

4-9-2009

## Minutes, Arts & Sciences Executive Committee Meeting, Thursday, April 9, 2009

Arts & Sciences Executive Committee

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**Approved Minutes  
Executive Committee  
April 9, 2009**

Members Present: Don Davison, Wendy Brandon, Laurie Joyner, Paul Harris, Susan Libby, Michael Gunter.

Guests: Joan Davison, Rick Fogelsong

- I. Call to order—The meeting was called to order at 2:35 PM
- II. Approval of Minutes—The minutes of the March 5, 2009 meeting of the Executive Committee were approved
- III. Old Business

- A. PSC—pending Bylaw revision for Article VIII. (see attachment 1)

Alicia Homrich has requested the Executive Committee for an interpretation of the Bylaws regarding when a revised bylaw take effect (i.e., are current affected faculty members exempt from its requirements?). Homrich wondered when the bylaw actually took effect. Davison felt that a bylaw change went into effect once it is voted on and passed. Only if there is a grandfather provision in a contractual letter of appointment that contradicts the bylaw change would the bylaw not apply. Then the dean or provost would need to deal with that contractual obligation. This interpretation was approved by the members of the Executive Committee. Davison will announce that decision to the faculty.

- B. PSC—administrator evaluation (see attachment 2)

Davison reported that PSC is on track to do these evaluations. Libby said that for short time the committee considered writing their own questions but decided against it. The committee was concerned that there needed to be follow through on the evaluations. They agreed to use Idea format from Kansas State University which the college has used in the past. Davison reported that Duncan was cool to the idea, and Davison, Levis, and Libby had meeting with him. Libby had taken his comments back to PSC. But they have decided to go ahead with their original plan. Davison felt that Duncan would be cool to any instrument that might be used. He felt that the proposal needed to be supported by the entire Executive Committee. Brandon expressed concern about the rational that the evaluation process would not be threatening to the administrator and likening it to professional development. Libby said that PSC has talked a lot about not

trying not to make the process adversarial. It has not been PSC that made it made it adversarial. PSC has spend a great deal of time informing the faculty about what was coming in order to get away from a sense that it is adversarial. To accomplish that, the process needs to be done on a regular basis. Brandon thought that presenting the project as intending to provide feedback to the administrator would be less threatening. Davison said that it is in no one interest to have a power struggle with the administration, but the faculty does have a responsibility and that we must act responsibly and independently. Brandon thought that was a good approach. Foglesong asked about how the information would be made public. Libby responded that the report would go to President and the Executive Committee but not the raw data? Duncan's main objection was that the faculty does not know what administrators do. Libby said that would be something that might come out of the instrument and would be useful information. The Executive Committee approved funding the survey out of the governance budget.

- C. PSC—status of family leave policy (see Attachment 3) – Joyner reported that Human Resources was concerned that nine-month contracts might make faculty eligible for additional support if a baby is born over summer. Libby said PSC objected to fact that the HR had changed the language without consulting the committee. Libby said that they would revise the policy in consultation with HR
- D. Executive Committee recommendation regarding merit pool—pending budget targets—Davison recommended tabling the recommendation until the fall because the budget will not be final because it is contingent on fall enrollments. The Executive Committee agreed. Gunter asked about the \$270,000 merit pool for this year. Joyner reported that it is in process.
- E. Request for foreign language residential learning community (see attachment 4)—Decker has brought this issue to Executive Committee Davison felt should be referred to Student Life and AAC. The Executive Committee concurred.
- F. SLC report on faculty involvement in co-curricular activities—(see attachment 5)—Davison wondered what to do next with this report Should reports be disseminated to the faculty or ask for recommendations from the Student Life Committee. Harris said that the recommendations were already in the report. Joyner said that the report she had sent to Harris was only a draft and has some inaccuracies. She would be uncomfortable about distributing it now. Levis suggested a faculty colloquium in the fall to discuss the report. That way Joyner could update her contribution. Harris suggested that he would send out his committee's report (but not Joyner's) and announce to the faculty that there will be a discussion of this topic in a forum in the fall.

- G. Student Affairs Mission Statement (see attachment 6)—Joyner said that the task force would meet with Student Life to address student concerns about the wording. Davison explained the source of the statement. The issue was table to next meeting.

#### IV. New Business

- A. FEC replacement for Twila Papay—The Executive committee suggested several names. Davison would report his conversations with them at the next meeting.
- B. 128-hour graduation requirement—Joyner observed that no other college has system like ours which is a big problem and will become a bigger problem in the future. Brandon said that most of the original report was predicated on allowing the faculty to have a 3/2 teaching load. AAC, however, does not want a 3/2 load to be coupled with the course reduction issue. The 3/2 load is an administration issue related to release time. She felt that Bright Futures, AP credit were not a grave concern in the decision about graduation hours because they were not insurmountable problems. Also the question of increasing the number of courses that students take to each semester was a point of contention. Brandon reported some faculty felt that at other institutions students don't need as much regulation, but Rollins students might need more guidance and control over their hours and courses. She admitted that AAC cannot come to an agreement. Davison felt that AAC should not bring the proposal to the faculty prematurely. The Executive Committee should not bring the issue to the faculty yet because it is not ready to go. He recommended that that part of the faculty fall retreat be devoted to this issue. Brandon said that AAC would put together a mechanism to work this issue through the pipeline in same way that curriculum steering committee work general education changes issue through to the passage of the RP. The Executive Committee tabled the proposal to the fall.
- C. Reactivation of the Classical Studies Major (see attachment 7)—Brandon reported that AAC had examined the new proposal for the Classical Studies Minor and recommended that it be reinstated. Davison wondered if the major needed to go to the faculty for approval. Levis said that only new majors or the elimination of an old one had gone to the faculty in the past. Changes within a major had always been handled by AAC. Joyner pointed out that she had been the one to suspend the major. The Executive Committee voted unanimously to recommend to the Dean of Faculty that she reinstate the Classical Studies major.

- D. Add McKean Award winner to the April A & S agenda—Davison reported that the presentation of the McKean Award would take place at the next faculty meeting.
  - E. Finance and Services—Gunter reported that Finance and Services wished to report about faculty representation on Education Committee at the April faculty meeting .
- VI. Adjournment—The meeting was adjourned at 2:03 PM.

Respectfully submitted,

Barry Levis  
Secretary

## Attachment 1

Susan, I didn't think it could interfere with current contracts, but certainly appreciate the clarification. Might be good to mention this prior to the discussion phase at the next faculty meeting. Thanks for your quick response, Alicia

>>> Susan Libby 3/28/2009 9:45 AM >>>  
Hi Alicia,

This change isn't meant to be retroactive or to affect people hired before the By Law goes into effect. If Derek's contract says he can be promoted in his 4th year, I'd think that would be legally binding. Don can advise whether that would need to be stipulated in the By Law.

Best,  
Susan

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>>> On Thu, Mar 26, 2009 at 4:08 PM, in message <49CBA87E.FD06.001F.0@Rollins.edu>, Alicia Homrich wrote:

Since we did not get to the proposed bylaw change in the Faculty meeting today, I thought I would bring up a concern that might be considered before our next meeting.

My question is: Would the change in the bylaws take effect only for new hires or would it be intended to apply to previous hires as well?

The situation is that we have a faculty member in our department who would be impacted by the latter scenario.

The following is stated as part of his March 8, 2007, appointment letter:

"According to the Bylaws of Rollins College and given your previous teaching experience, you will be evaluated for tenure in your fifth year (2011-2012), but not later than your sixth year. You will also be eligible to be evaluated for promotion to Associate Professor in your fourth year (2010-2011), but not later than your sixth year."

I am not sure how many other recent faculty hires would be impacted by a bylaws change. I believe this issue needs to be clarified before we can fairly vote. Not only is it a legal issue, but it is certainly an issue of "good will" when someone leaves another position with the understanding of specific conditions that would impact income and status.

Thanks in advance for getting back to me on this.

Alicia

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## **Attachment 2**

### **Professional Standards Committee Recommendations for Faculty Evaluation of Administrators**

February 2009

Article VII, Section 1 of A&S By Laws: “The Committee advises the President and Vice Presidents on the administrative structure of the College of Arts and Science, including the creation and elimination of administrative positions and the appointment, evaluation, and professional development of administrators.”

I Administrators/Directors to be evaluated on a 3-year rotational basis  
(4 one year, 4 the next, 1 year off)

- President \*
  - Provost and Vice President for Academic Affairs \*
  - Dean of the Faculty \*
  - Dean of Hamilton Holt School \*
  - Dean of Student Affairs
  - Dean of Admissions
  - Director of Olin Library
  - Director of Cornell Fine Arts Museum
- 
- \* to be evaluated Spring 09, remaining administrators/directors to be evaluated Spring 2010

II Availability of evaluation results

- Administrators being evaluated
- Executive Committee; rationale: rotating body of faculty elected by whole faculty
- Response by administrator/director to evaluations to be made available to faculty (see IV Timetable/Process, below)

II Instrument: IDEA Center: <http://www.theideacenter.org/>

- Rationale

1. external, neutral surveys
  2. professional survey center
  3. confidentiality of results
- Cost: \$200 per administrator + \$1.50 for each recipient of survey = \$1922 (all 187 A&S Faculty); or \$1700 (all A&S faculty on continuing contracts)

#### IV Timetable/process

- Order surveys: ASAP
- By March 1: PSC/Exec Comm notifies administrators/directors to be evaluated
- By March 1: PSC emails faculty to tell them to expect surveys and explain process
- March 16-27: surveys available online for anonymous faculty responses
- By March 27: administrators/directors write self-evaluation, to be made available to Exec Comm (adopted from UCF administrator evaluation process)
- By April 13: Results of survey received by administrators/directors and President of Faculty
- Before end of semester: administrators/directors discuss results with Exec Comm
- By September 1: administrators write response to evaluations, comparing with self-evaluation, and make available response on Foxlink to faculty.

