 to a high of 69 students over the past ten years. Between 8 and 12 students complete the program and graduate each year, with 14 in 2006-07 as our largest number, and roughly the same numbers of new students declare HWC as their major during the same time period. Since 1998 some 90 students have completed a Humanities major, with another 12 expected to finish this year. The results of a recent survey of current Humanities majors appear as Appendix I.

The HWC major concentrations include the following: Humanities; Humanities with Literature emphasis; and Western Civilization emphasis. All three have basic common requirements while encouraging individual interests and individually-tailored curriculum planning. All three require completion of 30 credit hours at the junior-senior level and completion of HWC 110 and HWC 424.

- HWC 110: In the fall of 2006 a new course, HWC 110, Introduction to Humanities, was added to the HWC major curriculum along with an Honors version of the course, HWC 111. This course, which also fulfills a principal course requirement (HL) in the College of Liberal Arts and Sciences, serves three important purposes: it introduces students at large in their first years at KU to the humanities and helps prepare them for the Western Civilization courses; it introduces declared Humanities majors to the field of interdisciplinary study at an early stage in their academic careers; and it recruits new majors from the large pool of undecided students who enroll in it to complete an HL principal course requirement.

- HWC 424, Independent Study in HWC, prepares Humanities majors to write the required senior essay during their final year of study. Since the spring of 2007 HWC 424 has been a regularly scheduled course featuring class sessions on research and writing strategies along with time and information management techniques. The course now also includes a seminar-style report on writing and research by each enrollee at the conclusion of the semester. Each student researches
and writes her senior essay under the supervision of a faculty member with expertise in the area of
the essay. The faculty supervisor need not be a member of the HWC faculty.

Remaining course requirements for the individual tracks include the following:

The **Humanities track** requires HWC 420, The Interrelation of the Humanities and the Arts, and a selection
of courses totaling 21 hours from three humanities subject areas with a minimum of six hours and a
maximum of 15 hours from any one department in the College of Liberal Arts and Sciences.

The **Literature emphasis** in Humanities requires HWC 420 and 21 additional hours of junior-senior courses,
including a course on a major author in the original language and two courses from the following sequence:
HWC 304 Masterpieces of World Literature I, HWC 308 Masterpieces of World Literature II,
and HWC 312 Masterpieces of World Literature III.

Since 2001, students in this track of the major have been required to take HWC 390, Introduction to
Literary Theory, or an equivalent course from another CLAS department. This track serves students
interested in comparative literature and appeals to many students who double major in a foreign language.

The **Western Civilization emphasis** requires HWC 430, European Civilization in World Context, and 21
additional hours of junior-senior courses with at least one course from each of the following periods:
Ancient Near Eastern Civilizations, Greek and Roman Civilizations, Medieval Europe, Early Modern
Europe, Modern Europe.

This emphasis also requires at least one course from the Masterpieces of World Literature sequence and
three courses that focus on a particular epoch or culture.

f. **Advising of majors.** The Humanities major offers individualized and intensive advising for
undergraduates. Advising sessions are designed to define students’ interests at an early stage in their
academic career; to build on those interests through curriculum planning; and to anticipate future goals and
professional plans in realistic ways. The advising process typically includes the following steps:

- New majors initially meet with the Undergraduate Coordinator during the second semester
  of their freshman year or early in their sophomore year to discuss broad-based interests in
  HWC offerings and the various tracks of the Humanities major.

- Prior to the junior year, majors engage in extensive discussions about areas of emphasis
  and courses with the Undergraduate Coordinator. Students choose courses from a wide
  range of HWC offerings as well from other departments in The College of Liberal Arts and
  Sciences.

- During the junior and senior years, Humanities majors are encouraged to seek advising
  from various members of the HWC faculty with interests in their specific areas of study to
  fine-tune their individual curricula, and to plan for the capstone essay.

- Students complete the capstone essay during their senior year, selecting a faculty director
  advise and guide their research and writing on the project.

- During the final semester of their undergraduate careers, HWC majors return to the
  Undergraduate Coordinator to complete the “Major Certification Sheet” required for
  graduation by The College of Liberal Arts and Sciences. This meeting serves as a final
  advising opportunity and informal exit interview providing both the student and the
  Coordinator a chance to review academic work, and reflect on the overall experience of
  majors in the Humanities & Western Civilization Program.
g. **Statistical profile of majors.** Among the comparison group of smaller humanities departments in Appendix C, HWC has the highest percentage of department SCH taken by non-majors (98.5%), very largely because of the Western Civilization requirement. Of our majors, 71.4% are women, second only to Art History with 74.5%. 7.1% of our majors are minority students, which although low is second only to Religious Studies (7.7%) among the comparison group. Our numbers reflect both the small percentage of minority students who major in humanities fields and the small minority population of Kansas. The average GPA of our graduates ranges from 3.0-3.5, with 3.3 the average in 2007. Among the comparison group we are second in GPA, after Classics (3.6).

g. **Humanities majors and careers.** We have not “tracked” our alumni as systematically as we might, so the comments here are anecdotal. There have been Humanities majors at KU going back to the beginning of the Humanities program in 1947. However, we will mention here only majors since the union of the two programs in 1997. Our highest-performing Humanities majors tend to go on to graduate school. As current examples, one recent graduate is working on a doctorate in comparative literature at the University of Minnesota; another in religious studies at Boston University; and a third in medieval studies at Western Michigan University. While law school has been a popular option among our undergraduates, an increasing number are pre-med students, combining the Humanities major with a major in the biological sciences. Three of our current eight graduating seniors are pre-med. Two more are minority students in the MSP-Humanities program (see #4.b. below). One of the two has been accepted and offered substantial support by four law schools; the other is currently on a Benjamin Gilman International Scholarship in South Africa.

h. **The Peace & Conflict Studies minor.** Information on the minor is contained in section #3.

i. **Priorities and goals.** Curricular priorities and goals which we are implementing, developing, or discussing are to be found under #3, Peace & Conflict Studies, and #5, New Initiatives. They include expanding the Peace & Conflict Studies program, new concentrations in the major, and a new graduate certificate program.

