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Preface and History

The Humanities Program at the University of Tennessee at Chattanooga falls under the Department of Interdisciplinary Studies. As a structured program, reflective of the requirements of the current major, the Humanities Program has been in existence at UTC since AY 1972-1973. Previous to that, a Humanities B.A. was awarded with particular distribution requirements in English, history, foreign languages, philosophy, and religion.

Presently, the Program is administered by a Coordinator, who is appointed by the Dean of Arts and Sciences, as well as an interdisciplinary Faculty Advisory Board. The major itself has two separate tracks: Humanities (1440) and Humanities: International Studies (1441). Students in both of these tracks have quite a bit of freedom to choose their curriculum of study, and all have as their principle advisor the current Coordinator for the major. Beginning AY 2008-2009, the major will expand to include a third focus in Women’s Studies, which will be coordinated by a separate faculty member. Additionally, there are a number of interdisciplinary studies minors that fall under the auspices of the program, each of which has a separate coordinator. These include Asian Studies, Africana Studies, International Studies, Latin American Studies, and Women’s Studies, as well as a Humanities Minor, newly added for the AY 2007-2008.

Currently, Dr. Wilfred M. McClay holds the SunTrust Bank Chair of Excellence in Humanities at the University of Tennessee at Chattanooga, where he is also Professor of History, since 1999. He has also taught at Georgetown University, Tulane University, Johns Hopkins University, and the University of Dallas, and is currently a Senior Scholar at the Woodrow Wilson International Center for Scholars in Washington, DC, a Senior Fellow at the Ethics and Public Policy Center in Washington, DC, and a member of the Society of Scholars at the James Madison Program of Princeton University. He was appointed in 2002 to the National Council on

Past scholars who have held the Chair of Excellence in Humanities at UTC include the following: Peter Daly, Robert Detweiler, Gail Levin, Robert Meagher, Boris Novak, and Roger Wescott.

Since its inception, the Humanities Program has not been externally reviewed. The University’s administrators, the Program’s various coordinators and Faculty Board of Advisors, and its students are eager to find ways to improve upon its existing strengths, and to assess critically its relative weaknesses for the sake of setting future goals and meeting the ever-changing needs of our students, as we prepare them for a future career, and a life enriched by their study of the Humanities.
Part I: Program Outcomes

A. Mission Statement

The humanities traditionally encompass those disciplines which pierce to the core of the human condition: philosophy, music, art, language and literature, religion, ethics, jurisprudence, and history. But the field of study for the humanities is becoming increasingly wider as the definitions of what constitutes and shapes “culture” broaden; some branches of the social sciences for instance, such as anthropology, political science, psychology, or archaeology, may also inform how the human person and the culture to which he or she belongs is to be understood. These disciplines, often overlooked or undervalued in the Age of Technology and Information, seek to reawaken the wonder of human accomplishment, to sharpen the intellect and to fire the imagination, and to reflect on the perennial questions of human existence: What is the nature of beauty? How does a culture define, express, or represent ultimate reality? What constitutes a just action or society? How do human beings understand happiness or suffering, grapple with notions of good and evil, or interpret and articulate the kaleidoscope of human experience in an incandescent universe? The Humanities Program at the University of Tennessee at Chattanooga allows the student to choose his or her own course of study, in an attempt to foster their wide-ranging interests, and address the important questions facing them and their world.

A few lines from Alfred, Lord Tennyson’s poem “Ulysses” appropriately captures the spirit of the Program:
I am part of all that I have met;
Yet all experience is an arch wherethrough
Gleams that untraveled world whose margin fades
Forever and forever when I move.

The major seeks to give students the opportunity to interrogate the enduring questions of human existence, as well as to speculate on the place and perceptions of the human being in the world around them.

B. Humanities Program Goals for 2006-2007

A new Coordinator for the Program was appointed in the summer of 2006, and the following statements detail his goals for the program for the AY 2006-2007, as well as the outcomes of those goals.

1. Write a letter of introduction to Dr. Bill McClay, the current Chair of Excellence in the Humanities at UTC. The letter will outline the goals and initiatives for the program for the coming year, ask Dr. McClay for his input on that vision, and invite him to participate in the program as his schedule allows.

A letter of introduction was written and sent to Dr. Bill McClay on August 3, 2006. It identified the goals listed below for the program during the 2006-2007 academic year, and solicited Dr. McClay’s active presence in the Humanities Program as our Chair of Excellence, as his schedule allowed. Dr. McClay, who was abroad on a Fulbright for the year, did not formally respond to the letter in kind, but did contact me via email.
2. In order to better inform UTC students about the Humanities Program, the Coordinator will develop and distribute new print materials to display in high-traffic areas on campus.

   New print materials were developed by the Coordinator and displayed. These are included in Appendix A.

3. The Coordinator will secure the employment of someone at UTC who is capable of creating an attractive, alluring, and informative website for the Humanities Program, which subsequently will be linked to the Coordinator’s faculty profile on the English Department’s webpage.

   Currently, a program website is under construction by an Honors Student. Links along the left side will include:

   Why Study the Humanities?
   Program Overview & Requirements
   Student Testimonials
   Sample Program Rationales
   The Humanities Minor
   Faculty Advisory Board

4. The Coordinator will form a student advisory board for the Humanities Program.

   Several attempts were made by the Coordinator via email to solicit interest among majors to form a Student Advisory Board for the Program. There was no interest among the majors to proceed.

5. The Coordinator will develop and submit a proposal to the university to consider adopting a Humanities minor in order to broaden the base of students involved in the Program. The minor would require the student to develop a thread of inquiry or thematic pursuit, since this is required for the major. The Advisory Board suggested that the minor require 24 hours of study,
to be divided between three departments, with at least 15 of those hours taken in upper-level courses.

The Humanities Minor was developed, submitted, and passed approval by the Faculty Senate. The minor requirements are described in Part II.

6. Each spring semester, the Program will invite and host an outside speaker whose pedagogy, research, or other occupation reflect a strong commitment to the humanities. All humanities majors will be invited to attend, as well as the larger UTC and Chattanooga communities. This year we hope to welcome Dr. Robert K. Carlson, professor of humanities at Casper College, and author of Truth on Trial: Liberal Education be Hanged (1995).

A public lecture entitled “What is the Real Crisis in the Humanities?” was delivered by Professor Robert K. Carlson on Wednesday, February 14 at 4 p.m. in the Raccoon Mountain Room at the University Center. The lecture was advertised by email to faculty and staff, on the university homepage, broadsides around campus, and to students via faculty. It was followed by 45 minutes of Dr. Carlson’s fielding questions from the audience. The estimated attendance, including faculty and students, was approximately 40-45. In addition to the public lecture, Dr. Carlson participated in two undergraduate classes: UHON 102: Western Humanities, with Dr. Christopher Stuart, and ENGL 205: British Literature, with Dr. Bryan Hampton.

C. Enrollment and Matriculation

Between the academic years 2000-2006, major enrollment with combined numbers from the Humanities B.A. (1400) and the Humanities B.A. in International Studies (1441), has averaged 18. In the fall of 2007, those numbers increased to 29. Between the academic years 2000-2007, the average number of degrees awarded per year, with combined numbers of both B.A. tracks, was 7. Below are the enrollment trends for the last five years, as well as the number of degrees awarded.
Undergraduate retention rates within the major have fluctuated, from as low as 18%-20% in 2002 and 2003 to as high as 58% in 2005, with the latter figure matching college and university-wide statistics. In 2006, this number was about 30%. Several factors may contribute to the fluctuation, not the least of which is university-wide retention problems. In the fall of 2005, the College of Arts and Sciences reported 2185 majors within their various departments; the following fall, only 1242 majors (56.8%) returned in the College, with 635 not returning to UTC
(29.1%). One other significant cause might be attributed to the nature of the degree itself. Many students at freshman or sophomore level, who are uncertain about their career choices, may declare a Humanities major in the fall semester for the simple fact that it allows them the greatest flexibility in their course of study until their principle focus emerges.

In a spring 2006 Student Satisfaction Survey, administered by the UTC Office of Planning, Evaluation, and Institutional Research, students were asked two questions: How would you evaluate your entire educational experience at this institution? If you could start over again, would you go to the same institution you are now attending? Answers were given with respect to UTC, their particular College, and their individual departments. Below are the results:

![Figure 3: Student Survey Results](image)

**Table: Student Survey Results (Satisfaction with UTC)**

<table>
<thead>
<tr>
<th>Question/Statement</th>
<th>Response Options</th>
<th>Percentages</th>
<th>Valid N: Dept*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would you evaluate your entire educational experience at this institution?</td>
<td>Poor</td>
<td>3.8</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>18.0</td>
<td>19.8</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>57.5</td>
<td>51.9</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>20.8</td>
<td>23.6</td>
</tr>
<tr>
<td>2. If you could start over again, would you go to the same institution you are now attending?</td>
<td>Definitely No</td>
<td>9.1</td>
<td>9.7</td>
</tr>
<tr>
<td></td>
<td>Probably No</td>
<td>18.1</td>
<td>23.0</td>
</tr>
<tr>
<td></td>
<td>Probably Yes</td>
<td>43.1</td>
<td>37.7</td>
</tr>
<tr>
<td></td>
<td>Definitely Yes</td>
<td>29.6</td>
<td>29.6</td>
</tr>
</tbody>
</table>

*Highlight = Department exceeds College or UTC rating.

*Valid N = the number of majors answering the question on the NSSE 2006.


**D. Alumni Report**

Currently, there is no system in place to track the Program’s graduates. Beginning with the class of 2008, the Coordinator will require graduating majors to write a Program Exit Review which asks students to address questions such as the following: What do you expect to be doing
at this time next year? What would you like to be doing five years from now? How has your program of study helped prepare you for this endeavor, and how has it failed to provide sufficient training or background? If you plan further study, please indicate where and in which program and concentration. If you have accepted full-time employment to begin in the near future, please give details. Do you plan to stay in this area to pursue your career, or do you anticipate relocation?

Since 2002, the following students have graduated from UTC, and their present locations and occupations are listed, as compiled by anecdotal information from professors who have maintained contact.

December 2002:
Laura McKee—recently earned an MFA in creative writing from University of Maryland
Courtney Smith—unknown
Laura Fleming—living in Elizabethtown, TN; occupied at a bank, but unknown in what capacity
Amy Kyriakidis—unknown

May 2003:
Christie Parris—earned a fellowship for graduate study in Social Studies at the University of Georgia
Joshua Harrison—unknown
Benjamin Williams—working as an actor with the NYC acting company “Elevator Repair Service,” which is currently on a two-year European engagement.

August 2003:
Jason Duvall—currently living in Los Angeles, CA and working as a writer and associate film producer

May 2004:
Lindsey Gosma—working towards earning a PhD in Writing at Arizona State University
Michael Hamrick—finishing an MBA at the University of Georgia, and launching an online gaming site business
Taylor Loy—currently working on a Masters degree at Virginia Tech in Science and Technology Studies: Philosophy of Science

December 2004:
Hannah Gamble—currently in the MFA creative writing program at the University of Houston-Downtown
Kathryn MacIvor—works for Geneva Global, Inc. in Philadelphia as a research and language consultant, and applying to Ph.D. programs in English
Lisa Vu—pursuing a Masters degree in Education: International Studies at Columbia University

May 2005:
Jacob Hershey—teaching English in Japan
Meredith Jagger—completed a Masters degree in Biology (location unknown) and currently teaching English in China

August 2005:
Jason Camp—lives in Memphis, TN and applying to the MFA program in creative writing at the
University of Memphis

Ajitkumar Chittambalam—currently pursuing a PhD in interdisciplinary humanities at Emory University

James Hobbs—unknown

December 2005:
Ashley Pierce—unknown
Shannon Hammett—unknown

May 2006:
John Brooks—unknown
Lacie Newton—unknown

May 2007:
Julie Johnson—unknown
Christopher Norwood—unknown
Jonathan Parker—unknown
Shana Wolstein—applying to MFA programs in creative writing

August 2007:
Jessica Sloat—unknown
Most of the curriculum listed in the UTC catalogue under the HUM rubric is derived from other departments; that is, the courses in the HUM rubric are “borrowed” or “cross-listed” from courses offered in other home departments. There are opportunities for Departmental Honors theses, independent study, and research and service-related projects, as described below.

A. Major and Related Courses

Students earning a major in the Humanities at UTC can pursue either the more “traditional” Humanities B.A. (1440), or a Humanities B.A. with an emphasis in International Studies (1441). In both cases, the student must complete the General Education and University Graduation requirements, in addition to 45 hours in an approved program of study, with 39 of those hours successfully completed in 300-400 level coursework. Students must maintain a minimum 2.0 G.P.A. within their approved course of study. In order to give the student’s program of study some cohesion, this coursework must be related to the culture of a time and place, or to a major idea or theme lending itself to analysis through the disciplines of the humanities. A focus on human experience as revealed in the religious, intellectual, artistic, linguistic, and social actions which characterize the chosen area of study is encouraged. No more than 18 hours can be applied towards the major from any one department, and the Faculty Board for the Humanities may award up to 15 hours of credit for independent study or travel. By the end of the sophomore year, students must develop and submit a Program Rationale (described below) that outlines their unified interests in their degree program.

Beginning in AY 2008-2009, a new major within the Humanities B.A. will emerge in
Women’s Studies, coordinated by Dr. Marcia Noe (English). The major will require 30 hours with three required courses: WSTU 200 (Introduction to Women's Studies), either WSTU 481 (Feminist Literary Criticism) or WSTU 482 (Feminist Theory), and WSTU 496 Senior Seminar. The remaining 21 hours must be approved as appropriate to the major, with at least one course selected from the humanities group, and one from social sciences.

**B. Humanities Minor**

The Humanities Minor is new for the 2007-2008 academic year, and reflects much of the strengths and spirit of the major. While most minors at UTC require only 18 hours of course work, the humanities minor requires 24 hours of course work, chosen from at least 3 different departments, in order to sufficiently develop the thematic focus required of the major. Like the major, a Program Rationale is also required that outlines their proposed program of study and delineates the student’s interests and develops a unifying thematic or theoretical line of inquiry that focuses on human experience as revealed in the humanistic disciplines. A maximum of 6 hours may be taken as independent study and/or study abroad, and students must maintain a 2.0 G.P.A. in all courses attempted for the minor.

**C. Program of Study / Program Rationale**

In consultation with the Program Coordinator, and with the approval of the Faculty Board, the Humanities major allows the student to design their own interdisciplinary curriculum of study, following the completion of the General Education requirements for the standard B.A. at UTC. When a student files for graduation candidacy, the Coordinator fills out a Program of Study that confirms to the Registrar the courses and credits to be applied towards the major requirements.
During the sophomore year, however, the student more clearly defines his or her focus of study, and must draft a Program Rationale that delineates how their course of study will be unified, concentrating on any aspect of culture relating to a compelling theory or theme, a particular epoch or place, or a provocative line of inquiry. (For a sample Program Rationale, see Appendix B). In many cases, students submit a rough draft of the document to the Coordinator, who then offers suggestions for revisions in order that they may gain a sharper vision for the aims of the curriculum of study. Students who switch to a Humanities major late in their studies, for instance as a junior or senior, must still submit a Program Rationale, although this comes with the added challenge of looking backwards at the work that has been completed and unifying their course of study under some governing rubric.

D. Other Minors

In addition to the Humanities major and Humanities minor, there are currently five minors that fall under the Interdisciplinary Studies category. These minors have separate faculty coordinators and include the following: Asian Studies (Bryan Hampton, English), Africana Studies (Vic Bumphus, Criminal Justice), International Studies (Bryan Hampton, English), Latin American Studies (Oralia Preble-Niemi, Foreign Language and Literature), and Women’s Studies (Marcia Noe, English). Each of these minors require 18 hours of study, and each has its own core of required courses that must be completed for the minor. Below are the figures for students who have declared one of these minors.
### Figure 4: Student Numbers - Humanities Minors

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 07</th>
<th>Sp 07</th>
<th>Fall 06</th>
<th>Sp 06</th>
<th>Fall 05</th>
<th>Sp 05</th>
<th>Fall 04</th>
<th>Sp 04</th>
<th>Fall 03</th>
<th>Sp 03*</th>
<th>Fall 02</th>
<th>Sp 02</th>
<th>Fall 01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Studies 4518</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Africana Studies 4522</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>13</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>n/a</td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Humanities 4577</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>International Studies 4595</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>4</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Latin American Studies 4615</td>
<td>1</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Women’s Studies 4680</td>
<td>21</td>
<td>22</td>
<td>15</td>
<td>23</td>
<td>18</td>
<td>26</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>n/a</td>
<td>26</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

* The data for this semester is missing.

### E. Range and Frequency of Course Offerings

In the 2007-2008 undergraduate catalogue, the Humanities Program lists 16 courses, ten of which have specific content, while the remaining six include special projects, individual and group study, and departmental honors. The courses that are officially “on the books” are courses offered through other departments, as the Humanities Program cannot be considered a true “department” with its own faculty and department chair. These “official” courses primarily belong to their home rubric (e.g., ENGL or PHIL), but at the time of registration, they are cross-listed under the HUM rubric as well. The advantage of cross-listing is at least two-fold: 1.) Cross-listing under the HUM rubric may attract a wider array of students simply because the course becomes more visible to students. 2.) Cross-listing helps humanities majors in particular because all majors can only apply a maximum of 18 hours of study from any one department.
towards their major requirements. If the course is cross-listed, then the student can register for
the course under the HUM rubric rather than the home rubric, and which allows them to take
more hours from a single department.

The following courses are listed in the 2007-2008 catalogue, followed by the credit hours
earned for completing the course. Because these courses originate in other departments, these
courses are automatically cross-listed when they are taught, and the description of the course is
taken from the home rubric.


HUM 219 African-American Literature (3): Readings will be largely fiction with supportive
critical works and some poetry and drama to examine the development of African-American
literature from the 1850s to the present. Figures may include Harper, Chestnutt, Washington,
DuBois, Hurston, Wright, Ellison, Brooks, Baldwin, Walker, and Morrison. Spring semester. See
English 219.

HUM 230 Contemporary Francophone African Cinema (3): An overview of recent African films
from former French colonies with attention to issues of identity, heritage, and former colonial
status. See Modern Languages 230.

HUM 257 The Romantic Experience (3): An interdisciplinary survey of “Romanticism” in
European civilization, ca. 1789 to 1918, addressing and analyzing some of the main historical,
philosophical, and aesthetic forces involved in this broad cultural experience. On demand. See
English 257.

HUM 300 The Vietnam Conflict: Then and Now (3): An introduction to the Vietnam War, its
development, its meaning, and its impact on the social, political, economic, and cultural identities of the U.S. and Vietnam.

HUM 311 Music of the World (3): An introduction to the folk and ethnic music of various world cultures. Consideration of how musical styles relate to social, cultural and aesthetic practices and attitudes. Spring semester. See Music 311.


HUM 336 The Development of Medieval Germanic Epic (3): The major epics of the Germanic tradition, studied in the context of the cultural and historical background out of which they came. On demand. See English 336. (Note: This course is no longer listed under the course offerings by the English department.)

HUM 385r International Fiction (3): A study of works by fiction writers from the international community, exclusive of works from and about the British Isles, Canada and the United States. Content may vary.

HUM 397 Music, the Arts, and Ideas (3): A comparison of musics and musical values in Africa, Indonesia, India, Europe, and among various indigenous peoples; an exploration of the role of art in various societies and other aesthetic issues relating to the arts. Essay exams, papers. See Music 397.