### **Attachment 3**

## **Rollins College Faculty Parental Leave for Childbirth or Adoption**

### **Purpose**

Rollins College is committed to supporting faculty members by providing them with clear and reasonable options for balancing their professional and parental responsibilities. A primary goal of the parental leave policy is to allow both the faculty member and the College the opportunity to maintain the integrity of the classroom and avoid placing undue burden on the individual or department. The College recognizes that no policy can anticipate all eventualities; therefore, this policy leaves room for faculty members, departments and the Provost/Deans to tailor certain aspects of parental leaves to accommodate individual situations.

### **Eligibility**

This policy provides paid leave benefits to the following:



- 1) Birth Mother
- 2) Sole Caretaker - A sole caretaker is a parent who has primary responsibility for the care of their newborn or newly adopted child (less than six years of age) who is under the custody, care and control of the parent for the first time. To qualify as the Sole Caretaker, a parent must have primary responsibility for the care of the child for at least 20 hours per week during their regularly scheduled work hours.

For purposes of this policy:

- A birth mother who is not working (i.e. unemployed or on postpartum medical/maternity leave from her employer) is presumed to be the Sole Caretaker unless medical documentation evidences that she is unable to serve as the Sole Caretaker. ( For the purposes of this policy a mother taking postpartum medical leave from her employer would not preclude her partner from taking parental leave from Rollins College if medical documentation evidences that the birth mother is unable to be the sole caretaker)
- In cases where both parents are Rollins College employees, only one parent may be designated as the Sole Caretaker.
- Individuals adopting a spouse or partner's child(ren) are not eligible.
- This policy depends upon, and assumes, the good faith of its participants.

To be eligible for paid leave under this policy, faculty members must hold a regular, full-time appointment and must have completed 90 days of service.

### **Paid Leave Benefit**

Paid parental leave will be provided for up to six (6) consecutive weeks immediately following the birth or adoption of a child. In cases of adoption, the paid leave benefit commences immediately upon receiving the child into the home.

When the birth or adoption occurs such that the leave period interrupts a faculty member's teaching schedule, the faculty member will be excused

from their teaching responsibilities during the entire semester. However, the faculty member will still be expected to perform non-teaching responsibilities for portions of the semester preceding or following parental leave. The precise nature of the non-teaching responsibilities and any other necessary arrangements associated with the leave must be arranged between the individual, the department chair, and the appropriate Dean. In such cases, the Dean, in consultation with the Provost, will make such arrangements as are necessary and appropriate with regard to covering the teaching and other responsibilities.

This policy is not intended to extend or provide paid leave benefits during periods when an eligible faculty member would otherwise not be working. In cases where a faculty member gives birth or adopts a child within six (6) weeks of the end of the academic year, paid parental leave will only be provided through the end of the academic year. In cases where a faculty member gives birth or adopts a child within six (6) weeks of the start of the academic year, paid parental leave will only be provided from the start of the academic year through six (6) weeks from the date of the birth or adoption. In cases where a faculty member gives birth or adopts a child during the summer break prior to six (6) weeks from the start of the academic year, he/she will be eligible for one paid course release (4 credit hours) during the fall semester.

During the period of paid parental leave, the faculty member's benefits shall remain continuously in effect.

### **Coordination with other Leave Policies**

Paid parental leave will be coordinated with the College's Family and Medical Leave (FMLA) and Salary Continuation policies. Parental leave will be tracked concurrently as Family and Medical Leave. Cases involving postpartum disability will be tracked concurrently as Salary Continuation (short-term disability leave) and may qualify for extended disability leave benefits. Nothing in this policy precludes the eligible faculty member from taking any remaining unpaid FMLA leave following the expiration of the College's paid parental leave, in accordance with the College's FMLA policy. With supervisory approval, faculty may also be granted an additional 4 weeks of unpaid child care leave over and above any qualifying FMLA leave.

### **Benefits Coverage during Parental Leave**

During the period of paid parental leave the faculty member's benefits shall remain continuously in effect.

### **Process**

Eligible faculty must submit requests for parental leave in writing to their department head ninety (90) days in advance of the requested leave start date (or as early as possible in the planning phase of an adoption process). The appropriate Dean must approve faculty requests for parental leave. Human Resources must be notified upon approval by the Dean.

For purposes of parental leave for the birth mother, appropriate medical certification is required to establish the beginning and end of the period of disability due to maternity. A faculty member returning from approved parental leave will be returned to the position he or she held prior to the leave.

### **Compliance with Federal Laws**

Federal law requires that childbirth be treated in the same manner as the College's disability or medical leave provisions.

### **Extension of the Tenure Clock**

Any tenure-track faculty member who takes parental leave will automatically receive a one-year extension of the probationary period. Tenure track members who wish to decline the extension must notify the Provost and respective Dean by March 1 in order to be considered for tenure in the fall of that calendar year.

Extensions may be repeated for one subsequent birth, thereby extending the appointment and time on the tenure-track for a maximum of two years.

### **Sabbatical Credit**

The semester in which a tenured faculty member takes a paid parental leave will count in the accrual of sabbatical credit.

## **Attachment 4**

Dear Don,

I write to you to express my concern about the results of the review of Residential Housing Organizations just completed this past week. The organizations living in small dorms were asked to make presentations on April 3 and a committee then ranked the

organizations as to how they contributed to the Rollins community and how well they achieved goals they had set out for themselves in fall 2008 goals statements.

On Friday afternoon (April 10) Dean Karen Hater let me know that two organizations, Chi Psi and ATO, have been placed on probation, but neither one has lost the privilege of residing in a college dorm. After expressing my disappointment in this decision, I am scheduling a conversation with her to receive more information about this decision.

My concern? The faculty passed a resolution in February 2008 supporting the continued work of faculty and students in a Language Living and Learning Community in Strong Hall. The message many students are receiving is that Greek organizations are a protected class with regard to the use of the valuable college resource of small group housing on campus. An organization that was removed from a small group house because of its abuse of housing privileges in 2007 does not measure up in an evaluation process in spring 2009 (ATO), but it does not lose the privilege of living in its small group house, even though a viable, academically-oriented group (the Language LLC) had been tapped to take on any open space in a small group house made available through the review process.

Are you anticipating a report from the Dean of Student Affairs at our faculty meeting on April 16? Are you anticipating any reaction to these actions from faculty governance?

Nancy

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#### **Attachment 5**

See Separate Excel Spreadsheet

#### **Attachment 6**

**Student Affairs Mission Statement Committee**

**Report to the Executive Committee**  
**April 14, 2009**

Committee Members: Jennifer Queen, Assistant Professor of Psychology, Eric Smaw, Assistant Professor of Philosophy, Thom Moore, Associate Professor of Physics, Eileen Gregory, Professor of Biology, Laurie Joyner, Dean of the Faculty, Karen Hater, Interim Dean of Student Affairs, Joanne Vogel, Director of Counseling and Psychological Services, Allison Wallrapp, Student Representative

The Executive Committee of the Faculty charged this committee of faculty, administrators, staff and student representatives with looking at the current mission statement of the Division of Student Affairs and amending/rewriting as necessary in order to offer the division a clear vision of its own goals and its connection to Academic Affairs. We saw our task as one of laying out a direction or vision of the Division, not with prescribing how this vision is manifested. After meeting six times in Spring 2009 the following statement was crafted:

**The Division of Student Affairs at Rollins College advances the mission of the College of Arts & Sciences by collaborating with the Faculty in creating and maintaining an environment that fosters intellectual, social, and personal learning and growth for our students.**

**Our vision is to foster and promote a healthy and caring environment that focuses on essential learning outcomes with an emphasis on personal and social responsibility.**

This statement serves as a reminder to the Faculty that they are ultimately responsible for all aspects of student life in and outside the classroom according to the College's bylaws (All Faculty Bylaws, Article I, General Governance). It connects the mission of Student Affairs to that of the Art & Sciences and ties it to LEAP learning outcomes, but leaves the "how" of the implementation to the student affairs professionals. During implementation, input from relevant constituents, including students and non-student affairs staff, is crucial.

The statement was discussed at a Director's Meeting in the Division of Student Affairs and was met with approval. The Student Life Committee unanimously endorsed the statement after a committee report during its April 14, 2009 meeting. The committee now recommends that it be brought to the Faculty of the Arts & Sciences for a vote of endorsement before the end of the academic year.

We are also recommending that the Student Affairs Mission Statement be added to the A&S Faculty Handbook near the A&S Mission statement as well as being posted on the DOSA web site. Publishing the statement in the handbook addresses the concern that the mission seems to change with every staffing change by requiring that any future changes be brought to the Executive Committee and the Provost of the College.