2. **The Western Civilization curriculum**

a. **Brief introduction.** The Western Civilization courses were established in 1945 as an “educational response to the twentieth-century crises of Western Civilization.” (See Appendix J for the original statement of principles.) Western Civilization at KU is one of the oldest continuing “great books” core programs among public universities in the U.S. To the best of our current knowledge, it is unique as a core general education program among the public research institutions that are members of the 60-member Association of American Universities. The program’s mission is based upon the conviction that a knowledge of the ideas, values, and institutions that have shaped our students (including non-Western students) and played a dominant role globally is essential to a liberal arts education. All who teach in the program become well acquainted with the history of Western Civilization at KU, as well as the mission and goals associated with the two-course sequence. They are presented in our Instructor’s Manual, on our website, and in meetings and training sessions throughout the year. Full information on the history, character, and structure of the Western Civilization curriculum can be found on our Instructor’s Manual, pp. 3-5. In this section we will highlight and elaborate further only certain features of the program.

b. **The Writing Program.** Following a College of Liberal Arts & Sciences mandate in 1992 to expand writing instruction beyond the Freshman/Sophomore English requirement, the Western Civilization Program implemented a Writing Across the Curriculum component. Since that time both Western Civilization I and II have been recognized as Writing Intensive courses, with significant portions of course work linked to writing and writing-related assignments. Students are required to produce 3000-4000 words...
of written work each semester in Western Civilization, in addition to the mid-term and final examinations at least half of which must be essays. Graduate Teaching Assistants in the Western Civilization Program receive training in writing instruction during their first year in the HWC program. (See Section #6 for a full description of GTA training.) This training unit is coordinated by the associate director, whose academic field includes specialization in composition and rhetoric. Training includes seminar-style meetings with GTAs on the theory and practice of Writing Across the Curriculum instruction, assignment design, and evaluation of student work. (A brief syllabus, readings, and sample assignments appear as Appendix K). The HWC Program also provides all instructors, faculty as well as GTAs, with a copy of Writing in Western Civilization: A Manual for Instructors, which outlines methods and approaches to writing in the courses and is published in the Instructor’s Manual, pp. 91-128. A writing guide for students, The Humanities and Western Civilization Student Writing Guide, is available online through the HWC web site (see Appendix K for a hard copy).

c. Textbook: Patterns in Western Civilization. In 1985 both the Dean’s Task Force on General Education, charged with recommending reforms in the College’s general education requirements, and the Western Civilization Advisory Committee recommended that the Western Civilization Program adopt a textbook to provide students with more extensive historical background and guidance to their readings in the primary sources. This became part of our successful grant proposal to NEH for funding to assist in making substantial changes in the program. The Western Civilization governing committee decided to develop our own textbook, and James Woelfel and Sarah Trulove, who had authored the grant proposal, offered to serve as editors. The first edition of Patterns in Western Civilization was published by Ginn Press of Boston, now Pearson Custom Publishing. The textbook is now in its fourth edition, published in 2007, with Sarah Trulove as managing editor, James Woelfel as senior editor, and Stephen Auerbach, a European historian, and Rachel Epps Buller, an art historian, as the other two editors. We have tried to make each successive edition more “student-friendly” than the previous one. Patterns is now published in two volumes, one for each of the two courses. Each volume contains five historical background sections, followed by short background sections on the art and the music of the period, and chapters providing background and guidance on each week’s primary source readings. The textbook includes many maps and illustrations, including sections of color plates of major works of art, and a CD of Western music through the centuries to accompany the sections on music. The fourth edition has been well received by instructors, and anecdotal student comments suggest that they find it a valuable resource. Patterns is also used by at least one of the Western Civilization programs among Kansas community colleges.

d. Distance learning. Since 1993 we have offered an Independent Study (correspondence) version of Western Civilization I and II through KU’s Continuing Education. Sarah Trulove and Jim Woelfel developed the courses and wrote the course manuals, which they regularly revise and update. Sarah Trulove is the Independent Study instructor. The Western Civilization courses have the highest enrollment among Continuing Education courses, with 150-170 students completing the course in each of the past three years. From the time they enroll, students have a year to complete one of the courses. Sarah Trulove is currently in the early stages of developing an online version of the two courses. At this time the College is also about to launch an initiative encouraging the development of web-based courses for regular College credit, offering instructors incentives to develop such courses and counting them as part of a regular instructional teaching load. As a result, we are examining developing two “tracks” of online offerings of Western Civilization I and II. We are also considering putting online certain courses in the proposed World Literature graduate certificate of particular interest to K-12 teachers.

e. Transfer credit from other institutions. In 2004 we conducted a review of Western Civilization-type programs, some of which we had approved for transfer credit for some years, among the 19 community colleges in Kansas. As a result of the review we now approve five such programs for transfer credit. We are committed to beginning another review this year. The ongoing problem, which we are trying to address, is evaluation and quality control of Western Civilization-type courses at other institutions—part of a
general problem of evaluating general education courses that transfer to KU.

f. Fall 2007 challenge to Western Civilization requirement. At the beginning of the 2007-08 academic year a College Task Force on General Education presented its recommendations, to be considered and acted upon by the College Committee on Undergraduate Studies and Advising over the fall semester. The Task Force took as its mandate to reduce the College’s requirement of 72 general education hours to 60. They quickly and unproblematically captured 9 of the 12 hours needed by reducing the principal course requirement from three per division to two. For the remaining three-hour reduction they recommended that the Western Civilization requirement be reduced from two courses to one. HWC mounted a substantial and sustained effort to defeat the recommendation. The director and other members of the program spoke at an open forum held by the Task Force. It turned out that of the departments representing general education requirements, HWC alone was unrepresented on the Task Force, none of the members had ever had any association with HWC, there had been no effort to get information from HWC about the program, and at the forum members of the Task Force admitted that their knowledge of the Western Civilization curriculum was limited to catalog-type information. We submitted a detailed written response to members of the Task Force and CUSA, and appealed to KU alumni and former HWC instructors to write as well. Close to 50 letters and emails were sent, many of them eloquent, defending the current requirement. (See Appendix L for letters from alumni.) Our writers included, among many others, a KU alumna who is a federal judge and former vice chancellor for academic affairs, a KU alumna who is a former dean of the graduate school and international programs, a former KU dean who is now president of the University of Iowa, the donor of our new endowed professorship, and a prominent alumnus who is a member of the College’s Advisory Board. HWC’s director was also allowed to testify to CUSA. The result of our efforts was a unanimous vote by CUSA rejecting the Task Force recommendation and upholding the present requirement.