HUM 483 Feminist Theory (3): A history of feminist theory from the eighteenth century to the present. Extensive reading, papers. See Philosophy 483.
HUM 490 **Senior Educational Experience** (3): Thesis; oral and written presentation of progress required. The complete project will be presented for approval to the Faculty Board for the Humanities in the student’s final semester. On demand.

HUM 495r **Departmental Honors** (1-3 per term, 4 hours for the two terms): On demand. See Departmental Honors.

HUM 497r **Research** (1-4): On demand.

HUM 498r **Individual Studies** (1-4): On demand.

HUM 499r **Group Studies** (1-4). On demand.

Below are the enrollment figures for these catalogue classes in the last two years.

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**FIGURE 5: ENROLLMENT IN COURSES OFFERED IN PAST TWO YEARS**

<table>
<thead>
<tr>
<th>COURSE INFORMATION</th>
<th>ACADEMIC YR 2005-2006</th>
<th>ACADEMIC YR 2006-2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO.</td>
<td>TITLE/CREDIT HOURS</td>
<td>FALL</td>
</tr>
<tr>
<td>199r</td>
<td>Special Projects (1-4)</td>
<td></td>
</tr>
<tr>
<td>219</td>
<td>African-American Literature (3)</td>
<td>11</td>
</tr>
<tr>
<td>230</td>
<td>Contemporary Francophone African Cinema (3)</td>
<td></td>
</tr>
<tr>
<td>257</td>
<td>The Romantic Experience (3)</td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>The Vietnam Conflict: Then and Now (3)</td>
<td></td>
</tr>
<tr>
<td>311</td>
<td>Music of the World (3)</td>
<td></td>
</tr>
<tr>
<td>335</td>
<td>African-American Slave Narrative (3)</td>
<td>4</td>
</tr>
<tr>
<td>336</td>
<td>The Development of Medieval Germanic Epic (3)</td>
<td></td>
</tr>
<tr>
<td>385r</td>
<td>International Fiction (3)</td>
<td>7</td>
</tr>
<tr>
<td>397</td>
<td>Music, the Arts, and Ideas (3)</td>
<td></td>
</tr>
<tr>
<td>483</td>
<td>Feminist Theory (3)</td>
<td></td>
</tr>
<tr>
<td>490</td>
<td>Senior Educational Experience (3)</td>
<td></td>
</tr>
<tr>
<td>495r</td>
<td>Departmental Honors (1-3)</td>
<td></td>
</tr>
<tr>
<td>497r</td>
<td>Research (1-4)</td>
<td></td>
</tr>
</tbody>
</table>
While the curriculum in the catalogue appears deficient because there seems to be so few course offerings, in practice this is not case. Oftentimes, courses not listed in the catalogue are cross-listed at the time of registration for students to peruse. The following are courses that were cross-listed under the HUM rubric for 2006-2007.

HUM 219 **African-American Literature** (ENGL 219): Readings will be largely fiction with supportive critical works and some poetry and drama to examine the development of African-American literature from the 1850s to the present. Figures may include Harper, Chestnutt, Washington, DuBois, Hurston, Wright, Ellison, Brooks, Baldwin, Walker, and Morrison.

HUM 257 **The Romantic Experience** (ENGL 257): An interdisciplinary survey of “Romanticism” in European civilization, ca. 1789 to 1918, addressing and analyzing some of the main historical, philosophical, and aesthetic forces involved in this broad cultural experience.

HUM 499 **African Literature** (ENGL 316): A study of selections from the literature of Africa. Emphasis on historical fiction and the oral tradition.

HUM 499 **Victorian Literature** (ENGL 318): Representative works from the period 1837-1901.

HUM 499 **Introduction to the Theory and Function of Literary Criticism** (ENGL 350): The concepts, terminology, and procedures of formal literary study. Emphasis on the basic theoretical problems of criticism and relation of literary analysis to literary evaluation, etc.
HUM 499 Theater and Feminism (ENGL 480; WSTU 480; THSP 481): Readings, discussion and writing about a wide variety of plays by modern feminist playwrights.

HUM 499 Modern Irish Novel (ENGL 485): This course focuses on representative novels written in English by contemporary Irish authors. Selections will provide a substantial understanding of the complex social, political, religious, and intellectual currents which helped produce “modernity” and two cataclysmic world wars.

HUM 499 Feminist Theory (WSTU 483; PHIL 483): A history of feminist theory from the eighteenth century to the present. Extensive reading, papers.


HUM 499 Creative Writing: Poetry (ENGL 375): Instruction and practice in the understanding and writing of poetry.

HUM 499 Traditional Japan: History and Culture (HIST 365): A survey of traditional Japanese history and culture prior to the impact of the West. Course readings provide a basic political and chronological orientation, but emphasis placed on literary, cultural, and artistic achievements, and on studies of the social structure of traditional Japanese society.

HUM 499 East Asia in Modern Times (HIST 368): East Asia since the mid-19th century and the effects of the West; the Opium War, modernization, the Chinese Revolution of 1911, Japanese expansion, Pearl Harbor and Hiroshima, Mao Tse-tung and the Chinese communists.
HUM 499 Biomedical Ethics (PHIL 325): An examination of moral and ethical issues that arise in both the practice of medicine and in medical research.

HUM 499 Existentialism and Phenomenology (PHIL 364): Presentations on the major figures and themes of this movement; discussions of selected passages from Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, and Ricoeur.

HUM 499 Taoism (PHIL 319): This course examines the history, teachings, and practices of Taoism, from China’s Warring States Period (403-222 BCE) up to the present. The philosophy of the Lao-Tzu and Chuang-tzu will be studied in depth, along with the beliefs, practices and rituals of the Taoist religion.

HUM 499 Goddess Traditions (REL 366): A cross-cultural survey of major goddess traditions of wide geographic distribution, this course addresses implications of what it means to talk about deities using female terminologies and associations. The seminar format involves reading, discussion, writing, and original research.

In order to give the program more visibility, and to offer a wider selection of courses that will automatically be cross-listed every semester in which they are taught, the Coordinator has contacted department heads about adding the following courses to those listed in the catalogue under the HUM rubric. Additionally, many of these upper-division courses have prerequisites that the student must fulfill before enrolling, so careful thought about one’s curriculum must take place at all stages of the major’s career. A proposal including these courses will be submitted to the university’s Curriculum Committee for inclusion in next year’s catalogue.

ANTH 302 Anthropological Theory (3): A systematic survey of the development of major theories in anthropology with particular attention to theories of culture. Spring semester.
ANTH 350 Sex, Gender, and Language (3): The role of language in the construction and expression of sex and gender in U.S. and other cultures. Topics include separate men’s and women’s languages; men’s and women’s different communication styles in intimate relationships, education, and the workplace; gender and identity; power; intimacy; sexual joking; and “silencing” of women. Every third semester.

ANTH 365 Medicine and Disease: A Cross-Cultural Perspective (3): Cross-cultural study of medicine and disease; the relationship between the development of medicines and medical care, including non-Western medical systems, and cultural beliefs, social systems, ecological adaptations, and cultural changes of human groups.

ART 214 History of Western Art: Prehistoric-Medieval (3): Designed to heighten perception, appreciation, and enjoyment of the visual arts of the western world, this course examines selected works representative of a broad range of functions, forms, styles, and artistic intentions. The visual arts of the Prehistoric, Ancient Near Eastern, Egyptian, Greek, Roman, Early Christian, Byzantine, Romanesque, and Gothic periods will be introduced. The art historical development, formal elements, design principles, and technical factors of significance in the production of works. Fall semester.

ART 215 History of Western Art: Renaissance-Present (3): Designed to heighten perception, appreciation, and enjoyment of the visual arts of the western world, this course examines selected works representative of a broad range of functions, forms, styles, and artistic intentions. The art of the Renaissance, Baroque, Rococo, and Romantic periods, and of the various movements of the modern era in the 19th and 20th Century are the focus of this survey. Consideration of the formal elements, design principles, and technical factors of significance in
the production of works of this period. Emphasis will be placed on the relationship of art and society. Spring semester.

ART 314 History of Modern Architecture (3): American architecture from the late 18th century to the present. Begins with the French “Visionary” architects, proceeds to the British Arts and Crafts Movement, German Expressionism, American Period revivals, and International Style. Also covers Art Nouveau, Art Deco, Frank Lloyd Wright and the Prairie School, progressive architecture in Holland, Italy, and Japan, and advent of Post Modernism. Emphasis on the relationship between architectural and sociopolitical scenes of the modern world. Fall semester alternate years.

ART 414 Major Trends in American Art (3): The visual arts of the United States including the arts of the European settlers and the first generation Americans of the Colonial Period, the great portraitists of the Revolution and the 19th century, the 19th century landscapists, the pioneer modernists of the early 20th century, and the regionalists of the 1930’s Culminates with the first American style to achieve international significance, the New York School, and the resultant dominance of American art in the world today. Spring semester.

ART 416 Cultural Identity in Contemporary Art (3): This course examines the basis of identity in contemporary art. Much of the art of the last half of the twentieth century has explored the politics of identity in challenging several cultural icons. This course will investigate how contemporary artists respond to the challenge of investigating and articulating these concepts. On demand.

ART 419 Art History: Special Topics (3): Advanced study in art history. This course is designated for special art history topics that are not offered on a regular basis. On demand.

CLASS 396 Classical Mythology (3): A study of the origins and meaning of Greek and Roman myths, their importance for understanding ancient culture, and their influence on later literature and art. On demand.

CLASS 397 Greek and Roman Comedy in Translation (3): A study of the origins, development, and changes in comedy as seen in the works of Aristophanes, Menander, Plautus, and Terence. On demand.

ENGL 260 Origins and History of Writing: Hieroglyphs to Hypertext (3): A survey course designed to give students historical and philosophical grounding in the evolution of writing from the ancient hieroglyphics and the artistic manuscript of the medieval ages to the printed book and hypertext.

ENGL 307 Introduction to Shakespeare (3): Reading and study of selected major plays with emphasis on essentials of character, plot, themes, language, and staging. Fall and spring semesters.

ENGL 350 Introduction to the Theory and Function of Literary Criticism (3): The concepts, terminology, and procedures of formal literary study. Emphasis on the basic theoretical problems of criticism and relation of literary analysis to literary evaluation, etc. On demand.

HIST 350 War Through the Ages (3): The evolution of war as an instrument of national policy and the effects of wars on the world balance of power. Treatment will be episodic, concentrating
on the Persian and Peloponnesian Wars, the Punic Wars, the Hundred Years War, the Seven
Years War, the Wars of the American and Spanish Revolutions and Napoleon, and the World
Wars of the 20th century. On demand.

MNLG 301 French Women Writers in Translation (3): Contributions of French women writers
to the social, economic and political institutions of French culture. Readings from several
disciplines. Topics studied are gender roles, systems of authority, masculine/feminine
representations of reality, and the concept of “feminine” writing. On demand.

MNLG 302 Latin American Women Writers in Translation (3): Contributions of Latin American
women writers to the social, economic, and political institutions of Latin American culture.
Readings from literary selections in several genres. Topics will include gender roles, systems of
authority, masculine/feminine representations of reality, and the concept of “feminine” writing.
On demand.

PHIL 221 Introduction to Ethics (3): An examination of classical and modern theories of the
foundations of morality. Selections from such philosophers as Plato, Aristotle, Hobbes, Butler,
Hume, Kant, Bentham, Sidgwick, and Mill. Every semester.

PHIL 325 Biomedical Ethics (3): An examination of moral and ethical issues that arise in both
the practice of medicine and in medical research.

PHIL 333 Philosophy of Religion (3): A philosophical examination of religion, including
traditional and modern arguments for the existence and nature of God, the nature of religious
experience and belief, and the functions of religious language. Alternate years.
REL 337 Interpretations of Religion (3): An examination of ways in which religious belief and practice may be understood; sympathetic and opposing views drawn from several fields and represented by such authors as Feuerbach, Freud, James, Malinowski, Berger, Levi-Strauss, Yinger, Fromm, and N.O. Brown. Alternate years.

REL 484 Holocaust and Genocide (3): Examination of the Holocaust, the state-sponsored effort of the Nazi regime to destroy the Jewish people between 1933 and 1945, and the relationship between the Holocaust and the more general category of genocide. Consideration of the causes of genocide and the Holocaust and their persistent presence in contemporary society. Alternate years.

POLS 314 Contemporary Political Ideas (3): The competing ideologies of the 20th century with emphasis on contemporary political and social thought including Marxism and Fascism. On demand.

POLS 316 Theories of Politics (3): An introduction to such theoretical concerns of Western political science as sovereignty, rights, justice, property, liberty, and equality. Readings from Plato, Aristotle, Locke, Montesquieu, Mill and Marx. On demand.

POLS 320 Philosophy of Law (3): A study of law and legal reasoning with emphasis on the nature and sources of law, moral theory and its relation to law, definitions of rights and justice, and the nature of legal and moral obligation.

SOC 312 Classical Social Theory (3): A systematic examination of the important classical social theorists. Those theorists who have had enduring historical and/or theoretical importance will be emphasized. Topics include: Auguste Comte, Herbert Spencer, Karl Marx, Max Weber, Emile
Durkheim, George Simmel, George Herbert Mead, Alfred Schutz and Karl Mannheim. Every fall semester.

THSP 255 The Theatre to the Renaissance (3): History of the theatre as an art and as an institution from its beginnings to the 17th century. Fall semester.

THSP 257 The Theatre from the Renaissance to the 20th Century (3): History of the theatre as an art and as an institution from the Renaissance to the 20th century. Spring semester.

THSP 280 Introduction to Film (3): The history and language of motion pictures studied by viewing and analyzing selected film masterpieces and the ideas they explore. Every semester.

In 2006 the Office of Planning, Evaluation, and Institutional Research conducted a Student Survey which assessed student satisfaction with their curriculum of study. Below are the results of the survey.
F. Research or Service-Related Opportunities for Students

For undergraduates, opportunities for individual research consist primarily of signing up for independent study with faculty members via HUM 498. Such study is officially registered in advance, and the faculty member and the student enter into a formal contract in which the area of study and the intended results of that study are clearly spelled out. Occasionally, undergraduate students and faculty may work together on research projects intended for publication.

Also offered to eligible students, under the rubric HUM 495r, is Departmental Honors. The high academic standards of eligibility for this program result in low numbers of “DHON” students each year. Approval of student candidacy for Honors, and of proposed projects, is granted by the Faculty Senate on recommendation by the university-wide Departmental Honors Committee. Below are the figures for students involved in DHON projects.
Additionally, majors and non-majors have participated in travel abroad study programs. During AY 2006-2007, Humanities majors studied in Iceland, Wales, Guatemala, Morocco, the Czech Republic, China, and England. In cases where the transfer of credit to UTC’s curriculum is not obvious, and to alleviate the need for the student’s having to submit a formal academic petition to the university, the Humanities Program extends credit under the HUM 499 rubric if the student can demonstrate that the demands for the course are appropriate for an upper-level course; final projects are then evaluated by the Coordinator for the Program. Moreover, majors and non-majors alike have participated in service-related courses for which they have received humanities credit (either HUM 498 or 499) with the proviso that they produce a major project, research paper, and/or lesson plans, as well as completing a running journal based on their time and experience. These service-related courses are often coordinated with the Office of Student Development and International Programs, and have included destinations in Vietnam, Haiti, and Guatemala, with students working closely with the urban poor or teaching English to impoverished children in orphanages. Several students choose to participate in summer internships, and if the work is appropriate, they may receive Humanities credit; among these are competitive internships with The Washington Center, which provides diverse, highly motivated interns to thousands of organizations in government, business and the non-profit sector. They
contribute significantly to their placements and often prove to be of longer-term interest as prospective employees. All students who have participated in these service-related courses would agree that the value of such experiences far exceeds what they accomplish in the standard classroom.

G. List of Events Sponsored by the Humanities Program

In the 2006-2007 academic year, the Humanities Program sponsored a public lecture delivered by an outside speaker whose work demonstrates the value, vibrancy, and malleability of a Humanities education. In February of 2006, Dr. Robert K. Carlson delivered a public lecture entitled, “What is the Real Crisis in the Humanities?” Dr. Carlson taught for over thirty years at Casper College (Casper, WY), and is currently the Dean of Academic Affairs for Wyoming Catholic College, whose curriculum is entirely ordered around the “Great Books” of Western Civilization. The event was well attended, with over 40 students and faculty, followed by vigorous exchanges in a Q & A session.

Because of its success, the UTC Lecture in the Humanities will be sponsored by the Humanities Program as an annual event. This year, the lecture will be delivered by Dr. Scott Huelin, who is assistant professor at Valparaiso University (Valparaiso, IN).

H. Assessment of Our Curriculum

How effective is the present curriculum in preparing students for future work or further study? The question is difficult to address in some ways, given the fact that the majors and minors select their own course of study in order to pursue their own interests and future work. The Program Rationale requires the students to deliberate on what they hope to gain by their own course of study, and in consulting with students as they decide those courses, the majority of
Humanities majors do not know what they want to do after graduation. For many, their majors prepare them for study towards advanced degrees, including masters, doctoral, J.D., and M.D. programs. Other majors have opted to pursue non-academic careers in dance, museum work, education, national defense, international business or not-for-profit work, creative writing, or the ministry.

Beginning with the class of 2008, the Coordinator for the program will require graduating majors to write a Program Exit Review in which they reflect on how well their course of study has prepared them for their intended career or immediate future. This will also aid in tracking the successes of our graduating majors.
Part III: Teaching and Learning Environment

UTC has long prided itself on its tradition of excellent teaching, and those faculty whose courses are regularly cross-listed with the Humanities rubric prove the rule. Strong teaching is encouraged through home departments in a number of ways: by supporting faculty who are accepted as Teaching, Learning, and Technology Faculty Fellows, by encouraging attendance at the annual Instructional Excellence Retreat, by supporting Faculty Development and Instructional Excellence grant applications aimed at improving one’s teaching, and by offering teaching workshops on such topics as designing effective writing assignments, teaching well with technology, and making the most out of our course management software (Blackboard). To achieve excellence in teaching and student learning, faculty whose courses are cross-listed under humanities engage in a number of effective practices. They design courses according to best practices in the field; offer opportunities for students to work with each other, local faculty, and professionals in the field, as for instance, in the noted Meacham Writer’s Workshop, where creative writing students meet with prominent national writers in a workshop atmosphere; or through other campus events: the Paul Lawrence Dunbar Celebration, a special series of events in the spring of 2007 recognizing the achievements of the black poet of the Harlem Renaissance; or the annual UTC Lecture in the Humanities, delivered every spring semester by an outside speaker whose life and work reflects the spirit of the humanistic disciplines; regular campus lectures sponsored by the Philosophy Club, on topics as wide-ranging as David Hume’s skepticism or the ethics of belief and democracy; or, the Take Five Lecture Series, which features a series of one-hour lectures and 45 minute panel discussions by five English professors on five separate novels. Moreover, many courses seek to understand the perspectives of underrepresented groups, as for instance in courses such as African-American Literature,
African-American Slave Narrative Tradition, Music of the World, Cross-Cultural Perspectives on Disease, or various movements in Feminist Theory. Professors also devote a good deal of attention to careful advising; regularly review and lobby for library resources need for their area of study; and reflect on the feedback received from each semester’s course evaluations, making adjustments as needed to accommodate student needs.