## **Attachment 7**

### **Review of the Program in Classics Rollins College November 2008**

#### **INTRODUCTION AND BACKGROUND**

On October 20 and 21, a team consisting of Halford Haskell, chair of the Classics Program at Southwestern University in Georgetown Texas, Kenneth Morrell, chair of the Department of Greek and Roman Studies at Rhodes College in Memphis, Tennessee, and Stephen R. Todd, chair of the Department of Classics at Samford University in Birmingham, Alabama, visited Rollins College to consult with faculty members, administrators, and students and develop a set of recommendations for the classics program.

This represents the second review of the program. The first took place in the spring of 1987, less than three years after the program began with the arrival of John Heath (B.A. Pomona, 1977, Ph.D. Stanford, 1982) in the fall of 1984. Conducting that review were Thomas Faulkner, the chair of the Department of Classical Studies at Wooster College, and Leon Golden, the chair of the Department of Classics at Florida State University. Faulkner's letter of May 11 noted that Heath had created "an energetic intellectual presence on campus" and designed "a solid basic program in Classics, similar in nature and diversity to programs at other liberal arts colleges." By drawing on courses offered in other departments such as history, English, philosophy, theatre, and political science, the program offered a major in classics, which had attracted a "core of devoted students," who were "enthusiastic about their course work and the place of classics in their plans." Faulkner also praised Heath's contributions to the Master of Liberal Studies program. Golden's letter of May 7 contained similar praise, especially for the significant progress the program had made in a relatively short time. They agreed on two principle recommendations:

- Increase the number of faculty members in classics. Both Faulkner and Golden considered this the highest priority for the college, noting in particular, that expecting Heath to carry "what is already a two-person load by himself" would compromise the long-term prospects of the program. They recommended hiring a second classicist with expertise

in Greek literature and culture to complement Heath's background as a Latinist. The second appointment would allow the program to offer additional courses for general audiences and "develop the place for the ancient world in general humanities courses and the Master of Liberal Studies program," strengthen instruction in Latin and ancient Greek, and expand the opportunities for interdisciplinary collaboration.

- Develop the library's collection of materials for the study of the ancient world. Faulkner reported that one student identified this as the "first priority for the program" and added that a better collection would support a greater emphasis on student research, "an area of central importance to students' academic progress."

The college acted on the reviewers' recommendation, hiring a second classicist, Kerry Christensen (B.A. Swarthmore, 1981, Ph.D. Princeton, 1993), a Hellenist, who joined Heath for the next two academic years (1988-1989 and 1989-1990) before accepting a position and joining her husband on the faculty at Williams College. Rollins then hired Patricia Marshall, who had been an undergraduate at Harvard and a graduate student at Duke, to replace Christensen. Due for a sabbatical Heath planned to take an entire year off but wanted to help Marshall get established, so he chose to go on leave during the spring and fall semesters of 1991. Consequently, Marshall and Heath taught together during the fall semester of 1990. He left for California, and one of Marshall's professors, who had recently retired from Smith College, joined her that spring to help staff the program during Heath's absence. Because Rollins only funded one semester of leave at full pay, Heath spent the spring semester as a visiting associate professor at Stanford during the winter and spring quarters with the idea of using the support from Rollins to fund his leave during the fall semester. However, that spring his plans changed. As the recipient of a teaching award in 1989 from the American Philological Association, Heath gave a presentation at the 1990 annual meetings of the APA, which took place in San Francisco in late December. While at the APA meetings, he learned of an opening at Santa Clara University and, interested in returning to California where he grew up and attended college both as an undergraduate and graduate student, he interviewed for the position. Santa Clara offered him the job later that spring, and he began his work there in the fall of 1991.

Before returning to outline the findings of the current review, we should note that the program entered a phase of instability and decline after Heath's departure. Patricia Marshall remained at Rollins through the 1992-1993 academic year but then left her tenure-track position to accept a temporary position at the University of Richmond. James Francis, who joined the faculty in the fall of 1991 as Heath's replacement, became interim director of the program upon Marshall's departure. Francis ultimately accepted a position at the University of Kentucky in the fall of 1995, bringing the first attempt to establish classics at Rollins to an end.

The program rebounded in the 1997-1998 academic year with the appointments of Elise Friedland and Scott Rubarth. Under the guidance of Stephen Briggs, the Dean of the Faculty, the college used income from the George D. and Harriet W. Cornell Chair in Classical Studies to fund the two positions. Friedland joined the art department, and Rubarth, philosophy and religion. Each was to offer one course per semester (one-third of their appointments) in their respective departments and two courses in the classical studies program. Over the next ten years, drawing on the support of allied departments, additional faculty resources through adjunct appointments, and inter-institutional initiatives, Friedland and Rubarth provided the energy, commitment, and collaborative vision to build a successful interdisciplinary program. In the 2007-2008 academic year, the college hired Mike Lippman, a third faculty member with a full-time commitment to the classics program. This appointment proved unsuccessful for a number of factors, not the least of which was the lack of a departmental home for Lippman. Because of his work on Aristophanic comedy, the college hoped that the Department of Theatre and Dance could serve as his administrative home.<sup>1</sup> However, the affiliation failed, conflicts emerged, and the college chose not to renew Lippman's contract for the next academic year. The program suffered a second setback in the spring of 2008. Friedland accepted an offer from George Washington University in Washington, D.C., to join their Department of Classical and Semitic

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<sup>1</sup> Lippman completed his Ph.D. at Duke University in 2005 with a dissertation, *Women Obscene, Not Heard: Comic Women and Women in Comedy*, directed by Peter Burian. At the time of his appointment to the Department of Theatre and Dance, the faculty in theatre already included two historians.



Languages and Literatures beginning in August 2008. One of the primary reasons for Friedland's departure was personal. Her husband, Andrew M. Smith II, who graduated from the University of Maryland, College Park in 2004 with a Ph.D. in history, also received a tenure-track appointment in the same department at George Washington. Although the college began the process of seeking a replacement for Friedland late in the annual hiring cycle, they were ultimately able to recruit Robert Vander Poppen, who had just completed his Ph.D. at the University of North Carolina, Chapel Hill, with a dissertation on *Rural Change and Continuity in Etruria: A Study of Village Communities from the 7<sup>th</sup> Century B.C. to the 1<sup>st</sup> Century A.D.* At the time, Vander Poppen was teaching at Duke and came to the attention of the college through Gretchen Meyers, currently a faculty member at Franklin and Marshall, who had taught with considerable success at Rollins for a number of years beginning in 2004. She and Vander Poppen had previously worked together on the Mugello Valley Archaeological Project and the Poggio Colla Field School in Italy. Vander Poppen, a broadly trained survey archaeologist, who shares Rubarth's commitment to providing instruction in the classical languages, now occupies the joint position in art history and classics vacated by Friedland.

Over the last three years, the program faced a number of challenges and encountered unforeseen difficulties. Nevertheless, from our perspective the program is in a relatively strong position for the following reasons:

- The program enjoys strong support among the students, faculty members from other disciplines, and the administration.
- The current faculty members in the program, Rubarth and Vander Poppen, enjoy the esteem of their colleagues and students, share a strong commitment both to the discipline as well as to interdisciplinary connections with other fields, and both have a desire to see classics thrive at Rollins.
- The recent success of the program as measured by the contributions it has made to other disciplines, enrollment in the courses offered by the program, and the number of students involved in the program as majors and minors, provide a relatively strong basis from which the program can progress.

In the sections that follow, we will provide a synopsis of our observations and offer a set of recommendations that we believe will ensure the future vitality of the program. We begin with an overview of our visit to campus and the impressions we gained through interviews with members of the faculty, administrators, and students.

#### THE VISIT TO ROLLINS

During our time on campus, we were able to speak at length with seven members of the faculty, two senior administrators, and two students.<sup>2</sup> We will begin with the views of the five faculty members from allied fields and then discuss those of the administrators and students before returning to the perspectives of Rubarth and Vander Poppen. At the outset, however, we wish to note that all of our informants expressed great enthusiasm for the program and the contributions of Rubarth and Vander Poppen, highlighting in a variety of ways how the classics program has enhanced the academic climate of the college. To cite just two comments, one faculty member noted, "The classics majors are very enthusiastic and committed. They are not the typical Rollins students and a joy to have in classes." Another observed, "When we mention Athenian democracy, it's nice to have at least some students understand what we are talking about."

Essentially, we posed one question to members of the faculty in our interviews: "What would you like to see happen with the classical studies program and how can the college get there?" Three of the five stated unequivocally that the classics program should become a department with three members. The other two were receptive to the idea of departmental status for the program but identified two main contingencies. The first was the status of language instruction, i.e., whether the program is "language light" or "language heavy." If the program embraces the "language light"

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<sup>2</sup> The other faculty members were Susan Libby, Associate Professor of Art History; J. Thomas Cook, Professor of Philosophy; Robert Vander Poppen, Visiting Assistant Professor of Art History and Classics; Scott Rubarth, R. Barry Levis, Professor of History; Carol Lauer, Professor of Anthropology; Hoyt Edge, Hugh F. and Jeannett G. McKean Professor of Philosophy. The members of the administration included Laurie Joyner, Dean of the Faculty, and Roger Casey, Vice President for Academic Affairs and Provost. The students were Lindsay Kennedy, a sophomore from Virginia, and Amy Appleman, a sophomore from Maryland. Morrell also conducted telephone interviews with John Heath on November 10 and James Francis on November 12.

model and offers only minimal instruction in Latin, for example, classical studies could maintain its current identity as an interdisciplinary program. Contributors to the program would have joint appointments and receive tenure, as did Friedland and Rubarth, in the departments of the allied fields. If, however, the program takes the “language heavy” approach, the classical studies should become a department, because departmental affiliation becomes more problematic for a faculty member with expertise in the languages and literatures of ancient Greece and Rome, as the appointment of Lippman illustrated. The second contingency concerned the relationship between the classical studies program and allied fields. The departments of art and philosophy have both benefited from the addition of faculty members with expertise in ancient Greco-Roman art and archaeology and ancient philosophy. Understandably, neither is anxious to lose those resources. However, the review team sees no reason why the current affiliations cannot continue even if the college follows our recommendation and creates a department of classics. As noted below, a number of comparable institutions (e.g., Davidson College, Rhodes College, and the University of Richmond) have classics departments with faculty members who maintain affiliations with other departments.