3. Peace & Conflict Studies

a. Mission. Peace & Conflict Studies is a multidisciplinary and interdisciplinary program that examines the origins and nature of conflict within and between societies and the various ways in which humans seek to resolve conflict – among them war and conquest, negotiation and mediation, laws and treaties, diplomacy, international organizations, and peaceful resistance. Through academic coursework and the possibility of practical experience, P&CS offers students a concentrated program of study of one of the most perennial and important of human issues. P&CS at KU is international in scope, with courses ranging from international law and organizations to conflict in specific world regions such as Latin America and the Middle East. A full description of the program appears on pp. 79-81 of the Instructors Manual.

b. History. KU’s Peace & Conflict Studies program originated out of observances of the 100th anniversary of the Nobel Prizes at the university in the fall of 2001: among them a course on the history of the Nobel Peace Prize, a public lecture by Nobel Peace Laureate José Ramos-Horta, and a three-day visit by distinguished international peace studies researcher Peter van den Dungen of the University of Bradford. Professor van den Dungen was the immediate catalyst, providing both inspiration and expertise. Twelve faculty, representing Anthropology, English, European Studies, History, HWC, Philosophy, Political Science, Religious Studies, Sociology, and Women’s Studies, started meeting regularly in early 2002 to craft a proposal for a new academic program in peace studies. After thorough discussion of options, it was the unanimous decision of the ad hoc founding committee to house the program in HWC, as an interdisciplinary and multidisciplinary program rather than a field and department. A minor in Peace & Conflict Studies was approved in 2003, and a graduate certificate in 2005.
c. Structure. P&CS is administered through HWC but draws on courses in a variety of departments in the College and University, such as Anthropology, English, History, Political Science, Religious Studies, and Sociology. P&CS offers an undergraduate minor and a graduate certificate. Peace & Conflict Studies is governed by a steering committee consisting of the HWC faculty involved in the program, together with faculty from other departments that contribute courses to the program. The committee is chaired and convened by a coordinator who is an HWC faculty member. The coordinator and steering committee function in turn under the general jurisdiction of HWC governance as embodied in its Program Committee.

d. Faculty. HWC faculty associated with P&CS include Pete Casagrande, Diane Fourny, Marike Janzen, Martha Rabbani, Jim Woelfel, and Sandra Zimdars-Swartz (currently the program adviser). Faculty members of the P&CS steering committee from other departments are Allan Hanson (Anthropology), Mehrangiz Najafizadeh (Sociology), Robert Shelton (Religious Studies), and Brent Steele (Political Science).

e. Minor. The P&CS minor consists of 18 credit hours, of which 12 must be in courses numbered 300 or above. Students are required to take HWC 120, Introduction to Peace Studies, two courses from a list of regularly-offered core courses, two courses from a list of approved electives, and HWC 650, Senior Seminar. A list of required and core courses, plus elective courses offered in 2007-08, appears as Appendix M. Only three hours may be shared between the minor and a major or other minor. Students may not take more than nine hours of course work in any one department or program toward the minor. There are currently 18 active P&CS minors. Since the creation of the program 12 students have graduated with a minor in P&CS.

f. Graduate certificate. The graduate certificate requires 12 hours of graduate coursework, including HWC 801, Peace & Conflict Studies: Texts and Methods, two elective courses from the approved list of P&CS courses, and HWC 850, Research Seminar. All students are assigned an advisor to assist in course selection and to serve as an outside reader for the research project or practicum required in HWC 850. Admission to the program requires acceptance in a KU graduate program and a 3.0 GPA. Non-degree-seeking students accepted for non-degree C status and with a 3.0 GPA are also admitted. Currently there one student is actively pursuing the graduate certificate, with two others admitted. A fuller description of the graduate certificate program appears on pp. 80-81 of the Instructors Manual.

g. Planning needs and goals. As we indicated in the Introduction to the self-study, “growing” the Peace & Conflict Studies program is both a high priority for HWC and one of the “potential areas” for development listed in the College’s strategic planning goals, specifically under the goals of graduate education, curricular internationalization, and innovative research and teaching in interdisciplinary and multidisciplinary areas. A P&CS working group, consisting of the HWC faculty associated with the program plus Professor Shelton as representing the non-HWC members of the P&CS steering committee, was formed in connection with the self-study but will continue meeting on an ongoing basis. The following is a summary of our work to this point:

- We plan to respond to the deans’ call, later this spring, for requests for authorization for new tenure-track faculty positions with a request for a full-time faculty member in the area of peace studies who will serve as coordinator of the program as well as greatly strengthening its teaching and research efforts. This is our highest priority.
- Closely related, and next among our priorities, is increasing the HWC appointment of the two lecturers associated with P&CS, Martha Rabbani and Marike Janzen, from .25 to .50 FTE. That will immediately increase the number of P&CS courses we can offer in HWC by four per year. We have already submitted these requests to the deans.
• We are continuing to discuss the possibility of enlarging the minor into a major. Two of our members have done a study of major programs in peace studies at other institutions, and we have before us a draft of a proposal from Dr. Rabbani. (See Appendix M.)
• We have agreed that we should not pursue the possibility of expanding the graduate certificate into an M.A. program at this time. We need first to strengthen our instructional resources and develop a major.
• An ongoing concern is publicizing the P&CS program. Many KU students still do not know of its existence, and since it is a minor and not a major, and subsumed under HWC, it does not appear in much of the university’s promotional literature and information for students. Currently we are seeking authorization to list P&CS courses with their own rubric, and of course creating a major will draw more student attention to the program.
• We are creating a peace education course, developed and to be taught by Dr. Rabbani, involving consultation with contact faculty in the School of Education on “targeting” graduate students in Education and high school teachers and cross-listing the course. In that connection we are also discussing the possibility of outreach programs such as summer workshops for teachers and an online course.
• We are committed to developing further the experiential or “service learning” dimension of P&CS. This is now one of the areas in which KU undergraduates can be certified on their transcripts, and we will be discussing the specific possibilities in P&CS with Andi Witczak, Director of the Center for Service Learning, and staff at the Center for Teaching Excellence.
• We are currently reviewing our courses, and will probably add REL 669, Human Conflict and Peace, a course on conflict resolution which is regularly offered by Professor Shelton, as a core course.

4. Diversity, multiculturalism, and internationalization. The Humanities and Western Civilization Program is committed to encouraging student and faculty diversity, respect for and knowledge of cultural pluralism, and fostering a global outlook and understanding. This commitment is evident in the program’s curriculum, in its partnerships with other programs and offices throughout the University, and in the activities sponsored by HWC that encourage students to become more aware of the global community in which they live.

a. Curriculum-level emphases: 1) Western Civilization I and II. The general education courses housed in the program serve for many KU undergraduates as an introduction to great dialogues, historical and contemporary, about diversity and international affairs. An ongoing theme in curricular planning for these courses is the question of what constitutes the “West.” Though the program in its early years focused almost exclusively on traditionally canonical authors and themes, since the early 1970s we have been committed to exploring issues of gender, racial, ethnic, and religious diversity and, more generally, of questioning and challenging traditional definitions of “Western” civilization and critically examining, particularly in the modern period, the large global influence of the West on other civilizations. This conversation has manifested itself in cyclical curriculum changes in the Western Civilization I and II courses, whose readings have for some years included excerpts from the Qur’an, writings by leaders of the women’s and civil rights movements, and Holocaust survivor memoirs. We have also incorporated newer scholarship and perspectives on these areas into Patterns in Western Civilization, raising fresh questions about old texts.