With the variety of courses taught in the Program comes a wide variety of instructional practices. Rarely will an observer see only one instructional method at work in any given meeting of a course in the Program. For some, traditional lecturing has given way to shorter “mini-lectures” that set the stage for discussing an assigned text or provide important background material before beginning a writing project. Many faculty encourage discussion by posing provocative discussion questions, asking students to open class with a brief written response to readings, or setting up short-term group learning projects to help students better understand a course text or concept. In some courses, students create presentations to illustrate how they have applied important course concepts.

To do even more of this kind of teaching, several faculty have noted the need for teaching spaces that are more conducive to group dynamics and discussion. Nearly all classrooms in the building which house the majority of humanities courses, Holt Hall, are outfitted with individual desks set up in rows. Teachers make the best use possible of the seating available, but these desks make some instructional practices almost impossible: students have trouble working with more than one text at a time on the small desktop surfaces; brief small group discussions are easily achievable when students simply turn their desks to face each other, but extensive collaboration is difficult or impossible because of a lack of shared workspace.

Home departments of participating faculty focus on student learning by working to keep class sizes manageable. Most professional and departmental organizations have
recommendations for student-teacher ratios, and home departments are careful to place appropriate caps for their courses. Cross-listed classes are generally 300-400 level seminars, and average 10-20 students.

A. Student Advising

All Humanities majors are assigned to the Coordinator as their principle advisor. Each semester the University’s Office of Registration provides computer-generated profiles (RAP sheets) of each student’s academic progress. Students schedule appointments to meet with the Coordinator during the advisement period outlined by the University’s academic calendar. The strength of having one advisor is obvious; from their entrance into the program until their graduation, students get consistent attention from one person that knows their needs and goals well. At the end of the sophomore year, majors develop a Program Rationale with the Coordinator to determine their course of study, so that their courses are tailor-made to achieve their academic goals. In addition to advising, the Coordinator also provides or directs students towards information about graduate or professional school opportunities and careers.

B. Library Holdings

As of June 2007, Lupton Library’s monograph collection consists of 373,309 titles, of which 161,837, or 43% of the total, are books bearing the call numbers B-BD, BH-BX, C, D, E, F, N, and P-PZ, appropriate to the study of the Humanities. The library’s collection of audiovisual material consists of 7559 video recordings and DVDs, with some 3818, or 50% of total holdings, which deal with the Humanities and related themes (art, history, literature, philosophy, religion). Additionally, about 49 of the currently received journal subscriptions (out of 1815 direct print, microform, and digital subscriptions) supports the Program’s curriculum and research needs. In addition, the library subscribes to numerous electronic databases, aggregated.
sources, and other online tools. The total number of full-text resources available through these sources is 12,293 titles, including open access titles, of which 2268 are serials titles relevant to the study of the Humanities. These sources are available 24/7 from any internet connection.

The following table outlines expenditures for the Interdisciplinary Studies Department over the past five years.

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<tr>
<td>Book expenditures</td>
<td>2,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
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<tr>
<td>Serials expenditures</td>
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<td>7,074</td>
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<tr>
<td>Database expenditures</td>
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<td>11,985</td>
<td>13,153</td>
<td>12,350</td>
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<tr>
<td>(Humanities and Social Sciences Fulltext)</td>
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<tr>
<td>Total expenditures</td>
<td>23,548</td>
<td>21,673</td>
<td>22,408</td>
<td>20,924</td>
<td>9,847</td>
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The lack of change in the book allocation and fluctuations in expenditures for serials represent a decade long period during which the Library received no additional funding for its materials budget, resulting in a large cut in serials titles received. All academic units were required to review their subscription lists and cancel titles to achieve new target expenditure figures in order to accommodate inflationary price increases. The increase in book expenditures for 2006-07 reflects Library liaison expenditures in support of the Interdisciplinary Studies Department.

As part of the process of building and maintaining the collection, each year a portion of the library’s materials budget is allocated to each academic department for the purchase of materials specific to the needs of that department. This allocation is based on the level of support for education and research that the University provides for each department. The allocation for
the Interdisciplinary Studies Department for the academic year 2006-2007 for one-time, non-journal purchases was $1500, from a total allocation to Academic Affairs of $114, 600. For the 49 journals identified as relevant to the study of the Humanities, the library has paid $8703 for the year 2007. The Department of Interdisciplinary Studies claims the following journals:

African and Asian Studies
American Economic Review
American Heritage
American Historical Review
American Scholar
Americas
Annals of the American Academy of Political and Social Sciences
Atlantic Monthly
Canadian Journal of African Studies
China Quarterly
Critical Inquiry
Eighteenth Century: Theory and Interpretation
Feminist Studies
French Historical Studies
Gender and Society
Harvard Journal of Asiatic Studies
History: The Quarterly Journal of the Historical Association
Humanities
International Education
Journal of African-American History
Journal of American Folklore
Journal of American History
Journal of Black Psychology
Journal of Contemporary History
Journal of Economic History
Journal of Interdisciplinary Study
Journal of Popular Culture
Journal of Religion in Africa
Journal of Southeast Asian Studies
Journal of Southern History
Magazine of History
Massachusetts Review
Ms
NAFE Magazine
Nation
National Review
New England Quarterly
New Republic
Additionally, the following electronic databases are in use:

America: History and Life
e-Duke Scholarly Collection
Historical Abstracts
MLA International Bibliography
Philosopher’s Index
Project Muse
Wilson Omnifile

When the library cannot provide access to a periodical or book, it offers free Interlibrary Loan. A few years ago, the library implemented an electronic ILL management system, ILLiad, which allows for student and faculty to submit and track the progress of requests online, receive email notification of email dates, and receive articles electronically.

The Library has a robust and well-respected Library Instruction program. Last year, Instruction Librarians taught 314 courses and reached 5719 students. Librarians work closely with faculty to design instruction sessions tailored to course and assignment objectives. In the year past, the Library conducted no instruction sessions for the Humanities Program.

The Library staffs its Reference Desk 80 hours per week to assist faculty and students with research queries. In addition to physical assistance, the Library offers online reference services in the form of real-time instant messaging assistance and an email reference service. One on one research consultations are available to any student seeking in-depth assistance. Last
year the Reference Desk fielded 12,986 questions. The Library also staffs information desks on the 2nd and 3rd floors to provide guidance in the use of the print periodical and circulating book collections.

The Library offers a well utilized course reserve service for faculty and students so that faculty may place high demand materials on print or electronic reserves to ensure they are available to students. Last year the Library made available a total of 763 reserve items that circulated 3150 times to students. In the year past, the Library provided course reserve services for no courses for the Humanities Program. In addition, the Library offers 24 laptop computers available for students to borrow for limited periods of time. Last year the laptops circulated 7913 times to students. Finally, the Library makes available 12 group study rooms for student use which were reserved 4291 times to students.

The Library engages 16 faculty librarians and 15 support staff specialists. The total Library budget for 2006-2007 was approximately $2.6 million. The library building is 116,349 square feet; has a book shelving capacity of 500,000 volumes; and a seating capacity of 675 readers. The building was first occupied in 1974 and is typically open over 92 hours a week.

**2006 FALL SEMESTER HOURS**

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<tr>
<th>Book Stacks, Circulation Desk, and Audiovisual Desk Hours</th>
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<tr>
<td>Monday-Thursday</td>
<td>7:50 a.m.---12:00 a.m.</td>
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<td>Friday</td>
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<td>Sunday</td>
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<th>Reference Desk Hours</th>
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<td>Sunday</td>
<td>2:00 p.m.---12:00 a.m.</td>
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The number of faculty who choose to have their courses cross-listed varies from semester to semester, with 100% of the courses offered being taught by regular (non-adjunct) faculty, either with tenure or on the tenure-track.包括成员的Faculty Advisory Board for Humanities, as well as faculty from other departments who cross-listed their courses with Humanities in the fall of 2006, the total number of faculty is 13. Three of these are women (1 African-American; 2 Caucasian), and 10 are men (8 Caucasian; 1 African-American; 1 listed as “unknown” or “other”). Below are the faculty who have had their courses cross-listed under the Humanities rubric for AY 2002-2007, and/or currently serve as members of the Faculty Advisory Board for Humanities. Each is listed by rank, and followed by a brief profile that describe each faculty member’s education, areas of teaching specialization, scholarly/creative activity, and professional service. Complete curriculum vitae for faculty are included in Appendix C.

Full-Time Faculty Listed by Rank

(T = Tenured; FB = Faculty Advisory Board Member)

**Full Professors:**

- Mr. Earl Braggs (T)
- Dr. Richard Jackson (T)
- Dr. Immaculate Kizza (T)
- Dr. William Harman (T; FB)
- Dr. Ralph Hood (T)
- Dr. Renee Lorraine (T)
- Dr. Wilfred M. McClay (T)
- Dr. Marcia Noe (T)
- Dr. Gregory O’Dea (T; FB)
- Dr. Oralia Preble-Niemi (T)
- Dr. Richard Rice (T)
- Dr. Gavin Townsend (T; FB)
A. Faculty Profiles

Aaron Althouse (Assistant Professor of History; Ph.D., Stanford University) teaches Latin American History, specializing in Mexico and the colonial period, with a focus on race and ethnic relations.

Jennifer Beech (Assistant Professor of English and Director of UTC Writing Program; Ph.D., University of Southern Mississippi) specializes in composition and rhetoric studies, the ethnography of literacy, and working-class and critical writing pedagogies. Her research concerns Southern working-class literacies, cultural studies, composition pedagogies, and academic labor reform. Her scholarship has appeared in *College English, The IWCA Update* (newsletter for the International Writing Center Association), Duke UP's journal *Pedagogy*, and Bedford St. Martin's online journal *Lore*. 
Earl Braggs (UC Foundation Professor of English; M.F.A., Vermont College of Norwich University) teaches creative writing, poetry, African-American literature, and Russian literature. He is the author of five collections of poetry, including *Hat Dancer Blue* (winner of the 1992 Anhinga Prize), *Walking Back From Woodstock*, *House on Fontanka*, and *Crossing Tecumseh Street*. *In Which Language Do I Keep Silent: New and Selected Poems* is scheduled for publication in 2006, and he is currently working on a volume entitled *Sketches of Spain*. In addition to his numerous prizes for poetry and fiction, he has been named Outstanding Professor by the Student Government Association, and Outstanding Teacher by The University of Tennessee National Alumni Association.

Stephen Eskildsen (UC Foundation Professor of Philosophy and Religion; Ph.D., University of British Columbia) studies and teaches about Taoist religion. He was recently named U.C. Foundation Associate Professor, has been teaching at UTC since 1998. Since coming to UTC he has published two books with SUNY Press, *Asceticism in Early Taoist Religion* and *The Teachings and Practices of the Early Quanzhen Taoist Masters*, as well as four articles. He has presented papers in China, Austria, and Canada, as well as several in the United States. His current research is on Taoist internal alchemy from the mid-Tang down to the Northern Song period. Courses taught include Taoism, Buddhism, Islam, Mysticism East and West, and Religions of the East.

Matthew Guy (Assistant Professor of English; Ph.D., Louisiana State University) specializes in literary theory and criticism, phenomenology, eighteenth- and nineteenth-century studies, comparative literature, and world literature. His current research examines the works of the philosopher Emmanuel Levinas, revealing the hermeneutics of Levinas's Talmudic readings.

Bryan Hampton (Assistant Professor of English and Coordinator for Humanities; Ph.D., Northwestern University) is a Milton scholar with teaching and research interests in the cross-
currents of early modern religion, literature, and politics. At UTC he regularly teaches undergraduate and graduate courses in 17th century literature, Shakespeare and early modern drama, literature of the Bible, and British literature. He has published in *Milton Studies*, and has contributed essays to two edited collections devoted to Milton’s oeuvre. He was awarded the Outstanding Teacher Award in the College of Arts and Sciences in 2007.

**Ralph Hood** (Professor of Psychology; Ph.D., University of Nevada at Reno) has teaching and research interests in the psychology of religion and philosophical psychology. Since 1971 he has served as a consulting editor for the *Journal for the Psychology of Religion*; he is a past editor for the *International Journal for the Psychology of Religion*, where he also currently serves as a Book Review Editor. He has received the Student Government Association award for excellence in teaching, and has been elected into the University’s Faculty of Scholars, a group distinguished by excellence in research and publication.

**Richard Jackson** (University of Tennessee National Alumni Association Distinguished Service Professor of English; Ph.D., Yale) teaches creative writing and poetry, humanities in UTC's interdisciplinary honors program, and writing seminars at Vermont College and the Breadloaf Writers Conference. He is the author of nine books of poems, most recently *Half Lives: Petrarchan Poems* (2004) and *Unauthorized Autobiography: New and Selected Poems* (2003). His work has been translated into a dozen languages and has appeared in *The Best American Poems*, among other collections. He has edited two anthologies of Slovene poetry, as well as the journals *Poetry Miscellany* and *mala revija*. In addition to several dozen essays and reviews that have appeared in such journals as *The Georgia Review, Contemporary Literature, Kenyon Review*, and *Prairie Schooner*, he is the author of *Dismantling Time in Contemporary American Poetry* (Agee Prize), and *Acts of Mind: Interviews With Contemporary American Poets* (Choice Award). He has been awarded the Order of Freedom Medal by the President of
Slovenia for literary and humanitarian work in the Balkans, and has been named a Guggenheim Fellow.

**Immaculate Kissa** (UC Foundation Professor of English; Ph.D., University of Toledo) specializes in African literature, the slave narrative tradition, British modernism, and literary analysis; she also teaches African culture and literature in the University's interdisciplinary honors program. Her current research interests include the slave narrative tradition, the African oral tradition, and inter-textual threads in African and African American Literatures. In addition to numerous articles on literature, she is the author of *Africa's Indigenous Institutions in Nation Building: Uganda*. She has also been named Outstanding Teacher by The University of Tennessee National Alumni Association.

**Renee Lorraine** (retired; UC Foundation Professor of Music; Ph.D. Ohio State University) began teaching at UTC in 1976, for which she was twice recognized by the university (1978, 1999), as well as an official university award for her research contributions (2001). She has also served on the American Society for Aesthetics. Professor Lorraine is retired from UTC, but because she has taught under the HUM rubric in the last 5 years, her credentials are here included.

**Wilfred McClay** (Professor of History and SunTrust Chair of Excellence in the Humanities; Ph.D., Johns Hopkins University) studies and teaches American intellectual history, and is interested in shifting understandings of the self in America. He has received fellowships from the Woodrow Wilson International Center for Scholars, the National Endowment for the Humanities, the National Academy for Education, the Howard Foundation, the Earhart Foundation, and the Danforth Foundation. He is the author of numerous articles and books, and currently serves on the advisory board for the National Endowment for the Humanities.
Fouad Moughrabi (Professor and Head of Political Science; Ph.D. University of Grenoble) studies international relations, international law, Middle Eastern politics, comparative politics, and Arab nationalism and ideology. Since coming to UTC in 1969, his research has focused on American policy towards the Middle East, American public opinion and the Palestine question, the political beliefs of Palestinian-Americans, and peace initiatives in the Middle East.

Marcia Noe (Professor of English and Coordinator of Women’s Studies; Ph.D., University of Iowa) teaches courses in American literature, drama, and women's studies. She is the author of *Susan Glaspell: Voice from the Heartland* and over twenty other publications on this Pulitzer Prize-winning playwright. She has been a Fulbright Senior Lecturer-Researcher at the Federal University of Minas Gerais in Belo Horizonte, Brazil; with Junia C.M. Alves, she has edited a collection of essays on the Brazilian theatre troupe Grupo Galpao (Editora Newton Paiva, 2005). She is a senior editor of *The Dictionary of Midwestern Literature*, editor of the journal *MidAmerica*, and chairs the editorial committee of the Society for the Study of Midwestern Literature, which gave her the MidAmerica Award for distinguished contributions to the study of midwestern literature. She has won the UTC College of Arts and Sciences Outstanding Teacher award, and is an elected member of UTC's Council of Scholars.

Gregory O'Dea (UC Foundation Professor of English and Director of the University Honors Program; Ph.D. University of North Carolina, Chapel Hill) teaches courses in the English-language novel, Restoration and eighteenth-century British literature, British romanticism, postcolonial literature, and literary analysis. He is co-editor of *Iconoclastic Departures: Mary Shelley After Frankenstein* (Fairleigh Dickinson UP), and his scholarship has appeared in such journals as *The South Atlantic Review, Papers on Language and Literature*, and the online journal *Romanticism on the Net*. In addition to directing UTC's interdisciplinary honors program, he is Co-Director and Scholar in Residence for literature and medicine
programs sponsored by the American College of Physicians. He has been named Outstanding Professor by UTC's Student Government Association, University Outstanding Advisor, and Outstanding Teacher by The University of Tennessee National Alumni Association. In 2005, The American College of Physicians honored him with the Clifton R. Cleaveland Medical Humanities Award for outstanding contributions to humanism in medicine. His current research concerns crime and criminology in the novels of Charles Dickens.

Dennis Plaisted (Assistant Professor of Philosophy and Religion; Ph.D., University of California at Santa Barbara; J.D., University of Southern California) studies biomedical ethics, philosophy of religion and early modern philosophy (especially Leibniz). He is presently doing research on so-called appropriation of evil problems in bioethics, problems that involve the question of whether we should use products of past (putatively) evil actions (e.g., data from immoral experiments, tissue from aborted fetuses, embryonic stem cells). In addition to studying this family of problems in its own right, he is currently at work on a book in which he applies the results of this research to the Bible's category of the unclean. Dr. Plaisted is also the author of Leibniz on Purely Extrinsic Denominations (University of Rochester Press, 2002), and was the recipient of the 2002-2003 Leibniz Society Essay Prize for his article, “Leibniz's Argument for Primitive Concepts,” published in Journal of the History of Philosophy (2003) 41: 329-341.

Oralia Preble-Niemi (Professor of Foreign Languages and Literatures and Department Head; Ph.D., University of North Carolina at Chapel Hill) regularly teaches the Spanish Composition and Conversation upper level sequence as well as all Latin American literature and culture courses. Her publications include two edited books of critical essays: Cien años de magia: Ensayos críticos sobre la obra de Miguel Ángel Astujias, Comp. Oralia Preble-Niemi. (Guatemala: F&G Editores, 2006); and, Afrodita en el trópico: Erotismo y construcción del sujeto femenino en obras de autoras centroamericanas. Ed. Oralia Preble-
Niemi (Potomac, MD: Scripta Humanistica, 1999). In addition, she co-edited two other collections of critical essays: With Luis A. Jiménez, eds. *Ilustres autores guatemaltecos del siglo XIX y XX*. (Guatemala: Artemis Edinter, 2004); and, with Susana Cavallo and Luis Jiménez, eds. *Estudios en honor de Janet Pérez: El sujeto femenino en escritoras hispánicas*. (Potomac, MD: Scripta Humanistica, 1998). Her essays in literary criticism have appeared in nine books and numerous refereed journals both in the U.S. and abroad.

Richard Rice (Professor of History and Co-Director of the Asian Studies Program; Ph.D., Harvard University) teaches Asian history with a special interest in the development of business and technology in Japan.

Edgar Shawen (Associate Professor of English; Ph.D., Yale University) teaches Shakespeare, early English drama, literature of the English renaissance, Japanese literature, and rhetoric and composition. He has been named Outstanding Teacher by the University of Tennessee National Alumni Association. His current research interests include twentieth-century poetry and fiction, with particular focus on Japanese fiction.