The members of the administration whom the review team interviewed all expressed support for the program and a commitment to ensure the long-term viability of the discipline. The two main issues were the question of departmental status for the program and the role of language instruction. On the former point, the views of the administration mirrored those of the faculty and reflected a tension at Rollins between the desire among all constituencies to encourage more interdisciplinary initiatives and approaches on campus while at the same time acknowledging the powerful role that departments play within the organizational structure of the college. The divergent perspectives on the place of language instruction stem at least partly from this tension and the decision the college made when it hired Friedland and Rubarth and assigned them to art and philosophy respectively. While both viewed their students’ developing a background in the languages as vital to the study of classics and offered instruction in both ancient Greek and Latin (often as courses beyond their expected six-course loads), teaching ancient languages was not part of the

core mission of either department. The role of Latin and ancient Greek in the classics program was not an issue when the college hired Heath, a Latinist, in 1984 and Christensen, a Hellenist, in 1988. Both were members of the foreign languages department.

The two students we interviewed expressed great enthusiasm for classics, and both indicated an interest in pursuing graduate degrees in the discipline, which according to them was a recent phenomenon among the classics majors at Rollins. Naturally, they were anxious about the status of the program but remained hopeful that the college would soon reopen the major. Chief among their concerns were the breadth and depth of the curriculum. They observed that in any given semester very few of the courses listed on the "Major Map" for classical studies were offered, sometimes making it difficult to fulfill the requirements and maintain a commitment to the program. They also noted that the courses often do not follow one another in a sequence and complement each other in ways that would allow students to develop their understanding of the field more systematically and productively. This problem was particularly acute in 300-level courses that also fulfilled general education requirements. It has been their experience that majors and non-majors approach these courses with varying degrees of commitment and experience, which often leads to frustration among the students. Majors find the elementary questions and lack of background knowledge among the non-majors bothersome, while non-majors feel intimidated by those with greater experience in the field. They also recognized a need for instruction in both ancient Greek and Latin. Ultimately, they believed that more faculty resources would enable the program to offer a more stable, balanced, and sequential major. Such a major would, from their perspective, attract a significant following, especially among students who are more academically ambitious and seek a challenging program of study.

The perspectives of Rubarth and Vander Poppen echoed those of the students. Vander Poppen was surprised to find that the level of enthusiasm among students for classics at Rollins was greater than what he had witnessed at North Carolina and Duke. He also noted that the majors in classics were very strong students, an observation that Libby and Cook also shared. Both Rubarth and Vander Poppen agreed upon a need to build

sequencing into the curriculum and ensure that students develop a basic understanding of Greco-Roman culture during their first year or two in the program and prepare for work at more advanced levels during their junior and senior years. For example, they should offer Classical Studies 221: The Greek World: Studies in Ancient Culture and Society and Classical Studies 222: The Roman World: Studies in Ancient Culture and Society on a more regular basis. They also agreed that instruction in ancient Greek and Latin should be central features of the program. Vander Poppen added that the requirements for the majors should include five semesters of study in one of the languages. Both Rubarth and Vander Poppen expressed a desire to contribute to other areas of the curriculum. For example, classics could participate in the Rollins College Conference program as well as regularly offer courses that would fulfill the D, F, and L general requirements. Teaching the existing courses on a more regular basis as well as expanding the range of curricular offerings would require additional faculty resources. The current allocation of 1.3 FTE's is not sufficient. As John Heath and others before Rubarth and Vander Poppen have noted, the program needs at least two FTE's. Otherwise, the existing faculty cannot sustain the overloads required to offer a legitimate major program in the field.

#### DEPARTMENTAL STATUS

In a number of ways, the current situation for classical studies resembles the circumstances the program experienced in the years between 1988 and 1992. The institutional context in the early 1980's had been very favorable for the reestablishment and early growth of the program. The successful completion of the NEH challenge grant through the gift from the Cornell family that established the George D. and Harriet W. Cornell Chair in Classical Studies along with the support of the president, Thaddeus Seymour, and especially Daniel DeNicola, who occupied the positions of Provost and Dean of the Faculty at the time of Heath's appointment, gave the program a promising start. At the time, the college was committed to establishing a stronger reputation among liberal arts colleges and viewed the introduction of classical studies, along with the elimination of the undergraduate business major, as a step toward improving its academic

profile.<sup>3</sup> In 1985, *U. S. News and World Report* issued the results of its second biennial survey of college and university presidents in “America’s Best Colleges.” The article mentioned, in particular, that “Rollins College, which offers minors in business administration, continues to give students a strong dose of what its New England founders wanted: A liberal-arts education in the South.”<sup>4</sup> The next edition of the survey, in 1987, specifically referred to the new status of classics in the curriculum. The editors noted:

Business courses instilling entrepreneurial skills distinguish seventh-ranked Stetson University, a Baptist college in De Land, Fla. Finance majors “play” the stock market in a real-life investment program. In seven years, students have doubled the size of the founding gift. Taking the opposite tack, privately supported Rollins College in Winter Park, Fla., which ranked eighth, dropped its popular business major in 1980 and reintroduced Latin, Greek and Hebrew.<sup>5</sup>

Heath’s appointment in 1984 first raised the question of departmental affiliation. Because of the initial emphasis on languages, Heath as well as those who participated in the program through the spring of 1994 were all members of the foreign languages and literatures department. Both Heath

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<sup>3</sup> In 1980 the college transformed the Crummer School of Business, which had offered undergraduate and graduate degrees in business, into a graduate program only.

<sup>4</sup> *U. S. News and World Report* 99.22, November 25, 1985, p. 47. Rollins tied for seventh with East Carolina among comprehensive institutions in the south, behind Trinity (Texas), James Madison, University of North Carolina, Charlotte, Stetson, The Citadel, and George Mason.

<sup>5</sup> *U. S. News and World Report*, 103.17, October 26, 1987, p. 59. Among “Southern Comprehensive Institutions,” Rollins came in eighth behind Wake Forest, Trinity (Texas), Furman, James Madison, University of Richmond, George Mason. In the 1988 edition, Rollins became part of a new group of national comprehensive colleges and universities described as “neither major research universities nor intimate liberal-arts colleges” but “institutions of no fewer than 2,500 students” and “comprehensive in the wide range of liberal-arts, professional and occupational programs they offer undergraduate and graduate students.” Rollins ranked tenth in this expanded group. Editors again briefly referred to Rollins, noting that the college “sharpened its focus on the liberal arts by dropping its business major and reintroducing courses in Latin and Greek.” See *U. S. News and World Report*, 105.14, October 10, 1988, pp. C15, C18. While the value of these early surveys as actual measures of comparative quality is questionable, the results at least reflected the views of senior administrators both in how they described their own institutions and in what they identified as noteworthy among their peers. Several of the respondents for this review confirmed that the introduction of classics was part of an effort to raise the level of scholarly engagement on campus and hopefully establish a chapter of Phi Beta Kappa.

and Francis report that most of their colleagues in foreign languages, particularly those in German and French, were supportive of them as colleagues, but the place of a classics program within the department eventually proved problematic especially as language programs in general came under pressure in the 1990's. Not only did the program enter a period of significant turnover and instability, the senior administration also went through a major transition. Rita Bornstein succeeded Seymour as president in 1990. Joan Straumanis, who had come from Kenyon College in 1986 to become dean of the faculty, assumed a post as program officer for the Fund for the Improvement of Post-Secondary Education in 1992. Charles Edmondson, who had come to Rollins as an assistant professor of history in 1970, became associate provost in 1992 and provost the following year, and Stephen Briggs, a psychologist, left the University of Tulsa in 1993 to join Rollins as dean of the faculty. During the years when Marshall and Francis served as the faculty members in the classics program, most of the senior administrators who had been such strong supporters of the program in the 1980's were gone, and the program felt besieged.

Similarly, the college re-established the program with the appointments of Friedland and Rubarth in 1997, and classics went through a period of progress and growth as they established themselves in their respective departments, developed interdisciplinary ties, and built demand for their courses. Beginning in 2004 another series of transitions among the senior administrators as well as those in the classics program has introduced a level of instability that is in some ways comparable to that which occurred fifteen years ago. The need to break this cyclical process, combined with the views of the faculty we interviewed during our visit to campus, prompt the review team to recommend that the college take steps to provide greater administrative stability for the program by establishing it as a department. As a department, it will be less dependent on the support of the senior administration and faculty members in allied departments and can begin developing more permanent and productive ties with other departments on campus and programs at other institutions.