Though the Western Civilization I and II courses account for most of the enrollment in the program, our Humanities courses attend to the diverse issues of contemporary Western and world civilization as well. The introductory course for majors (HWC 110, Introduction to the Humanities) addresses diverse
perspectives on a variety of issues in art, literature, and history. The three Masterpieces of World Literature courses, while continuing to emphasize Western texts, attempt to encompass other literatures especially in the modern post-colonial period. The program also regularly features courses cross-listed from other departments that explore other cultures, such as Myth, Legend, and Folk Belief in East Asia (HWC 130) and Chinese Thought (HWC 524).

2) Peace and Conflict Studies. The minor and graduate certificate in Peace and Conflict Studies are explicitly international in its scope and includes courses on global conflict, peace literature, and racial and ethnic relations.

3) Partnership with the Center for European Studies. Diane Fourny, since 2000 the director of the European Studies program, is a long-time HWC faculty member. HWC and European Studies have developed a working partnership involving course cross-listing, joint program planning and sponsorship, and shared support staff. The partnership has enhanced both programs. One of the two student assistants is hired by and assigned to Professor Fourny. European Studies offers an undergraduate co-major, and the director has also been active in organizing campus-wide forums on timely international issues and programs that inform about Europe and especially the EU. She created a successful European Studies study abroad program, which is now two programs: a European Union program, in conjunction with the University of Bonn; and a European Cultural Studies program, at various locations. She has also worked actively with the Center for International Business Education and Research on European study abroad programs for Business students.

4) Proposed new courses of study. In section #5 we present two new curricular initiatives that will both be international in scope: 1) a possible major concentration in Humanities, Health, Illness, and Healing, and 2) a major concentration and graduate certificate in World Literature and Civilization.

b. Extra- and co-curricular activities: 1) Lecture Series and Seminars. Because of its history as a program committed to understanding various perspectives within, among, and outside those cultures traditionally considered to be “Western,” the Humanities & Western Civilization Program has been actively involved in and contributed to campus-wide dialogues on global issues related to race, ethnicity, gender, sexuality, religion, war and peace, and the environment. We sponsor four public lecture series:

- **James E. Seaver Lecture Series on Continuing Issues in Western Civilization.** For twenty-one years, the program has hosted a lecture series named in honor of the longest-serving director of the Western Civilization Program, James E. Seaver, who led the program from 1957-1984. The series seeks to promote dialogue on “continuing issues in Western Civilization” and has included KU faculty members in early to mid-career speaking on a variety of topics ranging from conflicts in the Middle East to feminism in American culture. This spring, filmmaker and KU faculty member Kevin Willmott discussed his movie *CSA: The Confederate States of America*, which imagined the consequences of a Southern victory in the U.S. Civil War. The film was selected for the Sundance Film Festival and promoted by Spike Lee, and has received recognition at international film festivals.

- **Peace & Conflict Studies Lecture Series.** Since 2003 the program has hosted a second lecture series featuring issues related to the Peace & Conflict Studies emphasis. This spring’s speaker was Michael Barringer-Mills, a KU graduate and a field coordinator for Doctors Without Borders, speaking on “MSF and Shrinking Humanitarian Space.” (A list of speakers and topics for both lecture series can be found in Appendix N.)

- **Dean’s Instructor Lecture Series.** Since 1996 we have each spring semester named two of our more senior GTAs who have distinguished themselves in teaching, academic performance in their
department, and service, as Dean’s Graduate Instructors for the following academic year. The awardees receive a salary supplement for the year of their appointment, and are required to present a public lecture on their research. As with the Seaver and P&CS Lecture series, Dean’s Instructors have presented on a wide range of topics, often dealing with issues of gender, race, or sexuality.

- **HWC Lecture Series.** Since 1987 we have sponsored an informal series of late-afternoon lectures, presented over the years by both KU faculty and visitors, on topics relating to the Western Civilization readings. For a number of years we scheduled two per semester, but for approximately the last five years we have typically had only two per year. Like the Seaver and the P&CS Lecturers, the speakers have addressed a wide variety of issues. (Appendix L)

- **Seminars and workshops.** In the fall of 2002, HWC sponsored a symposium entitled “Teaching about Islamic Traditions in the Aftermath of September 11,” in conjunction with the first anniversary of the events of September 11, 2001. Over a three-day period, faculty members and graduate teaching assistants gathered to hear lectures from two prominent scholars on Islam and to talk together in “breakout sessions” about approaches to teaching and learning about Islam in the post-9/11 era. The event was funded in part by a grant from the Hall Center for the Humanities and supplemented by co-sponsorship by other departments in the College of Liberal Arts and Sciences. Participants responded favorably (an average of 4.36 on a 5.00 scale) to an evaluation question about whether or not the symposium provided “new ideas, techniques, and resources for teaching about Islam.”

The HWC Program Committee has a recurring agenda item of brainstorming not only about prospective lecturers, but also about programming opportunities like the Islam symposium. In 1990 we received a Hall Center grant to hold a series of day-long teaching staff workshops on gender, race, Judaism, and Islam featuring scholars in each area, and in 1996 with another Hall Center grant we held a day-and-a-half workshop on Islam led by a distinguished scholar of Islam.

2) **The University Multicultural Scholars Program.** In the fall of 2003, HWC became the “home department” for majors in all humanities and languages programs who are participants in the University’s Multicultural Scholars Program (formerly the Minority Scholars Program). The Multicultural Scholars Program (MSP) was begun in the fall of 1992 for students from under-represented groups in KU’s School of Business. Over the next several years, however, it expanded to other majors and, in 2003, invited students in humanities and languages programs. In the fall of 2007, this component of the program was renamed the Multicultural Scholars Program in the Humanities (MSP-H), and it began to include students from the traditional humanities disciplines as well as majors in African-American Studies. Two HWC program staff members (the director of the European Studies Program and the assistant director of the HWC Program) serve as co-directors for MSP-H, which now includes thirteen students. The students, with diverse majors throughout the humanities, receive privately-funded scholarships and support in areas such as tutoring, time management and other study skills, academic advising, career exploration and planning, and graduate-school preparation. In monthly group meetings, these students and their advisors focus on issues related not only to students’ academic and professional development, but also to social development and cultural appreciation. As the program develops, the co-directors continue to increase their recruiting goals.