Joyce Caldwell Smith (Assistant Professor of English and Director of Graduate Studies; Ph.D., Georgia State University) teaches American Literature, Western humanities, Latino/a literature, and professional and scientific writing. Her current research and special teaching interests focus on the works of Stephen Crane and Erskine Caldwell, Latino/a literature, and the use of computers in composition.

Victoria Steinberg (Assistant Professor of Foreign Languages and Literatures; Ph.D., The Ohio State University) specializes in French film, literature, and culture. She organizes and teaches in the UTC travel abroad program, helping students grapple with their fluency in the French language, as well as analyzing the culture and history of Paris as a “text.”
Gavin Townsend (Professor of Art History; Ph.D., University of California, Santa Barbara) specializes in the history of architecture. Dr. Townsend has contributed essays on art criticism and architectural history in such journals as *Arris, Art Papers, The Winterthur Portfolio*, the *MacMillan Dictionary of Art*, as well as a chapters such volumes as *Long Island Estates and Their Architects* and *A History of Tennessee Arts: Creating Traditions, Expanding Horizons*. Dr. Townsend is former director of the University Honors Program and current President of the Faculty Senate. He is also a long-time member of the board of the Tennessee Historical Commission.

Thomas Ware (Professor of English; Ph.D. University of North Carolina, Chapel Hill) specializes in Romanticism, Victorian literature, British transitional literature, and James Joyce. He also writes on the literature of the First World War, U.S. Civil War cemeteries, and modern Irish autobiography. He is co-author, with Nathaniel Cheairs Hughes Jr., of *Theodore O'Hara: Poet-Soldier of the Old South* (University of Tennessee Press), and two of his most recent publications have appeared in *The James Joyce Quarterly*, and *Nua': Studies in Contemporary Irish Writing*.

Talia Welsh (Assistant Professor of Philosophy and Religion; Ph.D., State University of New York) studies the philosophy of psychology, phenomenology, 19th & 20th century European philosophy, and Feminist Theory. In particular, she writes on the connection between phenomenology and psychology. She has published articles in French, German, and English and her translation of Merleau-Ponty's Sorbonne Lectures is forthcoming with Northwestern University Press. In the past few years she has presented over 15 conference papers in Honolulu, Belgium, Boston, Philadelphia, Ottawa, and at several other venues. At UTC, she is a core faculty member in the UTC Women's Studies Program.
A number of these faculty, whose courses are cross-listed with Humanities, have won major awards or grants. Braggs, Eskildsen, Jackson, Kizza, and O’Dea have all been awarded UC Foundation Professorships, which provide important benefits in the way of additional salary and in some cases funding for research/travel. Since 2003, participating faculty have won competitive Faculty Development Grants at the university level for the support of individual projects. All together, these grants exceed $9600.00. Additionally, since 2003, several faculty have won competitive Faculty Research Awards or Faculty Summer Fellowship Awards, totaling $11,800, to fund individual projects or research. Last year, one faculty member won an Instructional Excellence Award in the amount of $2865. Clearly, students in the Humanities Program benefit from professors whose instruction is grounded in advancing their field of expertise.

B. Faculty Evaluations by Students

In accordance to UTC policy, all faculty are evaluated in every course they teach during the fall semester and in any other course taught in the spring or summer for which they have not previously been evaluated in that academic year. By request, a faculty member may be evaluated for the same course when it is offered in a different semester.

During this program review period, the University has used course evaluation forms that ask students to respond to five questions:

1.) The instructor of this class is an effective teacher.
2.) My instructor presents the subject matter clearly.
3.) My instructor is well prepared for class.
4.) My instructor is willing to help students.
5.) My instructor grades fairly.

Student responses may include the following: strongly agree, moderately agree, slightly agree, moderately disagree, or strongly disagree. For the fall semester of 2006, student evaluations for faculty whose courses were cross-listed were quite good, and in many cases, student responses to these questions exceeded the averages for both the College of Arts and Sciences and the University as a whole. Below is the breakdown of student responses for those courses cross-listed with Humanities.

**FIGURE 9: STUDENT RATINGS OF FACULTY**


**Responses to statement: The instructor of this class is an effective teacher.**

<table>
<thead>
<tr>
<th></th>
<th>UTC</th>
<th>College</th>
<th>Dept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly Agree</td>
<td>9%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Moderately Agree</td>
<td>26%</td>
<td>26%</td>
<td>35%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>60%</td>
<td>59%</td>
<td>41%</td>
</tr>
</tbody>
</table>
Responses to statement: **My instructor presents the subject matter clearly.**

![Bar chart showing responses to the statement.]

- Slightly Agree: UTC 11%, College 11%, Dept 18%
- Moderately Agree: UTC 26%, College 26%, Dept 35%
- Strongly Agree: UTC 56%, College 55%, Dept 35%

Responses to statement: **My instructor is well-prepared for class.**

![Bar chart showing responses to the statement.]

- Slightly Agree: UTC 5%, College 5%, Dept 0%
- Moderately Agree: UTC 18%, College 18%, Dept 18%
- Strongly Agree: UTC 73%, College 74%, Dept 82%

Responses to statement: **My instructor is willing to help students.**
Responses to statement: **My instructor grades fairly.**

A Student Survey conducted in 2006 by the Office of Planning, Evaluation, and Institutional Research assessed the quality of faculty involvement in discussing a student’s career plans, the quality of the student’s advising, and the level of interaction outside of class. Below are the results for those professors whose courses are cross-listed.
## FIGURE 10: STUDENT SURVEY RESULTS (FACULTY INVOLVEMENT)

<table>
<thead>
<tr>
<th>Question/Statement</th>
<th>Response Options</th>
<th>Percentages</th>
<th>Valid N: Dept*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>UTC</td>
<td>College</td>
</tr>
<tr>
<td>1. Quality of relationships with faculty members</td>
<td>1</td>
<td>1.7</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3.6</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6.2</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>17.4</td>
<td>19.3</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>25.7</td>
<td>21.2</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>27.8</td>
<td>29.7</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>17.6</td>
<td>20.1</td>
</tr>
<tr>
<td>2. Talked about career plans with a faculty member or advisor</td>
<td>Never</td>
<td>21.5</td>
<td>19.0</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>44.8</td>
<td>41.9</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>20.6</td>
<td>20.2</td>
</tr>
<tr>
<td></td>
<td>Very often</td>
<td>13.2</td>
<td>19.0</td>
</tr>
<tr>
<td>3. Overall, how would you evaluate the quality of academic advising you have received at your institution?</td>
<td>Poor</td>
<td>11.5</td>
<td>8.9</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>23.0</td>
<td>19.8</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>46.0</td>
<td>45.7</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>19.5</td>
<td>25.6</td>
</tr>
<tr>
<td>4. Discussed ideas from your readings or classes with faculty members outside of class</td>
<td>Never</td>
<td>35.2</td>
<td>34.5</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>42.3</td>
<td>35.3</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>14.6</td>
<td>19.4</td>
</tr>
<tr>
<td></td>
<td>Very often</td>
<td>7.9</td>
<td>10.9</td>
</tr>
</tbody>
</table>

**Highlight** = exceeds college or UTC  
*Valid N* = the number of majors answering the question on the 2006 National Survey of Student Engagement.  
Scale: 1 to 7, 1 = Unavailable, unhelpful, and unsympathetic (question 1); 7=Available, helpful, sympathetic (question 1)


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**C. Faculty Evaluations by Department Head**

All faculty at UTC are evaluated by their respective Department Heads, including those whose courses are cross-listed under the Humanities rubric. The primary method by which the department head reviews and assesses faculty performance is the annual Evaluations and Development by Objectives (EDO) process, a University-wide method of setting yearly...
objectives and assessing how well faculty achieved those objectives later in the academic year. In the late spring or early summer, in consultation with their department head, each faculty member sets individual objectives he or she aims to achieve in the coming academic year in three areas: 1.) Instructional and Advisement Activities, 2.) Research, Scholarly, and Creative Activities, and 3.) Professional Service Activities. These objectives are sometimes the next phase in on-going projects or a new professional goal the faculty member wants to set. Although most faculty members are expected to achieve in all three areas, faculty members are often stronger in one or two areas than another in any given year, in accordance with the objectives they have set with the department head. As the Faculty Handbook notes, “Lesser participation in one area should be counterbalanced by greater participation in others” (7). Balance across the department is important as well. While all of the faculty participating in the Humanities Program are strong teachers, some pursue scholarly or creative publication more vigorously than others, and some provide invaluable, extensive service to the University. Without such service, much of our faculty governance and institutional review processes would grind to a halt.

In the following spring, faculty members assess how well they have achieved the year’s objectives. The department head reviews these self-assessments, consults with faculty members as needed, writes a brief narrative evaluation of the year’s work, and assigns one of four possible designations for each person: Exceeds Expectations for Rank (Department Head recommends to the Dean), Meets Expectations for Rank, Needs Improvement for Rank, and Unsatisfactory for Rank. According to Chapter 3.2.2.3 of the Faculty Handbook, faculty can appeal their rating and review designation.

Faculty who have had their courses cross-listed have performed well in EDOs, as no one has received below a “Meets Expectations for Rank.”
Part V: Support

A. Office Space

The Humanities Program is administered out of the Coordinator’s office, currently located in 332 Holt Hall, and one file cabinet is used to keep track of records. The Coordinator’s office is the primary meeting place for student advising. At this time, this arrangement appears to be satisfactory.

B. Classroom Space

Classroom space is at a premium on our campus. In many recent semesters, the University has used literally every classroom space available on campus at “prime times,” such as Tuesday / Thursday mornings. For this reason, as well as to accommodate the needs of working or otherwise nontraditional students, the university has begun offering more classes in mid- and late-afternoon times.

Most faculty whose courses are cross-listed teach in Holt Hall, but some faculty teach in nearby buildings including the Engineering building (EMCS), Grote Hall, and Brock Hall, and occasionally in buildings farther away from Holt, including Hunter Hall or Fletcher Hall. For most faculty, the distance to class is only a minor inconvenience and has the added benefit of offering smart podiums in some classrooms. The smart podiums and projection systems include a computer with the Office package, Internet access, DVD, CD, and VHS players, and a document camera that we use to project 3-D objects such as work students write in class, photographs, or other texts. The podiums have transformed teaching for many faculty and made them wish that every classroom on campus had such a luxury. Not all do, of course, but the IT department does offer a mobile “podium cart” that they will bring to any classroom. These carts include all the
Most faculty would agree that UTC has a real need for more diversified teaching spaces. Most classrooms in Holt are outfitted with individual desks arranged in rows—an arrangement that suits lecture-based teaching, but is less useful for more interactive teaching practices. The smart podiums help to invite classroom participation via technology, but the small desks inhibit broad collaboration on texts the students produce.

Holt Hall has one 20-seat computer classroom, Holt 399, but its use is exclusive to the English Department. It was established in Spring 1993 through the generous funding of the UC Foundation, and subsequent grants have secured funding for upgrades.

Also located in Holt Hall is the University Writing Center, which serves students and faculty across the University. The Writing Center was designed to be a high-tech space, with hardware and software to support most writing assignments given across campus. Despite severe space limitations on campus, the Writing Center expanding in 2002 to twice its size by annexing the classroom space adjacent to it.

The Humanities Program has direct access to a Risograph, a small photocopy machine, and a fax machine, all of which is owned by the English Department. Individual faculty who cross-list their courses use the equipment as designated by their home departments.

C. Clerical Support

Most of the clerical work for the Program is performed by the Coordinator; in exchange for performing the necessary administrative tasks, the Coordinator is released from one course per semester. Additionally, the current Coordinator benefits from the occasional services of
Heather Grothe, an administrative secretary in the Department of English with more than 25 years of service to UTC.

D. Departmental Budget

No portion of faculty salaries is paid by the Humanities Program, and all faculty whose courses are cross-listed with Humanities is paid by the university through their home departments. However, under the administration of the previous Coordinator, the budget for the Humanities Program included his own salary. Thus, a cursory look at the numbers is quite inflated. The operating budget for the program between 2003-2005, however, was $1730.00. For 2006-2007, the total allocation for the budget was $3493.00. Additionally, there is a Gift Fund that accrues through private donation, the total of which is $1737.30. The Operating Budget per student major in 2006-2007 was $232.87, an increase over the previous four years, which averaged $110.38.

The total operating budget is used exclusively for the aims and support of the Program, and the spending of any of these monies must be approved by the Coordinator’s Department Head, in this case, Dr. Verbie Prevost (English). At this time, the Program’s budget appears to be satisfactory.
Part VI: Conclusion

Achievements and Goals

As this self-study has tried to demonstrate, the Humanities Program continues to serve a vital function in meeting the needs of its majors, by offering students the most flexibility and the most control over their college course of study, with crucial guidance along the way. The range of cross-listed courses that are offered is quite broad, and with the new list of courses that will appear in the 2008-2009 catalogue under the HUM rubric, these classes will gain greater visibility for majors in particular. Historically, these cross-listed courses have been taught by UTC’s finest faculty, with a good balance between celebrated veteran and promising junior professors.

This self-study has also revealed that the Program should pursue the following longer term goals for its undergraduate program:

1. Work on alumni tracking. Most departments across campus continue to struggle with adequate means to keep in touch with undergraduate alumni, and this Program is no exception. In past years, this has not been a priority for the coordinator, but this study has been valuable in assessing the need for better tracking, as we guide students into their career. As mentioned, beginning with the class of 2008, students will be required to complete a Program Exit Review which evaluates their own curriculum of study and articulates, as well as one can, the student’s future goals and career options.

2. Expand efforts to collect information on scholarships or internships in the humanities, graduate programs in the humanities, as well as career materials that would suit the major.
Students often shy away from majoring in Humanities because it seems so “impractical” in a society driven by information and technology. Collecting career materials that couple information and technology businesses with a strong foundation in the humanities would be a valuable advising tool. Moreover, although this information is available in other places on campus, scholarship information for humanities majors, and professional and graduate programs which require crucial preparation in the liberal arts needs also to be a deep file from which to draw.

3. A *stronger identity of the Humanities (1440) and Humanities: International Studies (1441) tracks needs to be articulated*. Both tracks essentially are defined by the same thing: namely, an amorphous program of study. If there is no essential difference, then it prompts the question of why the distinction is needed in the first place; if there is a difference in theory, then the difference needs to be adequately addressed with perhaps a few required courses. In the next five years, the Coordinator will meet with the Faculty Advisory Board to consult on the matter, and develop a vision for distinguishing and sharpening the majors. The new track in Women’s Studies requires three foundational courses that must be part of the curriculum, and a similar requirement might be appropriate for the other two major tracks. Regarding Humanities (1440), one might consider choosing three or four foundational courses from among the new courses that will be adopted in the 2008-2009 catalogue; regarding Humanities: International Studies (1441), see point number 4 below. Doing so would still give the student a great deal of maneuverability to pursue their own interests, and yet give all of the majors a common “core” of courses that will help shape the identity of the particular track.
4. Support the grant-writing efforts and curriculum proposal of a colleague to create three different tracks for the International Studies (1441) major. Dr. Oralia Preble-Niemi is currently drafting grant and curriculum proposals that would reform the current International Studies major. If the proposals are successful, the program would have three concentrations: first, it would retain the current major’s student-directed course of study; second, a concentration in Latin American Studies would emerge; third, a concentration in Asian Studies would emerge. Currently, UTC is in the process of negotiating a hire in Chinese studies from Nanjing University, who would teach courses in this third concentration, including Chinese language instruction. All three concentrations would require the same core courses: HUM 1XX, Introduction to International Studies; MNLG 2XX, Cross-Cultural Communication for Study Abroad; HUM 4XX Senior Capstone; GEOG 103, World Geography; POLS 102, World Politics.

5. An intentional effort to draw students towards the Humanities minor, as well as the other minors which fall under the Department of Interdisciplinary Studies. Since the Humanities minor is new AY 2007-2008, it has very little visibility to other departments. Every UTC student graduating with a B.A. must declare a minor. If the Humanities minor were advertised more widely, faculty in other departments who advise students on their particular course of study might steer them towards a minor that would give them the most freedom and flexibility. Additionally, the numbers of students who declare a minor among Asian Studies, Africana Studies, International Studies, Latin American Studies, and Women’s Studies tends to be quite low. Better communication and coordination is needed between the separate coordinators for these minors as we strategize how to recruit students to these programs, and a limited internal review of the course requirements for those minors ought to be pursued and reevaluated.
6. An increase in the Program budget may allow the Coordinator to develop and expand the goals for the major, to shape the communal identity of current and prospective majors, to secure two speaker engagements on campus, and to attract more prominent speakers that will draw attention to the major and the importance of the Humanities. The benefit of having a smaller program is that students in the major can develop close ties to other majors, and benefit from a sense of shared communal identity—something that is perhaps lacking at present, but which can be enormously satisfying in one’s academic pursuits. This communal identity can be developed through more on-campus activities sponsored by the Humanities Program, activities which may be suggested by the majors themselves. These might include socials, the reading and discussing of a shared text, a round-table interview with the current Chair of Excellence in the Humanities, or the like. Given the success of last year’s inaugural lecture, the Chair of Excellence might be encouraged to deliver one lecture a year, while the Program continues to sponsor an outside speaker to deliver the UTC Lecture in the Humanities. An increased budget may be used to invite more prominent speakers to the campus, thus drawing attention to the Program itself, and to UTC as a whole. Accumulating gifts from the Keese Endowment, established for lectures in the humanities in particular, might supplement honoraria.

7. An effort by the Coordinator to contact principals, to visit area high schools, and to educate incoming freshmen of the importance of the Humanities. Many students entering college already have some notion of what they wish to do, and the importance of pursuing an education in the humanities may not seem obvious. Contacting area high school principals with Program materials, or soliciting opportunities to speak, may help recruit prospective students to the major and the university, as well as inform them on the necessity of a liberal education in a specialized world.
8. *Develop, as much as possible, a more hands-on relationship between the Program and its majors and the Chair of Excellence in Humanities.* The Chair of Excellence in Humanities is a position that carries with it a heavy burden of responsibility to organizations and foundations outside the university; his schedule is by necessity “packed.” But students can benefit from his influence and his presence. Ideally, the Chair would deliver a lecture once a year, or conduct an informal round-table discussion about the future and relevance of the humanities in the present culture.
Appendix A:

Humanities Program Print Material
Appendix B:

Sample Student Program Rationales
Amy Barger (1441)

I entered UTC intending to major in history. It appealed to me because it is not only the study of past events, but [it is] essentially the study of all other subjects as well. History encompasses psychology, economics, politics, literature, religion, and sociology to name just a few. Historical events cannot be studied in a vacuum, divorced from the many factors that cause them.

History still appeals to me; after all, it is my current minor. I have decided, though, that rather than use history to expose myself to a small sample of all the fascinating subjects named above, I would prefer to spread my attentions somewhat equally among all of those areas. The interdisciplinary approach that the humanities major offers allows me to supplement my understanding of both historical and modern events with a rich and varied course load focused on the progression of human thought and institutions.

I am continually surprised by the frequency with which the material in my difference courses overlaps. Studying the origins of the social sciences, for example, introduced me to noteworthy theorists such as Emile Durkeim and Alexis de Tocqueville whose works have been indispensable to the fields of urban history and political science. A post-colonial literature course I took helped to shed light on why former colonies still struggle today with certain economic and cultural issues. I enjoy being able to use the humanities major to study human history from a broad range of angles, and in turn using a deepened view of history to understand contemporary thought.