There are, however, three further arguments to support this recommendation. The first pertains to the current status of the program and the support it has received from other departments. In 1998, the college

implemented a curriculum for classical studies that included a number of courses offered by allied departments. They were:

Theater 241: Classical Theater

English 308: Comedy of Eros

History 208: Ancient History

Linguistics 301: Introduction to Language

Philosophy 230: History of Early Western Philosophy

Political Science 390: Classical and Republic Political Theory

Anthropology 238: The Bible and Archaeology

Two of those courses (English 308 and Linguistics 301) no longer appear on the most recent “Major Map,” and Theater 241, Political Science 390, and Anthropology 238 are no longer offered, leaving only History 208 and Philosophy 230 among the courses students can choose to fulfill one of their major requirements. Consequently, while the faculty in classical studies contribute significantly to the programs in philosophy and art, they now offer over ninety percent of the courses available to students who major or minor in classical studies, which constitutes, in the minds of the review team, an unsustainable burden at the present level of staffing. In an institutional context where investment in the classics program from other departments has declined and where the faculty members in classics have little or no influence with allied departments other than in philosophy and art, the program has had to rely more and more on its own resources. Departmental status would put the program on equal footing with other disciplines and enable it to marshal and allocate support more strategically.

The second argument for departmental status concerns the organizational structure of the college. Interviews with faculty members and administrators during the team’s visit to Rollins yielded the impression that the role of departments in the academic administration of the college is relatively strong. In fact, we learned that faculty members can only receive tenure within a department. This leaves programs such as classical studies in a precarious position with regard to recruiting and retaining faculty members. Heath, Christensen, Marshall, Francis, and Friedland all left for positions in established departments. Marshall even left a tenure-track appointment at Rollins for a temporary position in the classics department



at the University of Richmond. Dean Joyner clearly made the appropriate decision not to create a department to address the recent problems surrounding Lippman's appointment. However, creating a department at this juncture would strengthen the ability of the program to recruit and, more importantly, retain the type of talent that can make a significant contribution to classical studies and the college as whole. It will also provide greater flexibility in the hiring process and attract a wider range of potential candidates. Joyner expressed concerns that creating a department would impede the college's efforts to foster a greater degree of interdisciplinary activity on campus. For example, in "Thinking Out Loud," an article about the "Rollins College Colloquy: Liberal Education and Social Responsibility in a Global Community," Stephen Combs reports with regard to the potential impact of the ideas presented during the conference and the possibility of subsequent developments on campus:

Some of the changes will be philosophical, as in how faculty view themselves and their academic areas in the context of the whole. Some will be tangible, such as the possible elimination or merging of departments; the very idea of distinct, exclusive departments may come under challenge, at Rollins and elsewhere.

"Many of the Colloquy presenters spoke to the current system of departmental autonomy and the sense that it may not be as relevant as it once was," said Gail Sinclair, Rollins scholar-in-residence, who coordinated the Colloquy. "They suggested that it could inhibit, perhaps discourage, and even penalize professors whose work crosses traditional disciplinary lines."<sup>6</sup>

Classics, however, is a rigorously interdisciplinary field, and the work of Friedland and Rubarth has been a model of inter-departmental cooperation and collaboration, which, in the view of the review team, departmental status will not impede. If anything, it stands to make further interdisciplinary teaching and research possible by establishing a center of gravity for the discipline, from which its faculty members can more securely and effectively interact with other programs.

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<sup>6</sup> Stephen Combs, "Thinking Our Loud," *Rollins Alumni Record*, Summer 2007, p. 23.

The third argument for departmental status follows from a review of programs at institutions in the college's comparative peer group, i.e., those with whom Rollins may have to compete in the process of hiring faculty. The chart in figure one below offers an overview of the classics programs at those institutions.

Institution	FTE's	Enrollment	Literature	History	Archaeology
Bowdoin College	4	1734	3		1
Bucknell University	4	3524	3		1
Carleton College <sup>1</sup>	5	1966	3	1	1
Centre College	2	1215	2		
Colby College	3	1865	2	1	
Colorado College <sup>2</sup>	4	1947	3		1
Davidson College	4	1674	2	1	1
Franklin and Marshall	6	1360	4	1	1
Furman University	3	2645	2	1	
Gettysburg College	4	2497	2	1	1
Hendrix College <sup>3</sup>	2	1178	2		
Kenyon College	4	1646	4		1
Lafayette College <sup>4</sup>	1	2346	1		
Macalester College <sup>5</sup>	4	1884	2	1	1
Millsaps College	3	1015	3		
Rhodes College <sup>6</sup>	4	1687	3	1	
Southwestern University	2	1250	1		1
Stetson University	0	2260			
Trinity University (TX) <sup>7</sup>	5	2418	4		1
University of Richmond	5	2804	3	1	1
Washington and Lee Univ.	4	1749	3		1
Willamette University	4	1916	3	1	
<b>Overall Averages:</b>	3.5	1935			
<b>Averages (major programs):</b>	3.8	1899			
<b>Rollins:</b>	1.3	1725			

<sup>1</sup> Additional faculty members offer instruction in Arabic and Hebrew (one professor for each language)

<sup>2</sup> Department of art includes faculty member with expertise in ancient & medieval art.

<sup>3</sup> Program is part of Department of Foreign Languages

<sup>4</sup> Only offers a minor in classics

<sup>5</sup> Additional faculty members offer Arabic and Hebrew

<sup>6</sup> Additional faculty member (ancient art) in art

<sup>7</sup> Additional faculty member (archaeology) in art

Classicist is affiliated with another department.

Institution has a chapter of Phi Beta Kappa

Figure 1

Columns labeled “Literature,” “History,” and “Archaeology” indicate the number of faculty members with that area of expertise. Yellow shading indicates when a faculty member in classics has an affiliation with an allied department.<sup>7</sup> Adding another FTE in classical students with a background in either the languages and literatures or ancient history would conform to the norms of the programs in this group. However, philologists in this survey outnumber ancient historians and archaeologists five to one, which might provide additional support for the views of the faculty members we interviewed who suggested that the college hire a specialist in ancient Greek and Latin literature.

In summary, the review team urges the college to elevate the program in classical studies to the departmental level. Given the recent challenges as well as the historical precedents, the college has come to an ideal juncture to signal appropriate commitment to the program that has enriched the academic environment on campus over the last 24 years. Although there are parallels to the situation that resulted in the decline of the program between 1990 and 1994, a number of factors now position the program to capitalize on such an affirmation. The assets of the program as outlined above in the introductory section can serve as a solid basis for further growth and development. The college has also grown since then in the size of the undergraduate population, its financial resources, and quality of its students.<sup>8</sup> Two impediments to building a consensus in support of departmental status are gone, now that Friedland has moved to George Washington, resolving a difficult and delicate personal situation, and

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<sup>7</sup> The chart excludes two institutions that appear on the list of comparative programs. Elon University has one classicist on the faculty but an undergraduate population (5456) nearly three times as large as Rollins. With nearly 8 FTE’s Villanova University would have the largest program in the group, but it offers both a bachelor’s and master’s degree, and the number of undergraduate students (6542) even exceeds Elon’s.

<sup>8</sup> The narrative description of Rollins College in the 21<sup>st</sup> edition of *The College Blue Book*, published in 1987, cites an enrollment of “650 men and 650 women in the full-time day program” (131) and the “average SAT scores of recent freshmen were 500 verbal and 540 math. “Rollins College Fall 2008 Facts” reports that the current undergraduate enrollment is 1785 and the average combined SAT scores (verbal and math) for the first-year class is 1210. The college’s endowment as of May 31, 1991 was \$32,198,000 (cf. *The Chronicle of Higher Education*, February 12, 1992, p. A33). In “Rollins College Fall 2008 Facts,” the college reports a value for its endowment of \$378,400,000 as of May 31, 2008.

Lippman is no longer a member of the faculty. Furthermore, the college recently committed to adding another FTE to the program, and the Cornell Chair in Classical Studies provides the program with a degree of financial support that is uncommon among comparable programs at peer institutions.

## CURRICULUM

The faculty and administration of Rollins College are clearly deeply committed to (and have benefited from) the value and role of classical studies in their liberal arts curriculum. Dedicated faculty have accomplished a great deal, and currently a core of students are enthusiastic about the program (even with the major suspended.) What has been accomplished in classics at Rollins is impressive and allows for considerable optimism about its future potential. Fortunately, having played an active role in programs across the campus, classics now has a significant foundation to build upon, and already has in place a supportive committee of senior faculty members from a range of departments. The senior faculty member teaching in the classics program has a proven track record and visibility across the campus that will aid in building the type of consensus needed to guide the program through the challenges ahead.

Articulating a coherent and focused curricular program will play a crucial role in that process and should begin by highlighting successful courses the program currently offers. For example, Classics 203: Pursuit of the Good Life could serve as an introduction to classics (including its basic methodologies and material culture) through the study of Classical Moral Theory, and could become the required “signature” course for the major and minor. Faculty and students have noted the need for sequencing and gradation among the various classics offerings. Consequently the program could then modify “Ancient Culture and Society” and/or “Literature in Translation” to complement and build on the material in Classics 203 and together provide the advanced core material for a major program of study in the field.