5. **New curricular initiatives**

Two HWC working groups have been discussing and are developing proposals for two new concentrations or “tracks” in the Humanities major, a new minor, and a new graduate certificate program.
a. **Humanities, Sciences, and Technology/Humanities, Health, and Illness.** Thus far this working group has come up with two alternative proposals, the second a “subset” of the first, with differing assessments of the feasibility of each. The reports on each are presented below. The working group will continue deliberating and formulate a specific proposal.

1) **Humanities, Sciences, and Technology.** As scientific and technological advances increasingly change and challenge society, the necessity of acknowledging the relationship between the humanities, technology and the natural sciences come increasingly to be an imperative. Whereas traditional approaches to the Humanities have tended to emphasis the differences between these areas and academies have created separate cultures among scholars, many humanists, technologists and scientists now recognize the urgency of identifying the connections in their work that transcend whatever methodological approaches might seem to separate them. A course of study that permits students to examine the intersection of the humanities, technology, and the natural sciences suggests itself as one which will provide value to both students and faculty.

We propose that HWC examine the possibility of developing a Humanities, Sciences, and Technology concentration within the major. This track will require at least one new tenure-track faculty hire. A faculty coordinator who specializes in some aspect of Science Studies is necessary to create and teach classes and advise students as they make their way through the opportunities provided by a wide range of departments.

The HWC major requires 30 hours total, 9 of which are currently required courses. We propose that an additional core course be required for this track. Currently, History 137, History of Modern Science, would provide a good introduction to scientific advances in the Western world since 1700. However, with the addition of a faculty coordinator, a new course specifically tailored to this track should be developed within HWC. The committee has looked at other departments and found a number of courses that match the criterion of understanding scientific knowledge in its full cultural and historical context.

Concerns and challenges regarding feasibility without a new faculty hire as coordinator:

- We currently have no full-time faculty who specialize in an area that fits with this track.
- We would be creating a track, within the HWC major, in which our students would have to take no further courses offered by HWC faculty other than the 9 required.
- Even an additional “core course” would not be HWC, unless we acquired new faculty to teach it.
- I have inquired whether other departments would want to cross-list courses and most say “no,” because they would be losing enrollment.
- Most faculty and chairs we have spoken to in the sciences suggest they are interested in such a program and would consider working with us.
- There are now at a number of universities “Science Studies” programs that offer a very sophisticated blend of the two, taught by faculty from both of the “two cultures.”

The committee recommends that this new track is not currently ready for implementation. Because of the concerns cited above, we feel that our students would not be well served without having a dedicated faculty member in HWC who could create new courses that contextualize the intersection of the humanities and the sciences. In addition, students in this track will need very solid advising as they navigate the course options from other departments. This is not a capability we currently possess.

2) **Humanities and Medicine (alternative title: Humanities, Health, and Illness).** In the past several decades, scholars such as Elaine Scarry, David Morris, Arthur Kleinman, and Arthur Frank have argued that an interdisciplinary approach is essential to expanding our knowledge of how individuals and cultures
understand, interpret, and draw meaning from their experiences of health, illness, and healing. Scholars like Kleinman, for example, distinguish between disease (the physiological processes of bodily dysfunction) and illness (the person’s experience of the disease within their social and cultural milieu). Scarry and Morris similarly distinguish pain (the physiological experience) from suffering (the interpretation of the experience). Such distinctions acknowledge that health, illness, and healing are not merely physiological processes to be diagnosed and treated by health care professionals, but experiences that are embedded in cultures and worldviews. And indeed the “illness experience” often highlights the body as a site of competing vocabularies, narratives, philosophies, and cultural authorities.

A major that brings the insights of the humanities and social sciences to bear on understanding the experiences of health, illness, and healing is thus timely. The reality of the diversity of worldviews in the United States and in many, if not most, parts of the globe demands that professionals be educated in a multicultural approach to understanding health, illness, and healing. Finally, the delivery systems of most health care in the United States are increasingly multifaceted and involve a health care team oriented to addressing not simply the disease process but also the life situation of the client. Thus, 21st-century health care needs professionals who understand the philosophical, religious, aesthetic, social, and psychological implications of the function and dysfunction of the body. The interdisciplinary nature of the Humanities major is an appropriate context within which to explore the interstices between the humanities, the social sciences, and medicine.

The proposed track on Humanities and Medicine/Health and Illness builds on the strength of the already existing major and the regular faculty HWC. The core required courses in the HWC major (HWC 110, 420, 424) introduce students to the research methods in the humanities and the arts. The additional three courses deepen students’ understanding of the body in Western Civilization, the development and delivery of health care in the United States, and the expression of experiences of illness in art and literature, both Western and Non-Western. The final 12 hours are to be selected from at least two departments in the humanities and social sciences, and to increase students’ understandings of humanistic and social scientific approaches to health and health care. Opportunities for service learning may also be developed.

A Humanities and Medicine/Health and Illness concentration would require a total of 30 hours; 21 hours would be in courses numbered 300 or above. Required (18 hours; these courses are regularly taught by HWC faculty):

- HWC 110 Introduction to the Humanities
- HWC 420 Interrelations of the Humanities and Arts
- HWC 424 Independent Study
- HWC 470 Studies in American Health Care
- HWC 468 Illness in Art and Literature
- HWC 300/600 Body, Self, and Society (new)

Elective Courses: 12 elective hours. Students may take no more than 9 hours in any one department.

**b. World Literature and Civilization.** The idea of “world literature” goes back at least to Goethe (*Weltliteratur*) in 1827, and is mentioned in Marx and Engels’ *Communist Manifesto* as an aspect of their analysis of what we would now call globalization. The 1990s and the early 21st century have seen the renewal of interest, teaching, and research in world literature, influenced by factors such as post-colonialism, the end of the Cold War, and globalization. David Damrosch, in *What Is World Literature?* (2003), described this development and sought to characterize what is a highly complex and fluid field of study. In some colleges and universities the term has replaced the older “comparative literature,” and courses in “world literature” have become increasingly popular in high schools.

The World Literature working group has two recommendations to be taken up by the HWC Curriculum and Advising Committee (or some further subcommittee of that body):

- The first is to merge two of the three existing tracks in the major, Humanities with Literature and
Western Civilization, into a World Literature and Civilization track and also to create an undergraduate minor.