Amber Dillender (1441)

I became a Humanities Major in the late spring of 2006. I have a concentration in International Studies which compliments my other major, Political Science with its concentration
in International Relations and Comparative Studies. I took on the Humanities Major to replace the Business Major I dropped. Having a major in Humanities has allowed me to fulfill a full time course load while continuing my education here at UTC, whereas without it I would be taking useless courses for nothing. The Humanities Major allows me to seek classes of my interest while working on the common goal to education myself on International Relations. Previously, I have taken Geography 103 which is World Geography, Political Science 102 which is World Politics. I recently finished Anthropology 208 which is Cultural Anthropology. I studied abroad taking a two week course for Humanities 499r, which was a Psychology course [Living in an Age of Terrorism], and I am taking French, International Relations, Comparative Politics of China, Music of the World, and Nationalism. I will be participating in an internship program through the Washington Center Program which will place me with a government agency which deals with my are of interest, which is the Middle East. Also, I will exchange to the University of South Florida where I hope to take classes like International Terrorism, Conflict in the World, African in World Affairs, and the Middle East. Two of these courses will also satisfy my other major. Having added the Humanities Major has afforded me the opportunity to Study Abroad, and allows me to maintain full-time status. The education I receive will help lay the groundwork for my future employment with the United States government; giving my education on the background of my region of interest.

Christopher Norwood (1440)

The courses I have taken for my Humanities degree have been based heavily around a political science center. I have studied the effects of public administration on urban and rural populations in the United States as well as central Europe. I have also studies post-reformation
forms of political philosophy such as Bentham and Marx, and their impact on the social scene of growing forms of communitarianism.

I also want to study the interaction of these citizens through courses on anthropology and sociology to better understand the foundations of modern culture. Studying human history and the ways of social evolution helped to develop concepts of human nature when interacting with other humans. I learned about birth choices and preferences to form larger families compared to smaller families, and how each would interact with one another in the greater scheme of the world.

Finally, I want to focus on literature and art in the formation of culture. The way that a culture views art, and what it considers art, helps to form an idea of what that culture deems as important. In the literature of the culture, you can see the techniques of the skilled writers to garner the reader’s attention, and in some cases how to manipulate and control that reader with awe and grandeur.

Putting all of this together [I hope will] allow for the study of an outside viewer into the causes of action and reaction by the citizens of the culture and by the government of the citizens: in what ways does the government keep control of the society and why do the people allow it to happen?

Jonathan Durham (1441)

The rationale behind what courses I’ve elected to take thus far can be explained rather simply, I think. My childhood was spent mostly in Amsterdam, my birthplace, and Lausanne, Switzerland. My family and I moved to the States when I was nine years old. My father is a musician and a linguist of sorts. The latter of these interests is what has become much of the driving passion [and the reason for] which I chose the International Studies major and chose the
classes I did. I’ve long admired not only my father’s ability to pick and even master new languages but his perspective concerning global culture and the utter importance of developing skills that contribute to a more global, less ethnocentric outlook.

I’ve discovered similar abilities in myself in regards to language acquisition, and so I have tried to train myself well during my time in undergrad by taking as many foreign language courses as I can handle. I’ve also tried to take advantage of some of the cultural seminar courses offered by the honors program, as I have a passion not only for languages but for the people and the cultures from which these languages were formed. I’ve also taken literature survey courses that allow me to dive deeper into some of these cultures and their histories through the study of their writers and literature.

Nick Fiacco (1440)

As a Humanities major, I intend to take an educational path that will give me a wide range of exposure to different cultures. Additionally, as an aspiring medical school student, it is necessary for me to take a number of required and elective science courses.

Beginning my college career as a pre-Physical Therapy major, I knew that I wanted to enter a health-related field. Therefore I have taken a number of required and elected science/health related courses. I am also a member of the University Honors Program which has given me a strong base in the Humanities.

Since recently changing educational paths from physical therapy to pre medicine, I have realized the importance of the Humanities. Entering the medical field in an increasingly diverse American necessitates a strong understanding of different cultures and religions. Because socio-cultural issues are strong determinants of physical and mental wellness, becoming familiar with these issues by taking relevant courses is ideal. Relevant courses will be those that pertain to
specific cultures (ex. Afro-American History), religion and/or religious philosophy (ex. Philosophy of Religion), and social conditions (ex. Cross-cultural medicine).

Additionally, the medical field deals greatly in the area of ethics. As such I will complete both ethics classes offered as well as a Departmental Honors project in medical ethics. Becoming familiar with the issues I will likely be confronted with in the future will give me a stronger base from which to work.

My goal as a Humanities major is to familiarize myself with and gain an understanding for the different cultures and issues I will work with in the future. I believe that my educational path will assist me in becoming a great physician.

LaShunda Hill (1441)

Currently majoring in English and Political Science, I have a lot on my plate. It would seem that I have no need for an additional major. However, during my time in undergraduate school, I have grown to possess a great love for the African continent and Black peoples globally. This love has grown into a passion which shall drive me forward into a career in African Development. Unfortunately, the University of Tennessee at Chattanooga does not offer an African Studies program, thus as a Humanities International Studies major, I wish to explore these issues related to the African Diaspora, creating my own personalized program of study. In my course of study, I will expand my cultural knowledge of the continent, as well as the global peoples of the African Diaspora by taking courses in literature, and African language studies. Aside from cultural expertise, I hope to form a firm foundation in African Diasporic Development and Economic Stability. Course in International Economics, International Law, Politics, and minority studies will assist me in accomplishing this goal. Because my interest goes beyond the continent of Africa, I also plan to pursue courses which focus on other Afro peoples
dispersed around the world. This includes Afro-Caribbean, Afro-Latino, Afro-European, and African-American peoples. I shall examine socio-economic issues facing these peoples, which in many cases is akin to social and developmental problems of African peoples. In order to have a practical knowledge of African Diasporic development, I will also engage in internship and study abroad opportunities. Doing so will allow me to apply practically the in-class knowledge that I have gained.

Julia E. Johnson (1441)

I entered UTC an Interior Design major. I was good at it. I made an A in the entry level course. But the thought of writing in architectural lettering and measuring the heights of kitchen countertops for the rest of my life seemed to me akin to some kind of horrible torture. So I left the major to be a wandering vagabond through the ’03-’04 catalogue, pausing here at French and resting there in Sociology. Nothing fit until I found, hidden on its one little page in the middle of the catalogue, the International Studies concentration. A major where you could read lots of books and talk about cultures? I instantly registered as a Humanities major.

My focus throughout this entire exciting venture has been understanding. If there is any question that intrigues me, it is “why are things the way they are?” How did we get here and what are we doing? To try and find ideas about this I have taken many courses on the subject of culture. African lit, Peoples and Culture of China, Cultural Anthropology, International Fiction, Music of the World, Existentialism and Phenomenology, Working Class Rhetoric; all provide a little glimpse of why things are the way they are. My goal through these three years ahs been to absorb all the ideas on this that I could. I wanted to know what philosophers have to say about this, religions’ take on it, anthropologists’ theories, sociologists’ perspectives. It has been a fascinating journey, and is one I’m both reluctant and eager to leave. I am reluctant because I am
leaving a place where it is relatively easy to find these glimpses; I have easy access to amazing people who are professionals at offering their ideas on the matter. But I am eager because I feel that this study extends far outside just the scope of UTC, and because there is so much more to learn.

Katie Kasch (1441)

My goal is to focus my major on the connections between the arts, the cultural impact art has, and its connection with religion. I intend to study mostly European and Asian cultures, as well as study Italian. I have a modern dance company which I started this summer. After graduation, I have plans to spend two years traveling with the company, dancing, and photographing my experiences. I intend to study religion, humanities, art, anthropology, and political science. I would also like to study photography and journalism so that I can fully document my travels.

Katherine Smalley (1441)

The political science department at UTC offers a concentration in international and comparative studies, but I chose a more humanities-based curriculum which allows me to take classes from a variety of departments because the topic “international studies” encompasses a wide range of subjects and disciplines. My goal in studying international relations is to develop a foundational understanding of the interaction between and among cultures, nations and states by studying the factors which influence and shape them.

Studying a state’s political system provides insight into its official dealings with other states, its public diplomacy and its litigation with regard to foreign policy; but it generally does not take into account the contributions of factors such as religion, music, literature, and history.
Each area of study focuses on factors which, when combined with the concentrations of other disciplines, construct a more balanced view of the motivations and perspective which explain happenings within the international community. For this reason, I am taking classes from a variety of departments, ranging from political science to religion and form economics to history and English.

Given the comprehensive nature of a humanities major, I am not specializing in any one of those disciplines; but in order to give a more definite direction to my studies, I am narrowing my focus to non-Western cultures and states, especially those of Latin America, Asian, India, and the Middle East.

Jessica Sloat (1441)

I am a Humanities/International Studies major because UTC does not offer a degree in Art History. My focus of interest lies in this field; it is my passion. My dream is to work in a museum as a curator, or own/work in a gallery or an auction house. I would also enjoy teaching Art History, but it is not my first choice. There are many careers of interest that I have thought about: art dealer, art investment, arts organization consultant, art preservationist, artist representative, art publications, art administrator, collection manager ….

I have chosen all my upper level courses around learning more about all aspects of art. I based by choices on topics that I have come into contact within my arts studies. For example, when in a course on Modern Art, we discussed the philosophy of Nietzsche as integral to the meaning of a work of art, I chose a course on philosophy (Existentialism and Phenomenology) as well. After discussing feminist themes in a course I took called “Identity in Art,” I will take a Women’s Studies course (First and Second Wave Feminism). To better understand the art, artists and history from the Renaissance, I plan to take “Age of the Renaissance.”
I have attempted to incorporate my personal concentration within each course. For example, for my religion course this semester, Goddess Traditions, my term paper topic was to technically/stylistically trace the image of the Madonna/Virgin Mary through its beginnings until the Early Renaissance .... Also this semester for my Philosophy course I wrote on Post-Modern architecture and its relationship to Derrida’s notions of Deconstructionism.

Nathalie Vander Elst (1440)

My intention as a Humanities Major is to pursue a course of studies that explores the perception, attitudes, and understanding of the human psyche or morality over a certain period of time. Specifically, I am interested in how these beliefs are demonstrated through language, literature, and even psychology. Because this focus is still somewhat broad, I plan to narrow the focus to a specific time period or movement, and a specific group of people. I have taken courses in French literature (French 332), Anthropological Linguistics (Anthropology 210), and Biomedical Ethics (Philosophy 325), which support my study of how literature and language reveal attitudes about the human psyche on both abstract and realistic levels.

For the following semester of Spring 2007, I plan to take Origins of Social Sciences (UHON 315), Philosophy of Religion (Phil 333), and Persuasion and Propaganda (Eng 370) all of which will support my study of the development and evolution of the perception of the person. Essentially, my plan is [to] take courses from a variety of concentrations that all examine the same concept, but from a different perspective.

The Humanities Major is a unique opportunity that allows a student to see the same piece of history through a variety of lens[es]. Hopefully, this multifaceted approach will encourage a new understanding of the subject and remove any boxes that may confine us to seeing something in only one way.
Appendix C:

Faculty Curriculum Vitae & Syllabi
EDUCATION
Ph.D. in English, University of Southern Mississippi, Hattiesburg, MS, 2001.
  Major Area: Rhetoric and Composition
  Secondary Areas: Working-Class Pedagogies; American Literature to 1900

Dissertation: “Writing as/or Work: Locating the Material(s) of a Working-Class Pedagogy”
  Committee: Julie Lindquist (Chair), Lisa Langstraat, Susan Malone, Alexandra Jaffe, William Watson


B. S. in English, University of West Alabama, Livingston, AL, magna cum laude, 1989.

AWARDS/GRANTS/DISTINCTIONS
Technology Fee Grant: “UTC Center for Online Writing Support,” with Dr. James Inman, Univ. TN at Chattanooga, Fall 2005-Spring 2006. ($8,166.)

Faculty Research Grant: “Online Technologies and Writing Support for UTC Students,” with Dr. James Inman, Univ. TN at Chattanooga, Summer 2005. ($2,745.)

Excellence in Research Award, College of Arts and Sciences, Univ. TN at Chattanooga, Fall 2004. ($500.)

Library Enhancement Grant, to increase Lupton Library holdings of writing center scholarship, with Dr. James Inman, Univ. TN at Chattanooga, Fall 2004. ($448.)

Tennessee Higher Education Council Grant, project co-director with Dr. Lauren Sewell Ingraham, Awarded for Summer 2004 workshop: “Using Non-Fiction to Build Critical Literacy.” ($62,597.)

EDO (Annual Performance Review) Exceptional Merit, Univ. TN at Chattanooga, 2002-03.

Center for Teaching/Learning Faculty Development Grant, Pacific Lutheran University, Spring 2001. ($300.)

Ben Mounger Rawls Excellence in Teaching Award, Univ. Southern Mississippi, February 2000. ($1,000.)
PUBLICATIONS (peer reviewed journal articles)


Editor-Selected Shorter Publications:

- Beech, Jennifer and William H. Thelin. “A Comment on Joe Harris’s ‘Revision as Critical Practice.’” *College English* 66.5 (May 2004): 554-556. (Joe Harris responds in the same issue)
- Beech, Jennifer. “What Do We Do About Handbooks?: That is Still the Question.” *IWCA Update: Newsletter for the International Writing Center Association* 4.2 (Spring 2003): 5-7. (review essay)

Book Chapters:


On-Campus Publications:

- “Write at the Center of Campus Life.” *The Echo*: 98.9 (October 31, 2003): 4. (UTC)
- “Students Benefit from Writing Center.” *By Degrees: Newsletter for UTC Arts and Sciences* (Spring 2003).
- “Writing Center FAQ for Faculty.” *UTC Writing Across the Curriculum Newsletter* (Fall 2002).
INVITED WORKSHOP:
• “An Introduction to Working-Class Composition Pedagogies.” For English Department Composition Faculty. University of Akron, November 2004.

PRESENTATIONS:
• “Bait and Switch: Contingent Faculty, Ethics, and Writing Instruction.” NCTE, Nashville, TN, Nov. 2006.
• “Authorizing Pedagogy and Scholarship: Productive Teacher-Researcher Coalitions with Contingent Faculty.” Conference on College Composition and Communication, Chicago, IL, March 2006.
• “Student Activism, Community Literacy, and Class Privilege.” Conference on College Composition and Communication, San Antonio, TX, March 2004.

Jennifer Beech, page 3


• “Class in a ‘Classless’ Society.” Guest Instructor, 2 classes, for International Multi-Cultural Experience for Teachers. Pacific Lutheran University, November 2001.

• “Using Technology to Support a Student-Centered, Problem-Posing Pedagogy,” panel co-organizer and presenter, Fall Faculty Conference, Pacific Lutheran University, Sept. 2001.
• “Eras(c)ed and Classified: The Racialized Roots of ‘White Trash.’” Talk for Urban Learners M. A. with Certification Program, Pacific Lutheran University, August 2001.

• “Writing and (Net)Working: Collaboration and Working-Class Students.” Conference on College Composition and Communication, Denver, Colorado, March 2001. Published in ERIC: #ED451530

• “Facilitating Successful Peer Review.” First-Year Experience Program Faculty Development Workshop, Pacific Lutheran University, December 2000.

• “The Commodification of Liberatory Pedagogy: Class in Composition.” Conference on College Composition and Communication, Minneapolis, Minnesota, April 2000.


• “Rewriting the Social Body: What English Composition Programs Can Learn with the Language Poets.” Conference on College Composition and Communication, Chicago, April 1998. Published in ERIC: #ED426416.

• “Student Talk and the Computer-Assisted Composition Classroom.” Philological Association of Louisiana, Shreveport, March 1998.

TEACHING EXPERIENCE
The University of Tennessee at Chattanooga. Assistant Professor of English, Aug.2002-Present.

ENGL 121/122 Rhetoric and Writing I and II (in regular and networked classrooms)
ENGL 279 Writing for the Social Sciences
ENGL 300 Intermediate Rhetoric
ENGL 410 Approaches to Composition (regular section + special section for education majors)
ENGL 446 Working-Class Rhetorics (piloted senior seminar)
ENGL 446 Rhetorics of Whiteness (piloted theme)
ENGL 471 Writing Workshop: Civic Discourse and Activist Writing (piloted theme)
ENGL 556 The Practice of Teaching Writing (piloted graduate course)
ENGL 558 Composition Studies as Cultural Critique (graduate course)
EDUC 500 Introduction to Educational Inquiry (Osborne Masters Program)
Pacific Lutheran University, Tacoma, WA. **Visiting Assistant Professor of English**, Sept. 2001-June 2002.


- WRIT101 Writing Seminar
- CRIT117 Critical Conversation Seminar
- ENG 323 Writing in Professional Settings (in regular and networked classrooms)
- ENG 328 Advanced Composition for Teachers
- ENG 387 Topics/Rhetoric & Writing: Classical Rhetoric for Contemporary Writers (piloted course)
- ENG 425 Senior Writing Capstone: Experimental Writing (piloted theme)
- EDU 565 Art & Practice of Teaching English (M.A. with Certification Program)

**M. A. Thesis Chair** for the following students; degrees awarded by Pacific Lutheran University, 2002:

- Wendi Page: “Social Geographics”


- ENG 102 First-Year Composition (in regular and networked classrooms)
- ENG 200 Introduction to Drama
- ENG 332 Advanced Composition
- ENG 333 Technical Writing (in regular and networked classrooms)


- EH 099 Basic Writing II
- EH 101/102 First-Year Composition I and II
- SH 100 Public Speaking


- ENG 111 Speech and Communications


- ENG 1301/02 First-Year Composition I and II
- Tutor 4 to 6 hours each week in the University Writing Room


- GED 101/02 First-Year Composition I and II (in regular and computer-assisted classrooms)
- GED 101S Special Admissions First-Year Composition

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**ADMINISTRATIVE EXPERIENCE**

**Director of the University of Tennessee at Chattanooga Writing Center**, August 2002-Present

Administer writing center for a campus with an enrollment of 8,500 students: hire, train, and assess a staff of 12 undergraduate tutors, 1 graduate tutor, and 2 first-year student desk workers; promote writing center’s mission across the campus; assist professors from across the curriculum with incorporating writing and peer review into their courses; help with training of graduate assistants.
and writing tutors in the UTC Psychology Department; maintain the center’s web site; manage the center’s budget in order to purchase training materials and writers’ resources, software/technology, public relations materials, etc. Usage increases dramatically each year under my directorship.

**Director of the Pacific Lutheran University Writing Center**, Tacoma, WA, January 2001-May 2002
Administered writing center for a campus with an enrollment of 4,500 students; hired, trained, and assessed a staff of 10 undergraduate writing consultants; initiated the center’s first web site (Spring 2001); secured for the center 3 new computers and piloted online tutoring in the 2001-2002 academic year; proposed and managed a budget for student wages and operating expenses; maintained university public relations; promoted the center’s mission to instructors from across the curriculum.

**Director of Faculty Development for The First-Year Experience Program**, Pacific Lutheran University, September 2001-May 2002
Organized, promoted, and participated in three yearly faculty development workshops for professors (from across the curriculum) teaching first-year composition, critical conversation and first-year inquiry seminars; met regularly with professors to offer advice and feedback on writing pedagogy; served as a member of the First-Year Experience Program Committee to determine curricular direction and propose curricular changes to the Educational Policy Committee; co-authored training manual for professors teaching Critical Conversation Seminars.