The program has a rich tradition of offering a wide range of engaging courses, but it will have to devote some attention to a core group of courses that they can offer regularly enough so that students can rely on them for

their program of study. Once Rubarth and Vander Poppen review the goals and core offerings for the major and minor, they need to ensure that students can plan on taking those courses on a regular basis. To offer just one example, the Latin “Literature in Translation” course appears to have been offered only infrequently. This may stem from the personal preferences of the faculty or from the assumption that students have sufficient opportunity to study Latin literature in the original language. The goals, staffing, and frequency of this and other courses will require some careful consideration.

A classics program must provide adequate and legitimate opportunities for language study, and in the Rollins context, it appears the focus should begin with Latin. Greek language courses can become a strong draw for students, but it appears that at Rollins too often they have been the source of overloads and problematic enrollment figures. The Rollins’ student body as a whole has sufficient interest and background in Latin to support a responsible and sustainable Latin program. The history of enrollments for Latin has been relatively strong, and faculty members from other departments perceive Latin as viable—according to one, “Latin is efficient.” From the perspective of the review committee, the current enrollments are not an accurate gage of interest and potential demand for the courses, because the program has made no significant effort of late to recruit for Latin (or Greek) primarily because the program cannot accommodate a larger number of students. Furthermore, several minor adjustments may significantly increase enrollments. For example, careful attention to scheduling is always necessary for courses that have only one section, especially when they involve long sequences (Latin 101, 102, 201, 202). Continuity and stability with regard to staffing, textbooks, and pedagogical approach can have a positive effect on enrollments. Taking a sequence of two to four classes together with a group of similarly engaged classmates also has the potential to create a bonding experience for the students in the major, and it allows for upper-level students to serve as mentors. Strategies for recruitment into the program might also include a focus on the value of the major, the languages, and a background in classics for various pre-professional students. Promotional materials might address: “A Classical

Foundation for the Study of Law,” “A Classical Background for Medicine,” and “A Classical Approach to the Ministry.”

Given the current level of staffing, the program must make responsible and efficient use of the courses it can offer. Along with attention to recruitment and scheduling in the Rollins context, continuing to expose first year students to the discipline via RCC and other similar courses should be a factor in determining teaching assignments and hiring priorities. The program should also consider requiring a capstone course or perhaps a choice from among a range of capstone experiences that might include study abroad, undergraduate research, and other advanced course offerings. Requiring a study abroad experience would also support and advance the Rollins’ vision for global citizenship.

With this in mind, we offer the following models that retain a central role for the languages but reflect the responsibilities Rubarth and Vander Poppen currently have in their respective departments. The first model outlines a curriculum based on a one-third commitment for each faculty member in their affiliated department and a 1.3 FTE in classical studies. The second outlines a possible configuration with an added FTE in classics as recommended above. These models are only suggestions, based on the team’s observations of the situation at Rollins as well as their experiences in their own institutional settings and those with which they are familiar. The team hopes they provide a convenient point of departure for further discussions at Rollins and welcomes the opportunity for further conversations as specific plans and ideas emerge.

In the view of the review team, the current level of staffing does not allow for a viable and sustainable curriculum in both ancient Greek and Latin. Narrowing the curriculum to a single language poses a difficult decision for a classics program and may represent, in the minds of some, a retreat or deviation from the norms of the discipline. Most programs, however, at small residential colleges of the liberal arts are struggling with similar decisions, which have become more acute as the need to include a larger and ever expanding number of subdisciplines, ranging from the more established fields such as epigraphy and papyrology to the more recently developing of cultural informatics. In short, every program regardless of the size of the faculty, extent of resources, and number of majors faces the

necessity of having to limit the number of areas it can explore with students. At this juncture, the vitality and long-term viability of the program at Rollins should be the primary concern. It should look, above all, for ways to build on the existing strengths of the program, including the talents and proclivities of Rubarth and Vander Poppen; the interests, backgrounds, and aspirations of the students; and the fundamental role of classics in the curriculum of the college. The addition of a sequence of courses in ancient Greek and the evolution of the program at Rollins into one that conforms with the general practice of classics programs at comparable colleges of the liberal arts will require an additional FTE, as the team recommends in the section on departmental status.

Following from that perspective, the first curricular model as outlined below in figure two calls for offering Latin with a three-semester elementary and intermediate sequence and a course for advanced students every semester.

1 <sup>st</sup> semester Latin (Latin 101)	2 <sup>nd</sup> semester Latin (Latin 102)
3 <sup>rd</sup> semester Latin (Latin 201)	Advanced Latin (Latin 202)
Advanced Latin Course (Sunoikisis)	Classical Civilization Course
Art History & Archaeology	Art History & Archaeology
Philosophy Course	Philosophy Course
Rollins College Conference	Senior seminar

Figure 2

The schedule includes a course for general audiences each semester and seminars for first-year students (the Rollins College Conference) and seniors. We would encourage the program to collaborate with Sunoikisis for the advanced Latin course in the fall semester. Sunoikisis offers the following five-semester sequence with the years when the courses will be offered in square brackets):

Latin 291/391: Literature from the Early Republic [2008]

Latin 292/392: Literature from the Late Republic [2009]

Latin 293/393: Literature from the Neronian Period [2010]

Latin 294/394: Literature from 80 to 240 CE [2011]

Latin 295/395: Literature from Late Antiquity and the Medieval Period  
[2012]

These courses are designed to accommodate students who are emerging from the Latin 202 course or those who have had one or more courses at that level. The planning seminars for these courses, which will take place every June at the Center for Hellenic Studies in Washington, D.C., would represent both an opportunity for faculty development and for establishing ties with peers at a variety of institutions in the United States and abroad. The courses themselves give students a chance to interact with their peers and faculty members from other institutions, which tends to boost engagement and performance. Furthermore, by taking the courses at the 300 level students can develop their background in the field at a level appropriate for subsequent study in graduate programs.

The team would encourage the program to consider the seminar for first-year students (RCC), the classical civilization course offered each spring, and the senior seminar as a sequence, with each faculty member designing a set of graduated, complementary courses, which could reflect his particular expertise and, at the same time, provide for a sequential introduction to the field. By alternating the sequence, the cohort of students who take the RCC in their first year would take the third course in the sequence as their senior seminar. The thematic connection between the RCC and senior seminar for each cohort would offer a number of opportunities for the faculty members and students to assess the students' progress in their major field of study. Finally, offering these courses in sequence would enable majors and minors to plan their schedules in advance and avoid some of the problems identified by the majors during the interviews as noted above. Rubarth and Vander Poppen could apply the same principle to the courses they offer in philosophy and art.

Adding a full FTE to classical studies would allow the program to offer ancient Greek and add a second course in classical civilization.

Alternatively, the college could hire a faculty member with an affiliation in another program, for example history. If the commitment to the allied field is one-third as in the case of the two existing faculty appointments, the courses offered for the allied department should count toward the major in



classics as do the courses currently offered by Rubarth and Vander Poppen. They, too, could form a sequence, and the faculty members could coordinate the content of the courses in each discipline to provide sufficient attention to the core elements of a classics major. Even if the college were to appoint a philologist, as it did when it recruited the classicists in the 1980's and 1990's, who offers courses primarily in ancient Greek and Latin literature, his or her courses could still contribute to the interdisciplinary goals of the administration. For example, if designed in collaboration with the English department, they could be cross-listed under a number of designations in the English curriculum, for example, English 190: Literature and Experience, English 206 or 210: Literature and Power, and English 221: Topics in World Literature. In any event, majors in the program would have a choice from at least three civilization courses every semester, which would address one of the concerns of the students the team interviewed. The following plan outlines such a curriculum. To balance the course load, the Greek sequence would have to begin in the spring semester.

1 <sup>st</sup> semester Latin (Latin 101)	2 <sup>nd</sup> semester Latin (Latin 102)
3 <sup>rd</sup> semester Latin (Latin 201)	Advanced Latin (Latin 202)
Advanced Latin Course (Sunoikisis)	1 <sup>st</sup> Semester Greek (Greek 101)
2 <sup>nd</sup> Semester Greek (Greek 102)	3 <sup>rd</sup> Semester Greek (Greek 201)
Advanced Greek Course (Sunoikisis)	Advanced Greek Course
Classical Civilization Course (Or Course in Allied Field)	Classical Civilization Course (Or Course in Allied Field)
Art History & Archaeology	Art History & Archaeology
Philosophy Course	Philosophy Course
Rollins College Conference	Senior seminar

Figure 3

## CONCLUSIONS

During the visit to Rollins, the review team discussed how the college could implement the recommendations. As a summary of our report, we suggest the following sequence:

- Spring 2009: Reinstate the major in classical studies and revise the curriculum with the goal of implementing the changes over a two-year period, beginning with a Latin-only program for the 2009-2010 academic year and expanding the program to include Greek in 2010-2011. The process of revising the curriculum can serve as a context for Rubarth and Vander Poppen to build support in allied fields for the program.
- Fall 2009: With the new curriculum in place, elevate the status of the program in classical studies to departmental status. (The current faculty members would retain their affiliation in philosophy and art.) Advertise for a third faculty member for the department with an emphasis on language and literature and possible affiliation with history. The team suggests that the college deploy the Cornell funds as it did when reestablishing the program in 1997 and allocate the majority of the resources to funding the two junior positions in the program. The college could also use a modest amount to fund departmental expenses.
- Spring 2010: Hire third member of the department.
- Fall 2010: Complete the implementation of the new curriculum with the addition of instruction in ancient Greek.