- The second is to undertake further consideration and development of a graduate certificate program in World Literature and Civilization. The subcommittee recommends that this investigation take place during the 2008-2009 academic year, and include thorough review of existing World Literature programs—undergraduate and graduate—in peer institutions along with curriculum planning and development of initiatives tailored to meet HWC needs.

These recommendations are based on the following:

- Building on present HWC faculty strengths in various areas of literature and global studies, and hiring a new tenure-track faculty member to coordinate the program.
- Further internationalizing the HWC curriculum.
- Addressing the small number of undergraduate majors who enroll in the present Literature emphasis and Western Civilization emphasis of the major, and the subsequent need to clarify and update the curriculum of these tracks (concurrent review of the standard Humanities track of the major seems timely and logical as well).

**New major concentration.** Combination of The Literature track and the Western Civilization track into a single track designated as World Literature and Civilization (30 credit hours):

- Requirement of Western and non-Western areas of emphasis.
- Required subfields featuring specific areas and periods of coverage.
- Retention and revision of HWC 390, Literary Theory
- Retention and revision of the Masterpieces of World Literature sequence to reflect a more global and multicultural orientation.
- Mandatory HWC concentration hours in addition to HWC 110; HWC 420 and 430 as deemed appropriate.
- Retention of the senior capstone essay (HWC 424).

**New minor (18 credit hours)**

- HWC 390, Literary Theory, as foundational course.
- Flexible curriculum.
- Senior essay or experiential learning component as capstone project (HWC 424 or equivalent new course).

**Graduate certificate (12 credit hours)**

- Proposed core curriculum:
  - Upper-division Literary Theory course (3 hours)
  - Upper-division Masterpieces of World Literature course (3 hours)
  - Literature-in-translation course from other CLAS departments (3 hours)
  - Capstone essay or research project (3 hours)

**Interest and rationale:** To date, interest in this program includes:

- Secondary school professionals seeking to upgrade credentials.
- English and History graduates seeking diversification for further research and teaching careers.
- Other graduates and professionals seeking to broaden their educational background in the humanities.

6. **Academic staff: existing strengths and projected needs.** A complete list of faculty and GTAs, including their home departments or fields, can be found in Appendix A, “People of HWC.” Curricula vitae
and individual statements of faculty, including both tenured/tenure-track and lecturers, are in Appendix B. The categories of faculty positions are on p. 27 of the *Instructors Manual*. Information about faculty teaching and research interests and accomplishments is to be found in those documents. HWC Faculty Performance Expectations in teaching, research, and service appear on pp. 83-85 of the *Instructors Manual*.

a. **History of faculty positions.** Prior to the 1997 union the only actual line-item faculty positions were in Western Civilization: the director (.5 FTE tenured faculty) and the position that is now the associate director (1.0 FTE associate specialist). Since 1987 we had had a series of tenured faculty from various departments who were “on loan” to Western Civilization half-time for a period of time but did not have official appointments with us. In 1993 we began the Faculty Fellows Program, selecting a series of two such faculty for 2-3 year half-time appointments as instructors in large Western Civilization lecture classes. The Faculty Fellowships brought with them a substantial salary supplement for the years of the appointment. On the advice of the deans we suspended the program in 2007 because of a lack of applicants. Prior to 1997 we also made several half-time lecturer appointments, typically spousal accommodations in response to requests from the deans, a practice that has continued to the present day and enriched the program with a variety of excellent teachers and colleagues.

Beginning in 1997 and over the next five years or so, four tenured faculty moved anywhere from 50-75% of their appointment to HWC: Pete Casagrande, Professor of English and former Associate Dean; Andrew Debicki, University Distinguished Professor of Spanish & Portuguese and former Dean of the Graduate School and International Programs; Diane Fourny, Associate Professor of French & Italian; and Sandra Zimdars-Swartz, Professor of Religious Studies. All were faculty who wanted to broaden the range of both their teaching and their research, with specific interests in the Western Civilization courses and in interdisciplinary study in the humanities generally. Katherine Clark, a 1996 spousal accommodation appointment who was an HWC lecturer and then a joint HWC-History visiting assistant professor, became tenure-track in 2001. In 2002 HWC cooperated with Classics to make a partner accommodation joint appointment at the full professor level, John Younger, who decided to go full-time in Classics beginning in spring 2008. Also in 2002, we initiated a minority direct hire of Judith Williams, who was a joint tenure-track appointment with African & African-American Studies. She left in 2006 to take a position at the University of Massachusetts-Amherst. In 2005 Professor Debicki died after a long struggle with cancer. In 2006 Professor Zimdars-Swartz became full-time in HWC, and Chris Forth joined us full-time in December, 2007.

b. **Faculty teaching.** We continue to think of HWC’s mission primarily in terms of teaching undergraduates in interdisciplinary, largely text-centered courses and programs of study at the core of a liberal education. Since 1997 we have attracted faculty who are excellent teachers and consider teaching central to their professional identity. Five of our present tenured faculty have won university-wide teaching awards, four in the last ten years. Three are Kemper Fellows, one of KU’s most prestigious teaching awards, and a fourth was named an Outstanding Woman Educator. Professor Forth came to us from the Australian National University, where he had won both university and national teaching awards.

c. **Faculty research.** The statement on faculty research recognizes that “Humanities and Western Civilization is not a field of study or discipline but a broad interdisciplinary program” and that “normally each [faculty member] will conduct her research in her special discipline.” However, the statement goes on to point out that some faculty do either interdisciplinary or pedagogical research or both, and in fact all of our faculty conduct interdisciplinary and, in one case, pedagogical research in addition to discipline-specific research.

d. **Faculty statistical profile.** The percentage of total SCH taught by HWC tenured/tenure-track faculty (42.1%) ranks well below the comparison departments, because by far the largest percentage of SCH is in the Western Civilization courses, in which teaching responsibilities are spread among regular faculty,
lecturers, and GTAs. We rely much more than our comparison departments on lecturers (46.2% of SCH). 40% of our tenured faculty are women, second to Art History (55.6%). Since the departure of Judith Williams in 2006 we have had no minority faculty members. Two of our GTA staff are minorities, and three are international students.

e. Faculty hiring priorities. We have indicated three tenure-track faculty hiring priorities:

- A full-time faculty member to coordinate and teach in Peace & Conflict Studies (highest priority)
- A full-time faculty member to enable us to move forward with developing a program in Humanities, Science, and Technology or Humanities and Medicine
- Development of the World Literature and Civilization major concentration and graduate certificate will also need an additional faculty member with the appropriate credentials.