**PROFESSIONAL SERVICE**

**Chair of CCCC Role of Faculty Status and Teaching Conditions in Academic Quality Committee** (national), appointed Summer 2006 for a three-year term.

**Co-Chair: Working-Class Culture and Pedagogy Special Interest Group**, 4C’s (national) 2004-Present

**CCC Nominating Committee** (national), elected Fall 2005 and served Spring 2006

**Member of CCCC Academic Quality Committee** (national), May 2003-March 2006

**Co-Chair: Working-Class Culture and Pedagogy Special Interest Group**, 4C’s (national) 2004-Present

**Editorial Board Member: Open Words** (national), August 2004-Present

**Search Committee for Editor of the NCTE’s Journal Forum** (national), Fall 2005

**Referee for College English** (national), June 2005

**Honor Court Member**, University of TN at Chattanooga (UTC), August 2004-Present

**UTC Faculty Senate Humanities Representative** (elected), UTC, August 2005-Present

**General Education Committee**, UTC, August 2006-Present

**Faculty Handbook Committee**, UTC, August 2006-Present
Chair of English Department Special Occasions Committee, UTC, August 2005-Present

Composition Committee Member, UTC English Department, Aug. 2002-Present

Institutional Review Board Member, UTC, August ‘04-June 06

Search Committee Member: 1) Technical Writing Position; 2) Composition Position, UTC, 2003-04, 04-05

Public Education Foundation Committee Member (university/community wide), UTC, July 2003-2004


Wrote questions for rhetoric and composition M.A. comprehensive exams, UTC, Fall 2002-Present

Placement Exam Reader for UTC English Department Composition Program, May 2003-Present


Library Acquisitions Committee Member, UTC English Department, Aug. 2003-May 2005

Adjunct Issues Committee Member, Univ. of Tennessee at Chattanooga, Aug.’02-03; Chair 03-2004

Computers and Pedagogy Committee Member, Univ. of Tennessee at Chattanooga, Aug. 2002-03

First-Year Experience Program Committee Member, Pacific Lutheran University, Sept. 2000-May 2002


Member: Committee to Draft Guidelines for Writing Capstone Seminar, PLU, Fall 2000

Coordinated Publicity for English Department Visiting Writer, PLU, Fall 2000

First-Year Composition Textbook Committee Member, Univ. of Southern Mississippi, Fall 1999

Co-Chair: English Graduate Organization (elected), University of Southern Mississippi, 1997-98

Conference Worker: World War I and the Cultures of Modernity, Southern Mississippi, 1996

Proofreader: Alabama Bound, Livingston Press, Univ. of West Alabama, Spring 1995

Member: Committee to Redesign First-Year Composition, University of Minnesota, Morris, Spring 1993

PROFESSIONAL AFFILIATIONS
Conference on College Composition and Communication
Council of Writing Program Administrators
Curriculum Vitae
Earl Sherman Braggs
3308 Alta Vista Drive
Chattanooga, TN 37411
423 624-4120 423 425-4793
Earl-Braggs@utc.edu

Education
Master of Fine Arts in Writing, 1989
Vermont College of Norwich University, Montpelier, Vermont

Bachelor of Arts, Social Science & Philosophy, 1980
University of North Carolina at Wilmington

University of the Philippines/Manila
Republic of the Philippines

Publications
In Which Language Do I Keep Silent, Anhinga Press, Tallahassee, FL 2006

Crossing Tecumseh Street, Anhinga Press, Tallahassee, FL 2003

House on Fontanka, Anhinga Press, Tallahassee, FL 2000

Walking Back from Woodstock, Anhinga Press, Tallahassee, FL 1996

Hat Dancer Blue, Anhinga Press, Tallahassee, FL 1992

Hats, Linprint Press, Wilmington, NC 1989

Teaching Experience
UC Foundation Professor of English, University of Tennessee at Chattanooga, 1990-Present

English Instructor, Cape Fear Technical Community College, Wilmington, NC, 1989-1990

Graduate Assistant, Shaw University Cape Program, English Dept. August 1988-December 1988

Major Teaching Interests
Creative Writing, The American Short Story, Contemporary Poetry
African American Literature, Russian Literature

Non-Academic Experience
Director of TASC (Treatment Alternatives to Street Crime)

Cape Fear Substance Abuse Center, Inc., Wilmington, NC 1982-1990

United States Air Force, 1972-1977

Awards
Allied Arts Individual Artist's Grant 2005 (Chattanooga, Tennessee)

Individual Artist’s Grant - Tennessee Arts Commission 2004

Summer Fellowship - University of TN at Chattanooga 2004

Faculty Research Grant - University of TN at Chattanooga 2004
Summer Fellowship - University of TN at Chattanooga 2001
Summer Fellowship - University of TN at Chattanooga 1998
James Jones First Novel Fellowship, Finalist 1996
7th Annual Jack Kerouac Literary Prize, Lowell, MA 1995
SGA Outstanding Professor, University of TN at Chattanooga 1994, 1995
UTNAA Outstanding Teacher Award, University of TN at Chattanooga 1994
Horace J. Traylor Minority Leadership Award University of TN at Chattanooga 1993
UC Foundation Professorship, University of TN at Chattanooga 1993
Summer Fellowship, University of TN at Chattanooga 1993
Anhinga Poetry Prize, Tallahassee, FL 1992
Cleveland State Poetry Prize, Cleveland, OH 1992
(Unable to accept)
Gloucester County Community College Poetry Prize
Gloucester County, MA 1992
NC Writers’ Network Competition for Black Writers 1991
McDonald’s Literary Achievement Award for Writers 1986 (finalist)

Recommendations: Available upon request
MATTHEW W. GUY
Assistant Professor of English
University of Tennessee at Chattanooga

EDUCATION
Ph.D. in Comparative Literature, Louisiana State University, Baton Rouge, Louisiana, 2003
· Dissertation Director: Bainard Cowan
· Committee Members: Greg Stone, Adelaide Russo, John Pizer, and John Protevi
· Examination Fields: Literary Theory, Phenomenology, and 18th and 19th Century Literature (English, American, French, and German),

M.A. in English, Clemson University, Clemson, South Carolina, 1995
· Thesis: The Concept of Freedom in the Works of Lord Byron and Friedrich Nietzsche.

B.S. in English/Journalism, University of Miami, Miami, Florida, 1992

DISTINCTIONS
Awarded UTC Faculty Development Grant, May 2006, to present the paper “'Not to Build the World is to Destroy It': Levinas on Holy History and Messianic Politics” to the Inaugural Meeting of the North American Levinas Society, Purdue University, May 2006.


Finalist for the LSU English Department's Graduate Teaching Assistant Award, 1999.


UNIVERSITY SERVICE
Member, Faculty Senate, UTC, representing the Humanities, 2006-2008.


Member, Academic Standards Committee, UTC, 2006-2007.

Member, Speakers and Special Events Committee, UTC, 2006-2007.

Member, Advisory Committee, Department of English, UTC, 2006-2007.
Member, Library committee, Department of English, UTC, 2006-2007.


Faculty Advisor, Sigma Tau Delta Honor Society, UTC, 2006-2007.

Member, Western Humanities Texts, Department of English, UTC, 2005-2006.

Member, Public Occasions Committee, Department of English, UTC, 2005-2006.

Member, Library committee, Department of English, UTC, 2005-2006.

Member, Library committee, Department of English, UTC, 2004-2005.

PROFESSIONAL SERVICE

Chair, Comparative Literature Panel II, 2006 Convention for the South Atlantic Modern Language Association, Charlotte, NC

Executive Committee, Comparative Literature Panel I, 2006 Convention for the South Atlantic Modern Language Association, Charlotte, NC

Chair, Comparative Literature Panel I, 2005 Convention for the South Atlantic Modern Language Association, Atlanta, GA

Secretary, Comparative Literature Panel II, 2005 Convention for the South Atlantic Modern Language Association, Atlanta, GA

PUBLICATIONS

"'Not to Build the World is to Destroy It': Levinas on Holy History and Messianic Politics." Paper presented to the Inaugural Meeting of the North American Levinas Society, Purdue University, May, 2006. Submitted for publication August, 2006 to the journal Shofar, a journal of Jewish studies, published by Purdue University Press.

"Recovering the Irreversible: Levinas and the Definition of Ethics in the Talmud." Accepted for publication in book of essays on Culture and Irreversibility, edited by Benjamin Schreier, to be published 2007 by Cambridge Scholars Press.


PRESENTATIONS

“‘Not to Build the World is to Destroy It’: Levinas on Holy History and Messianic Politics.” Paper presented to the Inaugural Meeting of the North American Levinas Society, Purdue University, May, 2006.

“‘Not to Build the World is to Destroy It’: Levinas on Holy History and Messianic Politics.” Presented as part of the Works in Progress series for the Department of English, UTC, September 27, 2006.

“Dante’s Inferno.” Western Humanities Workshop, UTC, August 14-16, 2006.


TEACHING EXPERIENCE

Assistant Professor, Department of English. University of Tennessee at Chattanooga, Chattanooga, Tennessee, 2004 to present

- **English 527: Critical Theory.** Graduate course introducing literary theory and criticism at an advanced level, emphasizing the philosophical and theoretical foundations of current literary theory and criticism.

- **English 447: The Theory of Romanticism.** Upper-level undergraduate course that traced the philosophical roots of romanticism, the various "romanticisms" of Germany, England, France, and America, and the effect of romantic thought on twentieth century literary theory and theorists.

- **English 447: Foucault and Literary Studies.** Upper-level undergraduate and graduate course that surveyed the foundations of Foucault’s works, his influences, and finally his effects on the field of literary and cultural studies.

- **English 350: Introduction to the Theory and Function of Literary Criticism.** Undergraduate course introducing literary theory and criticism, covering fundamentals as well as the historical development of the field of literary theory and criticism.

- **English 205: Survey of British Literature.** Undergraduate course covering the major works of British literature from Beowulf to the 20th century.

- **English 122: Rhetoric and Composition II.** Course introduced the fundamentals of argumentative writing, emphasizing writing as a learning process.

- **English 115: Western Humanities II.** Course covered masterpieces of Western civilization, ranging from philosophy, literature, music, and art, from Descartes to the 20th century.

Instructor, Department of Liberal Arts. Baton Rouge Community College, Baton Rouge, Louisiana, Spring, 2002 to 2004

- **English Composition I.** Course introduced the fundamentals of writing, emphasizing writing as a learning process.

- **English Composition II.** Course encompassed argumentative and evaluative writing, with a greater stress on critical thinking skills.

- **English Composition II Special Topics: Argument and Literature.** Used literary and philosophical works to promote writing skills and critical thinking.

- **Workforce Writing and Vocabulary Development.** Introduction to the essentials of business and technical writing.

Graduate Teaching Assistant, Department of English. Louisiana State University, Baton Rouge, Louisiana, 1995 to 2001

- **Introduction to English.** Course introduced students to the fundamentals of composition for various writing scenarios.

- **Introduction to Argumentative Writing.** Course stressed the fundamentals of argumentative writing, with emphasis on critical reading and thinking skills.

Adjunct Instructor, Department of English. Trident Technical College, Charleston, South Carolina 1994 to 1995

- **Introduction to World Literature.** Course introduced the fundamentals of composition, using World Civilization textbooks. Students read wide range of texts, including The Epic of Gilgamesh, Machiavelli, Goethe, Chinese philosophy, and African poetry.

- **Introduction to English Literature.** Course surveyed Literature, specifically English and American works, and some translated Greek drama. Texts included poetry, drama, and short stories.

LANGUAGES
English, French, and German (fluent)
Latin, Greek, and Hebrew (reading ability)

RESEARCH AND TEACHING INTERESTS

Literary Theory and Criticism
Literature and Philosophy
British Literature
Eighteenth and Nineteenth Century Studies
European and American Romanticism

MEMBERSHIPS

Modern Language Association (MLA)
South Atlantic Modern Language Association (SAMLA)
American Comparative Literature Association (ACLA)
North American Society for the Study of Romanticism (NASSR)
North American Levinas Society
EDUCATION

- Northwestern University 2004
  Ph.D., English
- University of Chicago, 1998
  The Divinity School
  M.A., Religious Studies
- University of Wyoming 1996
  M.A., English
- Montana State University 1993
  B.A., English

DISSERTATION

“Repairing the Ruins: Proclamation and Incarnational Poetics in the Age of Milton”

Director: Regina M. Schwartz
Committee Members: Michael Lieb, Ethan H. Shagan, D. Stephen Long

Currently being revised for a book-length manuscript, tentatively titled:

“Fleshly Tabernacles: Milton & Incarnational Poetics in Early Modern England”
TEACHING COMPETENCY & RESEARCH INTERESTS

Milton, Herbert, Donne; cross-currents of early modern religion, literature, and politics, with special focus on the rise of radical religion, revolutionary literature, and the politics of devotion; Shakespeare & early modern drama; literature of the Bible; literary theory; philosophical hermeneutics (Ricoeur); pre-modern and early modern sociology of reading practices; historical and postmodern philosophy and theology; modern poetry and the Irish Renaissance (Yeats)

PUBLICATIONS


Articles in-progress:

Unbuttoning Woolman: Circumcision, Signature, and the Revelatory Quaker Body in the *Journal* of John Woolman, 1756-1772

ACADEMIC HONORS

Runner-Up, Jean Hagstrum Prize for Outstanding Dissertation,
CONFERENCE PARTICIPATION


“And this is fulnesse’: Incarnation as Ecclesiology in John Donne’s 1629 Christmas Sermon.” Southeast Conference on Christianity and Literature, April 2005.


“The Virtue of Reading: Temperance and Interpretation in the *Faerie Queene* (Book 2) and *Paradise Regained*.” Mideast Conference on Christianity and Literature, October 2002.

“To say and straight unsay’: Satanic Language and the Name of God in *Paradise Lost*, Book 2.” Northwestern University Early Modern Colloquium, May 2002.


**TEACHING EXPERIENCE**

**Assistant Professor, University of Tennessee, Chattanooga** 2004-
present

- **Undergraduate:**
  - Rhetoric and Composition
  - British Literature Survey
  - Shakespeare
  - Milton and the Seventeenth Century

- **Upper-Division Seminars:**
  - Saints & Sinners, Gods & Devils in the Seventeenth Century
  - Literature of the Bible
  - The Four Loves: Love & Desire from Plato to Milton

- **Graduate:**
  - Shakespeare: Career in Text, Context, & Conflict
  - Herbert, Donne, Milton: Poets, Preachers, & the Politics of Devotion in the Seventeenth-Century
  - Shakespeare’s Career and His Critical Faces
  - Milton’s Revolutions: Worlds Turned Upside Down

**Instructor, Northwestern University, Evanston, IL** 2002-2003

**Teaching Assistant, Northwestern University, Evanston, IL** 2000-2002

Adjunct Instructor, Columbia College  Chicago, IL  Spring 1999

Adjunct Instructor, Loyola University  Chicago, IL  Fall 1998

Teaching Assistant, University of Wyoming  Laramie, WY  1994-1996

**SERVICE TO THE UNIVERSITY & PROFESSION**

- Coordinator, UTC Humanities Program, 2006-present

- UTC Graduate Student Conference Organizer and Moderator:
  

- UTC-in-Oxford Summer Program, professor and participant (scheduled for summer session 2007)

- Panelist:
  
  “Graduate School, the Academic Job Market, and the Life of Young Professors.” Sponsored by the Philosophy Club.
  (Recurring every spring semester, 2005-present)

- Co-organizer and Moderator:
  
  “Life of the Mind: The Perils and Pleasures of Pursuing the Ph.D. in English.”
  A symposium sponsored by the English Department. March 2006.

- Selected Departmental Work:

  Secretary for Department Meetings, 2005-2006
  Sally B. Young Undergraduate Critical Essay Award Committee, 2005, 2006
  Search Committee for 1-year appointments, 2005
  Curriculum Committee, 2005-2006
  Western Humanities Texts Committee, 2005-2006
• Departmental Honors Undergraduate Thesis Participation:

   Director:

   Alison Williams, untitled. (in progress)

   Outside Reader:


   Ryan Van Dolson, untitled. (in progress)

 ➤ PROFESSIONAL MEMBERSHIPS

   Modern Language Association

   Milton Society of America

   Conference on Christianity and Literature

 ➤ LANGUAGES

   French, Latin, Koiné Greek

 ➤ ACADEMIC REFERENCES

   Regina M. Schwartz  Michael Lieb
   Professor of English & Religion  Professor of English &
   Northwestern University  Research Professor of Humanities
   University Hall 113  University of Illinois, Chicago
   847.491.5588  2024 University Hall
               312.413.1005
Ethan H. Shagan
Assistant Professor of History
Northwestern University
Harris Hall 102-C
847.491.3152

D. Stephen Long
Associate Professor of Systematic Theology
Garrett-Evangelical Theological School
Northwestern University
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WILLIAM P. HARMAN

Residence:  
6207 North Innisbrook Drive  
Hixson, TN 37343-3078  
United States of America  
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Professor and Head  
Department of Philosophy and Religion  
232-E Holt Hall / 615 McCallie Avenue  
The University of Tennessee at Chattanooga (#2753)  
Chattanooga, Tennessee 27403-2598  
United States of America  
Telephone: [1] (423) 425-4336  
Fax: [1] 423 425-4153

E-mail: william-harman@utc.edu

EMPLOYMENT HISTORY

2002 -- Present. Professor and Department Head, The University of Tennessee,  
Chattanooga, Tennessee

1998 -- 2001. Professor and Chair, Department of Religious Studies, DePauw  
University, Greencastle, Indiana

1998. Named Full Professor, DePauw University

1990 -- 1997. Associate Professor with tenure, DePauw University

1989 -- 1990. Visiting Professor in World Religions, Christian Theological Seminary, Indianapolis

1981 -- 1989. Assistant Professor, DePauw University
1975 -- 1978. Lecturer, Department of Religion, Longwood Academy, Chicago, Illinois

1974. Summer Session. Lecturer in Asian Religions, Department of Theology, Loras College, Dubuque, Iowa

1968 -- 1970. Lecturer in French and English, American and Lady Doak Colleges, Madurai, India

EDUCATION


M.A. 1972 University of Chicago. Ministerial Studies and History of Religions

A.B. Summa cum laude, 1968, Oberlin College. Major in Religion, Minor in French

Diploma in documentary photography, Illinois Institute of Technology, 1975

Proficient (speak, read, write) in Tamil, French, and English. Able to read German with a dictionary.

COURSES TAUGHT
“World Religions” (normally including selected units on three or four of the following: Hinduism, Buddhism, Islam, Christianity, Judaism, Chinese Religions, Japanese Religions, Primal Religions)

“Introduction to Religion”

“Godess Traditions”

“Religion and Psychological Studies”

“Hindu Devotional Poetry”

“Sacred Scriptures: Text and Context”

“Satanism, Witchcraft, and Spirit Possession”

“Religion, Healing, and Medicine”

“Hinduism”

“The Religions of India”

“Biographies of Religious Founders”

“Directed Readings in Islam”

“Religion and the Social Sciences”
“Eastern Religious Thought” (Hinduism Buddhism, Chinese and Japanese Religions)

Senior Thesis Seminar for Majors:
“Methodology and the Study of Religion”

January Term Course*: “Directed Readings in Hinduism”

January Term Course*: “Methodology and the Study of Religion”

January Term Course*: “Readings in Modern Indology”

January Term Course*: “Religion and Film”

January Term Course*: “Directed Field Study in India”

*Note: January Term consisted of an intensive single-subject course for students 3 hours per day five days per week for 3 weeks.