## Summary of Major Changes to Catalogue

Structural changes to major and minor:

- Reinstatement of major
- Reduction of coursework
  - 10 courses for major
  - 7 courses for minor
- Group course requirements abandoned
- Introduction of core courses for all majors and minors
  - CLS 203 The Pursuit of the Good Life: An Introduction to Greek Moral Theory*
  - CLS 204 When in Rome: Identity and Empire in Ancient Rome*

Core courses created by combining the following course material

*CLS 221 The Greek World: Studies in Ancient Culture and Society*  
*CLS 222 The Roman World: Studies in Ancient Culture and Society*  
*CLS 231 Latin Literature in Translation: Destiny and Decadence*  
*CLS 233 Greek Literature in Translation: Heroism and Hedonism*

- Abandonment of Greek as a regular course offering until such a time as a third faculty member is hired
- Introduction of a Capstone Seminar (enrollments permitting) or Capstone Experience

Addition of new courses:

***CLS 204 When in Rome: Identity and Empire in Ancient Rome***

Division of special studies CLS 305 into two courses.

***CLS 305 Topics in Classical Studies***

***CLS 306 Topics in Classical Archaeology***

Removal of defunct or redundant courses:

***CLS 207 Etymology***

***ANT 338 Biblical Archaeology***

***POL 390 Classical and Republic Political Theory***

## Old Major and Minor

### CLASSICAL STUDIES (MINOR AND MAJOR)

*Rubarth VanderPoppen*

The program in classical studies embodies a tradition in learning and human understanding that began in the ancient world and became the core of liberal arts education. It also reflects intellectual and methodological developments that make the field exciting and relevant today -- not only for minors, but also for students fulfilling general education requirements. In addition to language classes, the program offers a broad selection of courses in literature, philosophy, history, theatre, art, and archaeology.

#### **MAJOR REQUIREMENTS**

Thirteen (13) courses are required. A total of five (5) courses must be at the **300 level** or higher. Three (3) courses must be taken from Group A; Two (2) courses from Group B; and One (1) course from Group C.

#### *GROUP A: CLASSICAL CIVILIZATION*

Three (3) courses required.

***CLS 203 Pursuit of the Good Life: An Introduction to Greek Moral Theory***

***CLS 221 The Greek World: Studies in Ancient Culture and Society***

***CLS 222 The Roman World: Studies in Ancient Culture and Society***

***CLS 231 Latin Literature in Translation: Destiny and Decadence***

***CLS 232 Greek Mythology***

***CLS 233 Greek Literature in Translation: Heroism and Hedonism***

***CLS 305 Special Studies in Classics***

***CLS 321 Gender and Sexuality in Antiquity***

***CLS 322 Classical Religion: Paganism and the Death of the Gods***

***CLS 499 Independent Study***

#### *GROUP B: ART AND ARCHAEOLOGY*

Two (2) courses required.

***ARH 218 Art and Archaeology of Egypt and the Near East***

***ARH 219 Art and Archaeology of Ancient Greece and Rome***

***ARH 315 Special Studies - Ancient Art***

#### *GROUP C: INTERDISCIPLINARY*

One (1) course required.

***ANT 338 Biblical Archaeology***

***HIS 208 Ancient History***

***PHI 230 History of Early Western Philosophy***  
***POL 390 Classical and Republic Political Theory***  
***THE 241 Classical Theater***

***ELECTIVES***

Seven (7) courses are required. Electives may be taken in ancient languages or groups A, B, or C (above). Minors may also use directed study and coursework abroad to fulfill requirements.

***ANCIENT LANGUAGE PROFICIENCY***

Students are required to demonstrate proficiency in one ancient language through the **201 (Intermediate I) level**. To satisfy this requirement, students may take either the Greek or Latin sequence. Students with prior courses in Greek or Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of seven (7) courses.

***GRK 101/102 Introductory Greek***  
***GRK 201 Intermediate Greek***  
***GRK 202 Readings in Greek Prose and Poetry***  
***GRK 391 Tutorial in Greek Literature (may be repeated)***  
***LAT 101/102 Introductory Latin***  
***LAT 201 Intermediate Latin***  
***LAT 202 Readings In Latin Prose and Poetry***  
***LAT 391 Tutorial In Latin Literature (may be repeated)***

***MINOR REQUIREMENTS***

Eight (8) courses are required, two (2) must fulfill the requirements below and the remaining six (6) are language courses and/or electives. Students are required to demonstrate proficiency in one ancient language through the **201 (Intermediate I) level**.

***GROUP A: CLASSICAL CIVILIZATION***

One (1) course required.

***CLS 203 Pursuit of the Good Life: An Introduction to Greek Moral Theory***  
***CLS 221 The Greek World: Studies in Ancient Culture and Society***  
***CLS 222 The Roman World: Studies in Ancient Culture and Society***  
***CLS 231 Latin Literature in Translation: Destiny and Decadence***  
***CLS 232 Greek Mythology***  
***CLS 233 Greek Literature in Translation: Heroism and Hedonism***  
***CLS 305 Special Studies in Classics***  
***CLS 321 Gender and Sexuality in Antiquity***  
***CLS 322 Classical Religion: Paganism and the Death of the Gods***  
***CLS 499 Independent Study***

***GROUP B: ART AND ARCHAEOLOGY***

One (1) course required.

***ARH 218 Art and Archaeology of Egypt and the Near East***  
***ARH 219 Art and Archaeology of Ancient Greece and Rome***  
***ARH 315 Special Studies - Ancient Art***

***GROUP C: INTERDISCIPLINARY***

***ANT 338 Biblical Archaeology***  
***HIS 208 Ancient History***  
***PHI 230 History of Early Western Philosophy***  
***POL 390 Classical and Republic Political Theory***  
***THE 241 Classical Theater***

### **ELECTIVES**

Electives may be taken in ancient languages or groups A, B, or C (above). Minors may also use directed study and coursework abroad to fulfill requirements.

### **ANCIENT LANGUAGE PROFICIENCY**

Students are required to demonstrate proficiency in one ancient language through the **201 (Intermediate I) level**. To satisfy this requirement, students may take either the Greek or Latin sequence. Students with prior courses in Greek or Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of seven (7) courses.

#### **GRK 101/102 Introductory Greek**

#### **GRK 201 Intermediate Greek**

#### **GRK 202 Readings in Greek Prose and Poetry**

#### **GRK 391 Tutorial in Greek Literature (may be repeated)**

#### **LAT 101/102 Introductory Latin**

#### **LAT 201 Intermediate Latin**

#### **LAT 202 Readings in Latin Prose and Poetry**

#### **LAT 391 Tutorial in Latin Literature (may be repeated)**

### **Course of Study**

**CLS 105 Ancient Rome in Contemporary Film and Media:** Introduces Roman history, politics, and culture through film, television, and popular fiction. Examines how cinema and popular media affect our understanding of ancient Rome by contrasting primary sources and contemporary representations.

**CLS 203 The Pursuit of the Good Life: An Introduction to Greek Moral Theory:** Surveys evolution of Greek values and moral ideals from accounts in Homeric literature to theories of philosophers such as Sophocles, Plato, Aristotle, the Epicureans, and others.

**CLS 207 Etymology:** Investigates Greek and Latin roots of English, which derives more than 70-percent of vocabulary from classical languages. Expands reading and spoken vocabulary while offering introduction to linguistics and review of English grammar. Also considers history and overlap of Indo-European languages.

**CLS 221 The Greek World: Studies in Ancient Culture and Society:** Traces development of Greek culture from aristocratic, clan-based society to one based on democracy and independent reason and action. Looks into competitive spirit, intellectual revolution of the fifth century, social organization, ancient economy, role of women, slavery, civil strife, and war. Recommended for nonmajors.

**CLS 222 The Roman World: Studies in Ancient Culture and Society:** Surveys political, social, and cultural history of Rome, concentrating on late republic and empire to reign of Constantine. Explores Romans' self-definition and understanding of their world role, problems of empire, evolution of diversity, and dissent. Uses ancient sources from literature (in translation), art, and archaeology. Recommended for nonmajors.

**CLS 231 Latin Literature in Translation: Destiny and Decadence:** Examines Roman split personality, which revealed in imperial destiny and deplored incurable corruption. Reveals glory of Aeneas and depravity of Caligula, triumph of Romulus and cruelty of Nero through readings (in English) such as Vergil's *Aeneid*, Petronius' *Satyricon*, and histories of Livy and Suetonius. Recommended for nonmajors.

**CLS 232 Greek Mythology:** Plumbs content, structure, and function of myths in classical literature -- from depths of chaos to divine machinations to labors of heroes -- and examines them against background of ancient religion. Draws upon primary literary sources in translation supplemented by materials drawn

from ancient art and archaeology and later retellings in literature and art.  
Recommended for nonmajors.

**CLS 233 Greek Literature in Translation: Heroism and Hedonism:**

Chronicles extraordinary literary achievements of ancient Greece: epic, tragedy, comedy, historiography, oratory, scientific treatise, and philosophical dialogue. Unearths themes of Western culture, age-old tensions between hero and society, myth and reason, rational and irrational, divinity and mortal, thought and action, individual integrity and social constraint. Recommended for nonmajors.