We have also mentioned our current request to the deans to increase the appointments of two part-time lecturers who are essential to the Peace & Conflict Studies program.

f. Graduate teaching assistants. Information on GTA appointments is on pp. 29-33 of the Instructors Manual. Over the years we have recruited GTAs from a wide variety of graduate programs: currently they come from American Studies, Art History, History, and Philosophy. GTAs complete a rigorous application process that includes an application, a personal essay about teaching aspirations for Western Civilization, three letters of reference, and for finalists a substantive interview. The hiring process is competitive and attracts GTAs from diverse programs around campus. The program is proud of the strong pool of applicants it attracts, the selection process, and the ongoing training it provides for GTAs.

GTAs who are new to the program attend a day-long session before the beginning of the fall semester that is designed to introduce them to the philosophy of the HWC program, its mission, and its courses. New GTAs hear from the program’s directors and from veteran GTAs about syllabus design, course expectations, and resources and materials available as they begin to prepare for their courses. On the second day of training, all GTAs meet together for large sessions on changes to the curriculum as well as refresher sessions on University policies. Most importantly, they attend “break-out” sessions on topics that will be put to direct use in the classroom, such as writing lectures, writing exam questions, and leading discussions.

All first-year GTAs are required to attend weekly training sessions during the school year. These sessions focus on background material to the primary source readings in Western Civilization I and II, the teaching of writing in WC classes, and general issues such as academic misconduct and classroom management. A survey conducted at the end of the fall 2007 semester resulted in the redesign of these sessions to better meet the needs of the program’s GTAs. The main changes have been the increased use of faculty specialists, from both within and outside HWC, on specific authors and texts, as well as visits from other university professionals who can address specific topics such as providing accommodations for students with special needs.

Finally, GTA training occurs informally under the direction of regular faculty members throughout the semester. Most GTAs, including all in their first two years in the program, work as discussion leaders in large lecture classes taught by a faculty member. They meet with the designated faculty member to plan course assignments and discuss grading policies and exam preparation. These GTAs, as well as all GTAs who are teaching their own HWC sections for the first time, are formally evaluated by faculty members who review course materials and attend classes.

Course evaluations regularly point to the high level of performance among GTAs in the Humanities & Western Civilization Program. During the fall of 2007, the average ranking (on a 5.0 scale) for overall performance of GTA discussion leaders was 4.39; the average ranking for overall performance of GTAs
teaching their own sections was 4.34. 15 of the 18 survey items were listed as “strengths” for discussion leaders (average of > 4 points on a 5-point scale: 5=excellent, 4=good, 3=average, 2=poor, 1=very poor). Among them: the discussion instructor was well-prepared for class. (4.59); the discussion instructor made a genuine effort to get class members involved in discussions. (4.44); I felt free to discuss my ideas, opinions, and questions in class. (4.42); the discussion instructor asked questions that helped me understand and evaluate our authors’ views. (4.39)

No items registered in the very poor or poor range (1.00-2.00). Only three items registered in the “average” range (3.00-4.00): short writing exercises served as useful preparation for longer papers (3.59); the discussion instructor did not dominate the class discussions. (3.93); the class aroused my intellectual curiosity. (3.98) The first two items have been slated as topics for weekly training sessions for the spring semester. The third item is discussed at virtually all training sessions. To date, no long-term analysis has been conducted on performance on these survey item questions—a goal for the coming year.

The exemplary nature of our GTA staff has been confirmed each year during the announcements for the University-wide GTA Teaching Awards competition, which is sponsored by the Graduate School. GTAs in the HWC program regularly receive nominations from students in their Western Civilization I and II courses. Since the GTA Teaching Awards began in 1997, eight of our GTAs have been awarded the highest distinction, the Carlin Award. Others have been named finalists for the awards almost every year.

Every year we publish a list of faculty and GTA accomplishments for the previous year in the fall semester edition of the HWC Newsletter. (See Appendix N for fall 2007.) It is always especially impressive to go through the list of GTA research activities and professional involvements, which they manage to do with a full schedule of taking and teaching classes.

g. Proposal for Faculty-GTA exchange between HWC and the History and Humanities Departments at Johnson County Community College. We are currently discussing a proposal from JCCC faculty for a spring-semester exchange program. A GTA from HWC would teach a Western Civilization class at JCCC, closely mentored by one of their faculty. The same semester a JCCC faculty member would teach a Humanities course with us, probably one of our principal courses. The proposal is based on a long-standing exchange between the JCCC and KU History departments. JCCC, nationally considered an outstanding community college, has close ties with KU (including KU Ph.D.s and former HWC GTAs who join their faculty) and is a major “feeder” of students to KU.

7. Support staff and supportive services

a. Support staff. In order to manage and accommodate the needs of our growing staff, the HWC program employs two office managers (one full- and one half-time) as well as two student hourly employees who together log about 30 hours a week in service to both HWC and the European Studies Program. The student support staff provide support for the professional support staff and for the instructional faculty and respond to questions from students in the reception area.

b. Instructional resources. These are listed and described on pp. 12-13 of the Instructors Manual. They include the program library, the HWC web site, an instructor access file, the Western Civilization slide and map collections, video and DVD resources of the Ermal Garinger Academic Resource Center and Instructional Development & Support, and the Western Civilization Film and Activities Series.

c. Technology and equipment. Technology and equipment needs are determined by the director, associate director, and assistant director together with input from the instructional faculty and the office
managers. Equipment is purchased with the annual allocation of program operating funds, as well as other University funding sources such as the Ermal Garinger Academic Resource Center (EGARC), which has an annual matching fund for departmental video and DVD purchases, and the University’s Instructional Development and Support (IDS) service. The program owns a scanner, DVD and CD players, and laptops and computer projection equipment.

Technology needs continue to be a challenge as new software and equipment become available. The University’s computer center provides some training, but as we continue to grow, we need to learn to better utilize the technology that is available to us—for instance, to use our web site for communication and the promotion of the program.

d. Space needs. HWC, American Studies, and Women’s Studies are fortunate in having the best office space in Bailey Hall: our main suites are completely renovated space in a 107-year-old building. However, in HWC we are at full capacity for staff office space, with typically three GTAs and two lecturers to an office. The most pressing issue is the fact that our library/conference room is increasingly used for small seminar-type classes and thus increasingly less available for committee meetings.