**CLS 305 Special Studies in Classics:** Focuses on such interdisciplinary topics as roots of Western sexuality, Greek medicine, Roman law, and rise of Christianity. Suitable for upperclass nonmajors. May be repeated for credit.

**CLS 321 Gender and Sexuality in Antiquity:** Studies status of women in Greek and Roman world as context for discussion of misogyny, same-sex relations, and sexuality in literature, art, and religion. Assigns English translations of original sources and modern scholarly responses. Suitable for nonmajors.

**CLS 322 Classical Religion: Paganism and the Death of the Gods:**

Examines religious thought of ancient Greek and Roman philosophers, "mystery" religions, and radically new Christianity. Suitable for majors and nonmajors from history, religion, or philosophy.

**CLS 499 Independent Study**

**GRK 101/102 Introductory Greek:** Presents grammar and syntax of ancient Greek, Classical and New Testament. Aims for reading texts as soon as possible.

**GRK 201 Intermediate Greek:** Reviews and strengthens grammar and syntax. Increases speed and facility in translating prose and poetry of Xenophon, Plato, and Euripides. *Prerequisite:* **GRK 102** or equivalent (see instructor).

**GRK 202 Readings in Greek Prose and Poetry:** Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* consent.

**GRK 391 Tutorial in Greek Literature:** Discusses readings chosen by students and instructor. *Prerequisite:* consent.

**LAT 101/102 Introductory Latin:** Emphasizes grammar, syntax, and translation of simple prose through oral and written exercises. Connects Latin roots to English words and introduces historical and cultural aspects of Roman civilization.

**LAT 201 Intermediate Latin:** Reviews grammar and syntax while expanding reading comprehension and speed and facility in translation. *Prerequisite:* **LAT 102** or two to three years of high school Latin (see instructor).

**LAT 202 Readings in Latin Prose and Poetry:** Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* **LAT 201** or consent.

**LAT 391 Tutorial in Latin Literature:** Discusses readings chosen by students and instructor. *Prerequisite:* consent.  
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## New Major and Minor

### CLASSICAL STUDIES (Major and Minor)

*Rubarth - Vander Poppen*

The program in classical studies embodies a tradition in learning and human understanding that began in the ancient world and became the core of liberal arts education. It also reflects intellectual and methodological developments that make the field exciting and relevant today -- not only for majors and minors, but also for students fulfilling general education requirements. In addition to

language classes, the program offers a broad selection of courses in literature, philosophy, history, theatre, art, and archaeology.

## **MAJOR REQUIREMENTS**

Ten (10) courses are required.

### *CORE COURSES*

**CLS 203 *The Greeks and the Good Life***

**CLS 204 *When in Rome: Identity and Empire in Ancient Rome***

### *ELECTIVES*

Three (3) of the following, two (2) of which must be at the **300 level**.

**CLS 105 *Ancient Rome in Contemporary Film and Media***

**CLS 232 *Greek Mythology***

**CLS 305 *Topics in Classical Studies***

**CLS 306 *Topics in Classical Archaeology***

**CLS 321 *Gender and Sexuality in Antiquity***

**CLS 322 *Classical Religion: Paganism and the Death of the Gods***

**CLS 499 *Independent Study***

**ARH 218 *Art and Archaeology of the Near East and Egypt***

**ARH 219 *Art and Archaeology of Ancient Greece and Rome***

**ARH 315 *Special Studies in Ancient Art***

**HIS 108 *Ancient History***

**PHI 230 *History of Early Western Philosophy***

**THE 241 *Classical Theater***

### *ANCIENT LANGUAGE PROFICIENCY*

Students are required to demonstrate proficiency in an ancient language through the **202 (Intermediate II) level**. To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the major and will only be required to take a total of nine (9) courses and may not take LAT 101 for credit.

**LAT 101/102 *Introductory Latin***

**LAT 201 *Intermediate Latin***

**LAT 202 *Readings in Latin Prose and Poetry***

**LAT 391 *Tutorial in Latin Literature (may be repeated)***

**GRK 101/102 *Introductory Greek (Tutorial)***

**GRK 201 *Intermediate Greek (Tutorial)***

**GRK 202 *Readings in Greek Prose and Poetry (Tutorial)***

**GRK 391 *Tutorial in Greek Literature (may be repeated)***

### *CAPSTONE EXPERIENCE*

At least one (1) of the following:

**CLS 450 *Capstone Methods Seminar***

***Study Abroad***

***Archaeological Excavation***

***A Capstone Thesis (CLS 499) or Honors in the Major field in Classical Studies***

## **MINOR REQUIREMENTS**

Seven (7) courses are required.

### *CORE COURSES*

**CLS 203 *The Greeks and the Good Life***

**CLS 204 *When in Rome: Identity and Empire in Ancient Rome***

### *ELECTIVES*

Two (2) of the following, one (1) of which must be at the **300 level**.

**CLS 105 *Ancient Rome in Contemporary Film and Media***

**CLS 232 *Greek Mythology***

**CLS 305 *Topics in Classical Studies***

**CLS 306 Topics in Classical Archaeology**  
**CLS 321 Gender and Sexuality in Antiquity**  
**CLS 322 Classical Religion: Paganism and the Death of the Gods**  
**CLS 499 Independent Study**  
**ARH 218 Art and Archaeology of the Near East and Egypt**  
**ARH 219 Art and Archaeology of Ancient Greece and Rome**  
**ARH 315 Special Studies in Ancient Art**  
**HIS 108 Ancient History**  
**PHI 230 History of Early Western Philosophy**  
**THE 241 Classical Theater**

#### ANCIENT LANGUAGE PROFICIENCY

Students are required to demonstrate proficiency in an ancient language through the **201 (Intermediate I) level**. To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of six (6) courses and may not take LAT 101 for credit.

**LAT 101/102 Introductory Latin**  
**LAT 201 Intermediate Latin**  
**LAT 202 Readings in Latin Prose and Poetry**  
**LAT 391 Tutorial in Latin Literature (may be repeated)**  
**GRK 101/102 Introductory Greek (Tutorial)**  
**GRK 201 Intermediate Greek (Tutorial)**  
**GRK 202 Readings in Greek Prose and Poetry (Tutorial)**  
**GRK 391 Tutorial in Greek Literature (may be repeated)**

## Course of Study

**CLS 105 Ancient Rome in Contemporary Film and Media:** Introduces Roman history, politics, and culture through film, television, and popular fiction. Examines how cinema and popular media affect our understanding of ancient Rome by contrasting primary sources and contemporary representations.

**\*CLS 203 The Greeks and the Good life:** Provides an introduction to ancient Greek history and culture by examining the central question in Greek Moral theory: "What is the Good Life?" Course provides a foundation for further studies of ancient Greek literature, history, and philosophy.

**CLS 204 When in Rome: Identity and Empire in Ancient Rome:** An introduction to the history, literature, and culture of ancient Rome focusing on issues of changing identity associated with the construction of Rome's Empire (8th century BC) to the conversion of the Empire to Christianity (4th century AD).

**CLS 232 Greek Mythology:** Plumbs content, structure, and function of myths in classical literature -- from depths of chaos to divine machinations to labors of heroes -- and examines them against background of ancient religion. Draws upon primary literary sources in translation supplemented by materials drawn from ancient art and archaeology and later retellings in literature and art. Recommended for nonmajors.

**\*CLS 305 Topics in Classical Studies:** Focuses on such interdisciplinary topics as roots of Western sexuality, Greek medicine, Roman law, and rise of Christianity. Suitable for upperclass nonmajors. May be repeated for credit.

**\*CLS 306 Topics in Classical Archaeology:** Approaches the classical world using the disciplines of archaeology, and art history. Courses will be geared toward exploring aspects of the Classical World through a topical lens such as urbanism, colonialism, slavery, food, or citizenship.

**CLS 321 Gender and Sexuality in Antiquity:** Studies status of women in Greek and Roman world as context for discussion of misogyny, same-sex relations, and sexuality in literature, art, and



religion. Assigns English translations of original sources and modern scholarly responses. Suitable for nonmajors.

**CLS 322 Classical Religion: Paganism and the Death of the Gods:** Examines religious thought of ancient Greek and Roman philosophers, "mystery" religions, and radically new Christianity. Suitable for majors and nonmajors from history, religion, or philosophy.

**CLS 450 Capstone Methods Seminar**

**CLS 499 Independent Study**

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**LAT 201 Intermediate Latin:** Reviews grammar and syntax while expanding reading comprehension and speed and facility in translation. *Prerequisite:* **LAT 102** or two to three years of high school Latin (see instructor).

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**LAT 391 Tutorial in Latin Literature:** Discusses readings chosen by students and instructor. *Prerequisite:* consent

**GRK 101/102 Introductory Greek:** Presents grammar and syntax of ancient Greek, Classical and New Testament. Aims for reading texts as soon as possible. Available as tutorial only.

**GRK 201 Intermediate Greek:** Reviews and strengthens grammar and syntax. Increases speed and facility in translating prose and poetry of Xenophon, Plato, and Euripides. *Prerequisite:* **GRK 102** or equivalent (see instructor). Available as tutorial only.

**GRK 202 Readings in Greek Prose and Poetry:** Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* consent. Available as tutorial only.

**GRK 391 Tutorial in Greek Literature:** Discusses readings chosen by students and instructor. *Prerequisite:* consent.

**\*Course Title change Pending Approval**