8. Working relationships with other units and program outreach. We have touched on most of these aspects of the program’s activities and goals at various points throughout the self-study, so this section will be simply a brief summary:

- Continuing creative partnership with European Studies
- Peace & Conflict Studies: strengthening ties with affiliated departments, and creating ties with the School of Education through our peace education initiative
- Continuing exploration of new study abroad possibilities
- Forging new relationships with other departments in developing our new curricular initiatives
- Committing, on a trial basis, to a faculty-GTA exchange with the Departments of History and Humanities at Johnson County Community College
- Strengthening cooperation and co-sponsorship on interdisciplinary event programming with the Hall Center for the Humanities
- Continuing and enhancing the four HWC public lecture series and developing new ideas for interdisciplinary and international symposia and conferences
- Developing online versions of the Western Civilization courses and perhaps other key courses
- Maintaining KU institutional membership in the Association for Core Texts & Courses, and working toward becoming a member of the ACTC Liberal Arts Institute Consortium
- Developing summer peace studies workshops for K-12 teachers and programs for the Lawrence area community, the latter in conjunction with the Kansas Humanities Council
- Expanding the HWC Newsletter mailing list as a way to keep in touch with alumni and former instructors and to interest potential donors to our programs
Executive Summary: Humanities and Western Civilization Program

Mission

Humanities & Western Civilization is a multidisciplinary and interdisciplinary undergraduate degree program dedicated to integrated learning in the humanities. We are deeply committed to the aims of the liberal arts: educating students to read carefully and think critically, to write and speak articulately, to acquire broad intellectual and cultural understanding, and to make connection among diverse areas of knowledge. These aims make HWC valuable as preparation for graduate and professional studies, a variety of careers in both the public and the private sectors, informed citizenship, and lifelong personal enrichment and growth.

Faculty

As a multidisciplinary and interdisciplinary undergraduate program, HWC is home to a teaching staff with a variety of positions and responsibilities. There are four tenured faculty (two full-time in HWC; one .75 in HWC and .25 in History; one on phased retirement, .25 philosophy and .25 HWC). The associate director is a full-time appointment with the title of associate specialist, an unclassified academic staff position, and the equivalent of tenure. The assistant director is a lecturer/academic program associate, equally split between administration and teaching. There are two full time, multi-year contract lecturers, and two .50 lecturers (spousal accommodation). The program also employs temporary, one-year lecturers as needed. The Budgeted Faculty Headcount chart shows that the program has declined in tenured and tenure track faculty over the past eight years, from a high of 10 in 2003 to 4 in 2010. HWC is a crucial program in the University as it provides the staffing of Western Civilization I and II (part of the general education requirements for the BA and BGS degrees in CLAS and for degrees in the Schools of Journalism, Social Welfare, and Architecture).

Bachelor’s Degree (BA)

Humanities and Western Civilization offers the Bachelor of Arts degree with a Humanities major having three major concentrations or “tracks” (Foundations of Law in Society, World Literatures, and Civilization in a Global Context). As the statistical data indicate, enrollment in the HWC major has ranged from a low of 32 to a high of 57 students over the past ten years. Between 9 and 14 students complete the program and graduate each year, with a high of 14 in 2006-07 and 2008-09.

Changes as a Result of the Review Process

The external reviewers’ report notes key strengths in the areas of standards, pedagogical variety, the emerging Peace and Conflict Studies curriculum, the strong general education presence, the writing intensive curriculum, and the three-track Humanities major. We have continued initiatives in these areas, particularly in our efforts to make explicit our learning opportunities, outcomes, and assessment in the six-hour general education core (Western Civilization I and II). Student enrollment continues to increase in the PCS minor and Graduate Certificate, and there is continued interest in developing a PCS major.
Reviewers’ suggestions for continued development focused on (1) reconfiguring the major; (2) evaluating delivery systems and expanding the content for the Western Civilization I and II courses; (3) focusing on our interdisciplinary nature; and (4) using data more effectively for self-reflection and improvement.

Plans for reconfiguring the major were underway when the external reviewers visited, and have been recently completed. The major now features three tracks (Foundations of Law in Society, World Literatures, and Civilization in a Global Context). With regard to delivery systems in Western Civilization I and II, we followed the recommendation to reconfigure the Honors versions of these courses and instituted a seminar format taught by HWC faculty. This year instructors of the large-lecture/discussion group format began meeting regularly with the goal of aligning instruction around stated learning outcomes.

We have taken seriously the reviewers’ concerns about enriching the content of Western Civilization I and II to include discussions about “global core texts,” in keeping with recent initiatives undertaken by the Association for Core Texts and Courses (ACTC). We are currently in discussions about “globalizing” the content of the courses so they might include attention to broader themes.

To be more intentionally interdisciplinary (as recommended by the reviewers), we have introduced HWC 325 Theory and Method in Interdisciplinary Studies, an explicit consideration of the nature of interdisciplinary research, as a requirement for all Humanities majors. We also sponsor an annual humanities conference that provides a forum for undergraduate and graduate students to present their research and receive feedback from faculty and peers from a variety of humanities disciplines.

In response to the Chancellor’s strategic task force report on retention and graduation, we have instituted HWC 150 Civilization and the Individual, a freshman seminar designed to introduce incoming students to the academic community. We have also changed the nature of HWC 424 Senior Seminar in HWC to provide students with a research experience that includes opportunities for peer and faculty feedback in a seminar setting.

We are beginning discussions in our Program Committee to collect data from our six-hour general education sequence and from our required major courses in a systematic manner, and use this to assess the effectiveness of the curriculum and generate revision. A first step has been to require instructors to make explicit the learning goals of the courses they are currently teaching and from these to generate a set of learning outcomes for the six-hour Western Civilization sequence, the Peace and Conflict Studies minor and Graduate Certificate, and for the major as a whole, and the three tracks in particular. A second step will be to determine the rubrics for assessment, and the process for collecting and evaluating samples of student work. The final step will be to establish a review process within the governmental structure of HWC to assess the data and make recommendations for future development of the curriculum.
Overall Evaluation

Because of its commitment to excellence in instruction, from the six-hour general education requirement (Western Civilization I and II) through the international curriculum in both the Peace and Conflict Studies Minor and Graduate Certificate, make HWC central to undergraduate instruction in both the College and University. The BA in Humanities, with a core set of requirements across all three tracks, and the opportunity within each track for students to design an individual curriculum, enhances the multidisciplinary and interdisciplinary emphases in the recent strategic initiatives advanced by the Chancellor and Provost. The HWC Program is excellent and various contributions to undergraduate and graduate education (Western Civilization I and II, PCS Minor and Graduate Certificate, and BA in Humanities) should be continued.