HONORS, FELLOWSHIPS, GRANTS:

Author and Director, University of Chattanooga Foundation Grant ($51,000) to design and lead a residential study term in India for University of Tennessee Students, 2003-2004

“Performance Exceeds Expectation” awarded for 2003-2004, 2005-2006. Highest possible Department Head evaluation given by the Dean in the College of Arts and Sciences at U.T.C. This evaluation is permitted for a maximum of 10% of the Program and Department Heads.

DePauw University Martha Rieth Faculty Research Fellow, 1999-2002

DePauw Sabbatical Grant for Field Research in Samayapuram, India, February-May, 1998
Travel Grant from Centre National de Recherches Scientifiques de France for Conference Presentation, Paris, January, 1998

Joint University of Chicago/ National Endowment for the Humanities Post-Doctoral Fellow, summer, 1996

American Institute of Indian Studies Travel/Research Grant (1992)

National Endowment for the Humanities Travel/Research Grant (1990)

American Institute of Indian Studies Faculty Research Grant (1987)

National Endowment for the Humanities Fellowship for College Teachers (1986-7)

American Institute of Indian Studies Language Fellow in India (1972)

Danforth Graduate Fellow (1970)

Fellow of the Society for Values in Higher Education (since 1970)

Member, Phi Beta Kappa (since 1968)

Oberlin Shansi Teaching Fellow in India (1968-70)

Oberlin Overseas Grant for Study in France (1967)

Blue Key Honorary Fraternity (Alfred University, 1966)

PUBLICATIONS:


http://www.rrz.uni-koeln.de/phil-fak/indologie/kolam/frame.html


**SELECTED PROFESSIONAL PAPERS:**


“From Vicious Bitch to Domesticated Middle Class Lady: The Goddess Comes a Long Way,” Presented December 20, 2003, New Delhi, India at the International Association for the History of Religions.

«Transmettre une Tradition Exige Qu’on Change la Tradition: l’Apprivoisement de la déesse des fièvres dans l’Inde Méridionale » Presented July 24, 2003, Turin, Italy at the 27th meeting of the Société Internationale de Sociologie des Religions


“How the Vow Functions as a Tool for Religious Devotion,” Department of Religious Studies Forum, University of Vermont (Burlington), October 14, 2001

“Goddess Temples Dedicated to Healing in Southern India,” paper written (then presented in absentia due to illness) for the Panel on “Religion and Healing,” at the American Anthropological Association, December 6, 2001, Washington, D.C.

"Dealing with the Goddess: Hopes, Fears, and Down Payments," August 9, 2000, International Association for the History of Religions, Durban South Africa

"A Kinder, Gentler Mariyamman and Middle Class Respectability," August 7, 2000, International Association for the History of Religions, Durban, South Africa


Hinduism Lecture Series, Ohio University, Athens, Ohio. May 4-6, 2000.


"The Multivocal Implications of the Tamil Term 'Nerttikatan' " at the Faculty Colloquium of the Institut für Indologie und Tamilistik, Köln University, Köln, Germany, July 1, 1997.


"Local Deities as Specialist Healers in Regional Hinduism," Lecture Presented to Medical Professionals, Indiana University Hospitals, Indianapolis, January 11, 1996.


"Rites of Passage: What They Mean is (Mostly) What They Do," Lecture presented to the Faculty Forum of Christian Theological Seminary, Indianapolis, February 24, 1994.

"Raw, Violent, and Dangerous: The Effrontery of a Village Goddess to the Established Hindu Orthopraxy," American Academy of Religion, Midwest Region, Western Michigan University, April 3, 1993


"Sing it and Dance it; then You'll Believe It -- Performance in The Ecstatic Poetry of Saint Mirabai," An Introduction to a recital by Marcia Roberts, DePauw University School of Music, October 30, 1991, DePauw University


"Teaching the Introduction to Religion," Spring Meeting of the Indiana Academy of Religion, March 18, 1989, Indiana University, Indianapolis


"Illness as Religious Possession in the Cult of a Goddess," April 8, 1989, Midwest American Academy of Religion, Bloomington, Indiana


"The Contingency of History and the Constancy of Hagiography." April 10, 1988, Midwest American Academy of Religion, Columbus, Ohio.


"Psychotherapy East and West: The Integrity of the Hindu World View," Presented to psychiatric residents of the Indiana University Department of Psychiatry at The School of Medicine, Indianapolis, April 8, 1986.


"The Translator as Traitor: Some Thoughts on the Process of Translation." August 28, 1986, Graduate Department of English Literature, American College, Madurai, Tamilnadu, India.


REVIEWS:


Dam/Age – A Film with Arundhati Roy in Education About Asia, Volume 11, No. 1, Spring 2006, pp. 70-71.
SELECTED ACADEMIC AND ADMINISTRATIVE EXPERIENCE:

March 23, 24, 2006 - Grant writer, organizer of conference at the University of Tennessee campus (Chattanooga) entitled “Reformulating Christianity: Lessons and Challenges from the Church in India”

2004 to present – Occasional referee of articles submitted to the *Journal of Asian Studies* for publication

2002 – present: Professor and Department Head, Department of Philosophy and Religion, University of Tennessee at Chattanooga

2003 – 2004: Director and Chief Administrator, University of Tennessee’s First Summer School Program for Study in India.


Program Evaluator for Ritual Studies Group, American Academy of Religion Program Committee for the Annual Meeting, Toronto, November, 2002


Chair, DePauw Department of Religious Studies, 2000-2003


Member, Program and Planning Committee, Lilly Conference on Religion and the Media, May 14-16, 1998, Indiana University


Director, India On-Site Study Tour Program for University and College Faculty, U.S. Government Title VIa Grant, 1996-1999. Tour leader, summer of 1999.


Vice-President and Program Chair, Midwest American Academy of Religion, 1996-1997

Chair, History of Religions Section, Midwest American Academy of Religion, 1988-93.

Executive Committee Member, Director of Annual Student Essay Contest, Vice-President, and President, Indiana Academy of Religion, 1984-89.

Program Chair and Organizer, 1988 Meeting of the Conference on Religion in South India at the National Humanities Center in Research Triangle Park, N.C.

Panel Organizer and Chair, 1988 American Academy of Religion Comparative Studies Section, Panel entitled "History, Hagiography, and Mythology in the Stories of Eliza Snow, Mother Anne, The Mother of Heaven, and Minatci"

Member (5 years) and chair (2 years), DePauw International Education Committee

Member since 1983, DePauw Asian Studies Committee

Vice President and President, Alpha of DePauw Chapter, Phi Beta Kappa, 1987-89
DePauw Personnel Search Committees (2 in History, 3 in French, 1 in Chaplain's Office, 1 in Asian Studies for ’88-89)

DePauw University Quality of Life [ad hoc] Committee (1984-1985)

Freshman Orientation and Program Committee (1987-1989)

Faculty Advisor to Phi Gamma Delta Fraternity (1984-87)

PROJECTS IN PROCESS:

Book-length manuscript in progress on the Hindu “fever goddess” Mariyamman

Series of essays on suicide bombing: “Violent Victims: The Sacrificial Nature of Suicide Bombing.”
RICHARD JACKSON

Home Address    University Information
3413 Alta Vista Drive    U.C. Foundation Professor of English
Chattanooga, TN, 37411    English Dept.
(615) 624-7279    University of Tennessee at Chattanooga
svobodni@aol.com    Chattanooga, TN  37403
(615) 755-4629/4238    Richard-Jackson@utc.edu
http://www.utc.edu/~engldept/pm/pmhp.html

EDUCATION:
Ph.D. Yale, 1976
M.A. Bread Loaf School of English, 1972
Middlebury College (first in class)
B.A. Merrimack College, 1969 (cum laude)

AWARDS
Guggenheim Foundation fellowship ($45,000), 2002-2003
Allied Arts Grants for Meacham Workshops every year since 1990 ranging from 2,000- 3,000
5th Pushcart appearance Prize for poem, 2003
Order of Freedom of the Republic of Slovenia (from the President of the Republic of Slovenia for literary and humanitarian achievement, May, 2000)
Faculty Development Award, UTC, 2000
1999 Juniper Prize (University of Mass.), for Heartwall ($1,000)
Witter-Bynner Poetry Grant for editing anthology, 1996
Cleveland State University Press Award for book, 1991 ($1,000)
Alive All Day
Elizabeth Agee Award for Dismantling Time, 1989 ($1,000)
CrazyHorse Magazine Award for best poem of year, 1989
NEA Creative Writing Fellowship in Poetry,1984
Won Fulbright Creative Writing Fellowship as exchange poet to Yugoslavia, 1985 (for summer 1986, 1987)
Witter-Bynner Poetry Foundation (for workshops), 1985/1986
Alumni Teaching Award, Arts and Sciences, Teaching Award, Student Government Teaching Award finalist
Robert Frost Fellowship, Bread Loaf Writers' Conference, 1983
U.C. Foundation Professor, 1981-
NEH Independent Study Summer Grant, 1978
U.C. Foundation Faculty Research Grants, 1978-99
UTC Council of Scholars, elected 1985
Tennessee Arts Commission Grants, 1979, 1980, 1984-87
Yale University Fellowships, 1973-75
Middlebury College Scholarship, 1971
Bread Loaf Writers' Conference Scholarship, nominated by William Meredith and North American Review, 1970

PUBLICATIONS

Books:

(Poetry, Full length):
Half Lives: Petrarchan Poems Autumn House, 2004
Svetovi Narazen, Selected poems in Slovene (Slovene Writers union, 2001)
Heart's Bridge (poems based on Petrarch) Aureole Press (U Toledo), 1999 (translations)
Alive All Day, book of poems, Cleveland State University Press Award Winner, 1992
Part of The Story, N.Y., Grove Press, 1983 (poems), listed by Antioch Review as one of best books of the year

Poetry Chapbooks (5)
The Woman in the Land: Pavese's Last Poems (tr), Black Dirt Press, 1999
Love's Veils: Italian Adaptations , Black Dirt Press, 1999
The Promise of Light / Obljuba Svetlobe, English/ Slovene, Glavin Press, Boston 1989

Criticism (2)
Acts of Mind: Conversations with Contemporary Poets, University of Alabama Press, 1983, called by Georgia Review, the "standard by which others will be judged"

In Progress:
The Rhetoric of Care: Essays on Style in Contemporary Poetry
Selected Essays & Introductions (62) Published/Accepted

“Writing the Unsayable,” in Vermont College Conference Essays, ed Weingarten, Routledge, due Summer-Fall 2006
“Eros and the Erotics of Writing,” for Radiant Lyre, Graywolf Press, 2006
“American Elegy as self Elegy” for Radiant Lyre, Graywolf Press, 2006
“On Magda Carneci” for book of her poems from Verse Press (pub 2006)
“On Vallejo” for Homage to Vallejo (Anthology, H Mifflin, 2006)
“Political Poetry” in Lofty Dogmas: Poets on Poetics, eds. Brown Finch and Kumin; Univ of Arkansas, 2005
“Edvard Kocbek” For Slovene Writers Union Web page, 2002-2003
“Playing Shallow” (on baseball and a poem of mine) for Writing Baseball
(Phil Deaver, 2004)
“Sketch for a New Poetry Workshop” Rivendell Magazine, March, 2004
“Problems in Translation” proceedings of Atlanta Conference on Core Texts, Summer, 2003
“Against the Stalkers” Bled PEN Journal, 2002 (English and Slovene)
“The Dream of the Snail: The History of a Poem,” Literary Review (Fairleigh Dickinson), Fall 2000, 64-70.
“One's Own Sad Stead: American Elegy as Self Elegy” for Mid-American Review, 2001 (3000 words)
“Talking Against Time” for Pembroke Magazine (4500 Words) Spring 2001
“Writing In the Margins” Nova Revija, Slovenia, Winter 2000-2001 (currently being translated)

“The New Slovene Poetry” (3500 words), Verse Magazine (London) special issue, 1997 (UK)

“Talking Poetry at the Cafe Tazza” Introspections: Poets Writing on their own Poems (anthology) New England University Press, 1997 (2100 words)


“The Language of the Soil,” in Fall, 1994 P.E.N. Journal (speech originally given at 1994 PEN Conference, Slovenia) [on politics and poetry in central Europe]

“Writing in the Margins,” in Fall, 1995 P.E.N. Journal (speech originally given at 1995 PEN Conference, Slovenia) [on politics and poetry in central Europe]


“Writing Our Myths Against Fear: The Poetry of Dane Zajc” lead essay translated into Slovene for Nova Revija, 1995


“The Language of the Soil: Containing Multitudes”, PEN International Journal, Fall, 1994

“Pesem je mec(The Pen as Sword),” Knjizevni Listi, Ljubljana, June, 1992 (3,500 words)

“Tomaz Salamun and the Language of the Tribe,” Mala Revija, June, 1994, 5-6 (2300 words).

“What Are Poets For?” Mala Revija, January 1994, 7 (1500 words).

“A Reverie on What I Love: William Matthews and the Question of Style,” Poetry Miscellany, 1994 (23), 6-7 (tabloid format, 2200 words)


“Adagio” (on writing & the Bosnian war) in Sarajevo (Elgin CC, 1993)

“The Stick' by Edvard Kocbek as Political Poem,” Nova Revija, (Slovenia) Spring, 1994
“The Opera Cafe, Ljubljana, Slovenia,” *AWP Chronicle*, March/April, 1993, pp. 1, 16-22


“One Argument from Two Points of View” (on political poetry), *Mississippi Review*, 19:3, 1993, pp 67-68


Steve Haven (15 pp)


“One Word Against Another” *Pacific Review*, Fall, 1989 (on “thematics and style” in Eastern European poets) (25 pp)

“What's At Stake: An Essay For My Writing Students,” *Pembroke Magazine*, Summer 1986 (#19)


“No Available Ground: A.R. Ammons and the Poem as Event,” *Pembroke Magazine*, 1986, No. 18, 165-76


(7.4) 53-


**Selected Review Essays (16)**

(not as long as full essays, often focusing on a particular book or set of books, not so much a review as a traditional analysis: I focus more on fuller essays than on reviewing)

“Marvin Bell’s Rapture: The Philosophy of Poetry,” *Prairie Schooner*, 2005

“The Poetry of Language” for *Prairie Schooner*, Winter or Spring 2002 (Emanuel, Plumly, Stern, Carson, Jarman)

“Myth as Language: Language as Myth,” 5 poets (Simic, Tate, Wier, Halliday, Gluck) *Prairie Schooner*, Spring/Summer, 2000

“Containing the Other: Marvin Bell’s Recent Poetry,” *North American Review*, Spring, 1995


“The Elegies of Style” (on Ashbery, Halpern, Salamun) in *Georgia Review*, Winter 1988, 856-866

“The Dialogic Self,” essay on 5 books on and by Mikail Bakhtin for *Georgia Review*, Summer, 1987


“The Presence of Absence” (on Simic and Strand), *Contemporary Literature*, 1979


“Keeping Time,” (Maxine Kumin), *Concerning Poetry*, Spring, 1979, 99-104

**Reviews (22):**

On Dara Wier, *Prairie Schooner*, Summer, 2005


“Handing Over The Past,” Prairie Schooner, Summer, 1979 (Hall) [This review also appears in a book on Hall published by Story Line Press, 1989]

“The Real Language Poets” (on 6 poets), Prairie Schooner, Summer, 1989, 6pp.


“The Rhetoric of Care,” on 6 poets, Prairie Schooner, Winter 1985, 109-16

On On Common Ground, Prairie Schooner, Winter, 1984, 105-107

“The Language of Origins, “ on 4 poets, South Carolina Review, Fall, 1979


“No Language But The Language of the Heart,” Prairie Schooner, Spring 1982, 91-99 (on 7 poets)

On Pastan, Bell and Levine, American Book Review, Fall, 1982

“The Layers of Time,” Prairie Schooner, Spring, 1980 (on Stanley Kunitz)


“Assembling the Evidence,” Chowder Review, Fall, 1978 (on Lawrence Raab)


“Beginning and Beginning,” Prairie Schooner, 1978 (on Robert Pack)

“The Scattered Self, “ Prairie Schooner, Fall, 1978 (on Richard Hugo)


Interviews (With Poets) (75):

With James Tate and Dara Wier (forthcoming in Hunger Mountain, 2006)

With Literary magazine of Lee College, Cleveland TN (2205)

“Roundtable Interview with 5 Slovene Poets,” Hunger Mountain magazine, fall, 2003

“Interview with Lynn Emanuel,” Revolver (Prague), Winter 2004

(Published in The Poetry Miscellany, and 30 in Acts of Mind, and some forthcoming)

1972: William Meredith
1973: Barbara Howes
1974: Robert Pack
1975: Maxine Kumin
1976: Lawrence Raab
1977: Richard Eberhart
1978: A.R. Ammons, John Hollander, Charles Simic, Philip Booth, Donald Finkel, David Ignatow, Edwin Honig
1979: Stanley Plumly, Mark Strand, Miller Williams, Donald Hall, Richard Wilbur, Linda Pastan, Donald Justice
1980: Robert Penn Warren, Jean Valentine, Marvin Bell, David St. John, Daniel Epstein, Judith Moffet, Fred Chappell, Marge Piercy
1981: John Ashbery, Robert Creeley, William Matthews, Heather McHugh, Carol Muske, W.S. Merwin, Dara Wier
1982: James Tate, Carole Oles, Carolyn Forche, Denise Levertov, Thomas Rabbitt
1983: James Merrill, Ellen Voigt, Galway Kinnell, Sydney Lea, Mekeel McBride
1984: Greg Pape, Paula Rankin, David Bottoms, Bin Ramke, Alan Dugan, Tom Lux, W.D. Snodgrass, Hayden Carruth
1985: Philip Levine, Laura Jensen, Alan Dugan, Roger Weingarten
1986: Charles Wright, Tom Lux, Sandra McPherson, Greg Orr, Norman Dubie, Richard Howard, Sharon Olds, David Wojahn, David Wagoner
1987: Edward Hirsch, Pamela Stewart, Dan Halpern
1988: Interviews with 6 Yugoslav poets in special Yugoslav issue, featuring Tomaz Salamun, Boris Novak, Dane Zajc, etc
1989-91: Interviews with ten poets from Yugoslavia, Romania, Hungary, Russia for Eastern European Issue
1992: Interviews with Eva Toth and Joseph Tornai (Hungary)
1994: Edited Interview with Veno Taufer of Slovenia for Poetry

**Miscellany**

1995: Edited Interview with Uros Zupan of Slovenia for Poetry

**Miscellany**

1996: Edited Interview with Iztok Osojnik of Slovenia for Poetry

**Miscellany**

1999: Edited Interviews with Boris Novak, and a group of Italian Writers for *Poetry Miscellany*

**Miscellany**

1999: “Follow Up” with Pulitzer Prize Winner James Tate
1999: “The Place of the poet, The Poet's Place: An Interview with Betsy Sholl,
Appalachian Women Writers*, U Tennessee Press, 2000

(7) interviews have been revised and appear in the U. of Michigan “Poets on Poetry” series of books as:

“Self is a Very Iffy Word For Me,” *Old Snow Just Melting* (Marvin Bell), 124-34 (1983)


“Interview,” *Open Between Us* (David Ignatow), 103-11 (1980)

“Interview” in *The Uncertain Certainty* (Charles Simic), 58-67 (1985)


**Magazine Poems (225):**

“Breaking the Winter,” *Commonweal*, 1967

“Poem,” *America*, 1968

“Poem,” *Yankee*, 1969

“Distances” and “Pantomime,” *North American Review*, 1969

“Some Haphazard Notes,” “The Room,” “Prologue of a Man Going Blind,”

“Poem With Variable Refrain,” *Poetry*, 1972

“The Road,” *Iowa Review*, 1975

“Grandmother at the Spinning Wheel,” *North American Review*, 1973

“Sestina of the Pike and Pickerel,” *Shenandoah*, 1973

“As Imperceptibly as Grief,” *Beloit Poetry Journal*, 1973

“Fredericks Hospital,” *Beloit Poetry Journal*, 1975


“Adrift Off Wight,” *Poetry Northwest*, 1975


“Stump Burning,” *Chowder Review*, 1978


“To Lisa at the Asylum,” *Salmagundi*, 1980


“However You Say It Is,” *Black Warrior Review*, 1982

“Greenwood,” *Georgia Review*, 1983

“All There Is,” *Tendril*, 1983

“Why We See What We See,” *North American Review*, 1983

“Someone Is Always Saying Something,” *Sonora Review*, 1983/84


“The Map,” “Trying To Believe in Something,” *Louisville Review*, Fall, 1985

“The Message” in Winter 86-87 *Pembroke Review*
“Web” and “A Sense of Direction,” *Prairie Schooner*, Winter, 1986
“Unable To Refuse” and “What To Listen For,” *Kenyon Review* for Spring, 1987

“The Promise of Light” in *Georgia Review*, Summer, 1986
“Young Amish Girl in Paradise” and “Meditation for a New Moon,” *Zone*, Winter 1986-87

“Who We Are and Where” in *Missouri Review*, Winter, 1987-88
“Who We Were,” *Louisville Review*, Fall, 1986
“Hope” and “Hobbies,” *Prairie Schooner*, Fall 1988
“The Hand in the Tree” and “Eight Ball,” *Poetry*, March 1988

“The Other Day,” *Black Warrior Review*, Fall, 1988
“History” and “The Real World” in *Laurel Review*, Spring, 1989

“Shadows” in *Crazy Horse*, Spring 1989
“Footnote #2, Page 3, 'They,'” *River City Review*, Fall, 1989
“Benediction,” *Prairie Schooner*, for Fall, 1990 (5 pages)


“Benediction,” *Prairie Schooner*, Fall, 1990
“A Violation,” *Crazyhorse*, Spring, 1991
“Acknowledgements,” *South Florida Poetry Review*, Fall, 1991


“Self Portrait of Rivard By Jackson,” *Mississippi Review*, Spring, 1992

“True or False”, *Gamut*, Fall, 1992, with essay by Leonard Trawick


“My Black Madonna” and “Objects in this Mirror Are Closer Than They Appear” in *Crazyhorse*, Summer, 1993


“Cold harmonica” and “Don’t Bother Me,” Fall 1994, *Cimarron Review*

“Poem with the Important Message” and “New and selected Posthumous Poems,” *Prairie Schooner*, Fall 1996


“You can’t get the Facts Until you Get the Fiction,” and “Basic Algebra,” *Atlanta Review*, Summer, 1995

“Do Not Duplicate The Key” and “The Transmigrations of my Soul” *Third Coast*, Spring 1996

“No Turn on Red,” *Marlboro Review*, Spring, 1996

“No Man’s Land” and “Grammar Rules” *Crab Orchard*, Nov, 1996


“New and Selected Posthumous Poems,” *Prairie Schooner*, 1996

“Poem with the Important Message,” *Prairie Schooner*, 1996

“Cold Harmonica,” *Cimarron Review*, 1996

“Don't Bother Me,” *Cimarron Review*, 1996

“Poem Once Called Desperate...” *North American Review* 1996


“No Deposit, No Return,” *Mid American Review*, 1998


“Objects in This Mirror...” *Georgia Review*, Spring 2000


“New and Selected Posthumous Poems,” Fall/Winter, 2000

“Benediction,” *Mid-American Review*, Fall, 2000

“The Apology,” Onset Review, Fall, 1999
“The Legacy,” The Declarations,” Nebraska Review, Fall, 2000
“The Prayer,” The Exile,” “The Kiss,” Third Coast, Fall, 2000
8 translations, Lit Rag, (Seattle) 2001
9 translations of Pavese, Southern Indiana Review, Fall 2001
4 Petrarchan poems in Literary Potpourri (Winter, 2002)
“Cain” and “This,” Crazyhorse, Fall 2002
“Morning Song,” Atlanta Review, Spring 2003
Two Petrarch Adaptations, Louisville Review, Spring 2003
“Leap” in Passages North (Summer)
“A Few Remarks” and “Tireisias” in Hayden’s Ferry Review, Jan 2004
“The Boy in Me” (tr Pavese) Third Coast (Fall, 2003)
“Daniel’s prophecy,” Greensboro Review, Spring, 2004
“Apology of Judas” and “Terraces of Manarola,” TriQuarterly, Fall, 2004
“If You Ask Me” Runes, 2005 (yearbook)
“Fear,” Sonora Review, December/Jan, 2005
Five Petrarchan Poems, So Indiana Review, Spring 2005
Two Poems, Triquarterly, Winter 2004-2005
“Fines Doubled in Work Zone,” Georgia Review, Spring 2005
“Midnight,” Born Magazine (with artist), Fall 2005
“Self Portrait as Window,” 88 (2005)
Six poems by Pascoli (translations with Deborah Brown and Susan Thomas, Smartish Pace, 2005)
“Write Your name in the Space Provided,” Georgia Review, Summer 2006
“Look Both ways before Crossing,” Atlanta Review, Spring 2006
Three Poems, Cutthroat, Spring 2006
Two Poems, Lake Effect, Spring 2006
Two Poems, Southern Indiana Review, Fall 2006
Two Poems, Prairie Schooner, Winter 2006-7

Internet Poems (21)
“Poetry Daily” (one poem, Sept. 20, 2000)
“Poet of the Month,” June, 2000 (5 poems)
4 Petrarchan poems in Slope (internet, September, 2002)
7 Pavese Translations in Slope (internet, December, 2001)
Three poems in Smartish Pace (internet), 2002
5 poems in Drexel Online Journal, Winter 2003-2004
**Translated Poems (64)**

**In Italian (1):**
“Three poems” *Italica Napoli*, Summer 2003

**In Hungarian (1):**
“New and Selected Posthumous Poems” translated by Eva Toth for Hungarian Writers' Union *Bulletin*, 1996

**In Romanian (16):**
5 Poems in *Counterfact*, Romania, Summer 2006
6 poems appeared in the Romanian Journal *Ramuri* as follows:
- 2 in the November, 1990 edition
- 1 in the December 1988 edition
- 3 in the 1988 *Ramuri Yearbook*
- 4 poems in April 1991 edition
2 Poems appeared in the *Craiova Poetry Festival Yearbook*, 1993

**In Slovene (26):**
1 poem in *Nasi Razgledi*, April, 1989
5 poems translated by Jure Potokar in *Literatura 5*, 1990, in Slovenia
Poem in *Mentor, 1-2*, May, 1990
Poem in *Mentor 3*, May, 1991
Poem in *Dvenik*, May 1991 (previously 5 poems in this journal between May and May 1991)
“Symbiosis” for P.E.N. meeting, May 1993 (into French and Slovene)
“Possibility,” *Vilenica 99*, 1999
“Antigone” and “Samson” *Helicon*, fall 2005
Five Poems in *Literatura*, 1999(Special Featured Poet)
Two poems in *American Matinee*, Vilenca, 2003

**In Hebrew (5):**
“Possibility”*Helikon* (Israel), Fall, 1999
“Antigone” and “Samson” *Helicon*, fall 2005
“Night Sky” *Sh’ar Festival Journal*, fall 2005
“Night Sky” *Helicon*, Summer 2006

**In Serbo-Croatian (14):**
2 poems in *Sarajevski Dani Poezije*, 1986 (Sarajevo)
1 poem in *Sarajevski Dani Poezije*, 1987
2 poems in *Sarajevski Dani Poezije*, 1988
5 poems appeared translated into the Croatian journal, *Quorum*, edited by Blazevic
4 poems in *Odjek*, May, 1989 (Sarajevo)

**In German (1):**
“Antigone Today” in Daily Newspaper in Salzburg, 1996

**In French (1):**
In Spanish (1)
“Sonata of Love's History” in Newspaper, Today, 1997

In Czech (4)
“For A Long Time I wanted To Write A Happy Poem,” the school Journal at the University in Hradec Kralove, 1991

“Do Not Duplicate This Key,” “Cain,” “Antigone” in Revolver (Prague) Winter 2003-2004

In Polish (1)
“Cassandra Today” samazdat in Spring 2000 in Krakow translated by Jerzey Gregorek

In Macedonian (1)
“Terzanelle of Kosovo Fields,” Struga, 2000 (Summer, 2000)

Translated Interviews (19)
With Nova Revija (4500 words), 2002
Interview conducted by Gabriel Chifu for Romanian Yearbook Ramuri, 1988
Interview with Matej Bogataj for Slovene Journal, Mentor, 1990
For Delos, the Ljubljana daily paper, June, 1989, 1994, 1995
For Bosnian TV, 1989
An hour long interview about writing, UTC, Chattanooga and my Slovene experiences, Fall, 1998, broadcast nationally three times

Anthologized Poems (45):
Three poems in Imported Breads: Literature and Cultural Exchange, Mammoth, 2003
“You Can’t Get the Facts” in Homage to Vallejo (HM, 2006)
“You can’t get the Facts,” Atlanta Review 10th Anniversary Issue, 2005
“Hope” in Best of Prairie Schooner, 2005
“If You Ask Me,” in Runes (2005)
“Reincarnation of a Lovebird” in Blues For Bill: Remembering William Matthews, ed Brown (Moughton Mifflin), 2004
Three poems, Poets of the New Century (Godine, 2001)
“Poem Once Called Desperate,” Best American Poems, 1997
“No Turn on Red,” Pushcart Prize Poems, 1997
“Basic Algebra,” Pushcart Prize Poems, 1996
“Consequences,” Pushcart Prize Poems, 1992
“The Promise of Light,” Pushcart Prize Poems, 1987
“Cain,” Pushcart Prize Poems, 2003
Three poems, Imported Breads: Fulbright Experience Writings, Mammoth Press, 2001

“Shadows,” TAKE 2 (Jazz poetry) edited by Yusef Kumunyaaka (Indiana U Press), 1995


“The Promise of Light,” *The Pushcart Prize*, XII, 1987

“Shadows” in *The Best from Crazyhorse, 1960-90.*

“The Angels of 1912 and 1972,” “A Violation” and “Homeric” in *New American Poets of the Nineties*


“The Other Day” and “For A Long Time I Wanted To Write A Happy Poem,” *Bread Loaf Anthology of Nature Poetry*, 1993

“For A Long Time I Wanted To Write A Happy Poem,” *Ars Poetica*, Peregrine Smith, 1994 (with small statement)


“Do Not Duplicate This Key” and “Poem With The Important Message,” *Homewords*, U. of Tennessee Press, 1996


**Other Publications**

“Two Responses to the Same Question” (on poetry in America), *Mississippi Review*, Summer 1991

Three exercises in *The Practice of Poetry* (Harper-Collins), 1992


Interview for Lee College Literary Magazine, 2004

Brief Interview for *Poet's Market*, 1997

Interview (*Snobstodt*) Slovenia

**EDITING (45)**

(40 chapbooks, 2 yearly journals, 2 special issues, 1 book):
Poetry International: Special Issue on William Matthews, 2004 (50 pages)

Hunger Mountain: “Ten Slovene Poets” (Special issue) Interview, edited poems for Pushcart Press (poetry) for Pushcart Anthology: Best of the Small Presses (1993), Vol XVIII, involved judging over 5,000 entries

The Poetry Miscellany, 1971- (founding editor) (winner of numerous grants from NEA, Coordinating Council of Literary Magazines, Tennessee Arts Commission)

mala revija: a review of slovene art and culture (I write the lead articles for this most of the time, 1994-present)

Poetry Miscellany Chapbook series, general editor, 36 chapbooks of eastern European writers so far; I pick the poets, choose the editors and oversee production-- I have involved UTC students in these projects.

Edited Anthologies (3)

Double Vision: Four Slovene Poets, editor, Aleph Press, Ljubljana, Slovenia, 1993


Horace's Satires, translated by the late William Matthews (advisory role) Published 2002.

PROFESSIONAL PAPERS PRESENTED:

International (26)

Oxford University, UK

“On Translating Poetry” (December 2003), 3,000 words

Vilenicia Conference, Slovenia, Sept. 1991-2002 as USA representative (1200-1500 words each)

1991 “What Are Poets For?”
1992 On Poetry and war
1993 on Kocbek’s “The Stick”
1994 “The Language of Violence,”
1995 “The Killer Poets”
1996 “Rilke and Radnoti as poets of Transcendence”
1997 “The Trumpet call of Reality”
1998 “Poetry and Ethics”
2000 “American Poetry in Translation”


1991 “Nationalism and Poetry” (1,000 words)
1992 “The Pen as Sword: The Ethics of Poetry as Political”
1993 “Symbiosis” (verse essay)
1994 “The Language of The Soil: Containing Multitudes” (2500 words)

reprinted in International PEN journal
1995 “Writing in the Margins”
1996 “Smole's Antigone”
1997 “Pen At A Crossroads” and “War as Video”
1998 “Laughter and Poetry” and “Cassandra Today”
1999 “Herbert Montale and Horace” and “The Problem of Globalization”
2000 “Love Between Heaven and Earth: A few lessons from Kocbek,”

PEN 2000

2000 “Ethics and Globalization”
2001 “Why Poetry?: Poetry as Power”
2002 “Against the Stalkers”

**National (48)**

“Pre-texts; Trying to Beg(in)”--on teaching Composition, CEA, 1982
“(Im)positions: The Curtain Across the Scene”--on Contemporary Criticism, SAMLA, 1982
“The Uses of Time in Romantic Poetry,” TPA, 1977
“The Deconstructed Moment in Modern Poetry,” TPA, 1980
Speeches for Entering Freshman (6/84) and Merit Conference (2/85)
“Creative Writing in The University” for SAMLA, Nov., 1985
“What's At Stake?”, Vermont College MFA Program, August, 1985
“The Rhetoric of Care,” Vermont College MFA Program, August, 1986
“One Word Against another,” Vermont College MFA Program, July, 1987
“The Elegy of Style, The Style of Elegy,” Vermont College MFA Program, 1988

**January, 1988**

“Thomas Hardy and the Search for Self,” Vermont College, July, 1989
The Ode as Essential Poetic Form,” Vermont College, January 1990
“The Development of the Lyric,” Vermont College, Jan, 1991
The Present Tense of the World,” International PEN Conference, Slovenia
“What Are Poets For?” Vilenica, Slovenia, Writers' Conference, September, 1991

“Writing from the Margins,” Vermont College, January, 1992
“The Words Are Dying,” Vilenica, Slovenia Writers' Conference, September, 1992

“The Opera Cafe,” Vermont College, 1993
“Bosnia and the Role of the Writer”, Elgin (Il) CC and Blackhawk CC, Fall, 1993

“Ovid and the Contemporaries, “ Vermont College, January, 1994
“The Free Market of Ideas,” (on teaching, UTC Teaching excellence seminar, April, 1994

“ Provisional Teleology: The Habit of Thought in Romantic Poetry” Vermont College, July, 1995
“Ovid for Poets,” Vermont College, July 1996
“King Lear for Poets,” Vermont College, January, 1997
“Six Ways to Judge a Poem,” Vermont College, July 1997
“Roman Classical Poetry,” Vermont College, January 1998
“Fear and the Poet,” University of Louisville, February, 1998
“Milton For Poets,” Vermont College, July 1998
“Shakespeare’s Imagery: A poet's View,” Vermont College, Jan 1999
American Poetry and Politics” Ljubljana University Social Sciences Faculty
(College), May, 1999
“American Writing Workshops and Translation” Ljubljana University
Humanities Faculty (College) May, 1999
“Eastern European Poetry In Transition,” Northwestern University,
November, 1999
“A new Theory of Workshops,” Vermont College, Summer 1999
“Using the Classics,” Vermont College, Winter, 2000
“On Political Poetry,” Prairie Schooner Conference, Fall, 2001
“The Poetics of Digression” Bled, Slovenia, Summer, 2002
“Italian Epics in Translation,” Bled, Slovenia, Summer, 2003
“On Political Poetry,” Iowa Writing Festival, June, 2002
“Dangers of Translation” Conference on Core texts, Atlanta, April, 2003

NATIONAL WORKSHOPS (18)
Southern Illinois University Writers’ Conference, Nov 2004 (Two panels)
Vermont Studio, March 2004: Resident Poet
Bread Loaf Writers Conference Staff, 1987-1994
2004, 2005
Pittsburgh (3 readings, 1 workshop), October, 2005
Durango retreat, reading/workshop, October, 2005

NATIONAL PANELS (11):
AWP Conference Chair for “Neglected Poets of the 20th Century,” 2005,
2006, 2007
AWP Conference: “Honoring Maxine Kumin” 2005
Maryland Arts Council Grants Committee, Nov 2004
AWP Conference (Chair) - Translating Influence (March 2004
AWP Conference program, April 2001, on Erotic Poetry and the Elegiac Lyric
Southern Festival of Books, Oct, 2000 (on Poetry)
Associated Writing Programs Conference, Kansas City, April 2000: two AWP
panels: “American Elegy”, “Poems from the Fulbright Experience”
READINGS/CONFERENCE/OTHER TEACHING:

Public Education Foundation Grant ($19,000) to conduct seminar on writing politics for high school teachers, Spring, 1995

P.E.N. Conference, Lake Bled, Yugoslavia, May, 1989, talked on “Writers in Exile” to Conference and presented creative writing as course idea

Sarajevo Poetry Days Festival, 1987,1989: participated in discussions and gave demonstration writing class

Reading for Ljubljana Writers Union, May 1991, March 1990, May 1996-

2004

Reading for Budapest Writers' Union, May 1991

Staff of Augusta College Writers' Conference, 1985

Staff of Vermont College MFA Program, Winter, 1987-91

Staff of Bread Loaf Writers' Conference, August, 1988-92, Ljubljana Writers' Union (reading, lecture), March, 1988

Pre '85: Readings: Harvard U., Boston University, Union College, Middlebury College, UT-Chattanooga, The Buxton School, U. of Louisville, Mercer University, Southern College, CEA Convention in Charleston(SC), Salisbury State College, Indiana Southwest, Emory, Radcliff College, Hartwick College, Vermont College, UNC-Greensboro (most of these include a workshop), 1985-6: Cornell, Middlebury, Syracuse, Tenn. Arts Comm meeting in Knoxville, Eastern Ky U, U Louisville, Belgrade Writers' Union

1986-87: East Tennessee State, U. Louisville, Sarajevo Poetry Days

(Yugoslav National T.V.), Sarajevo Festival

1987-88: Sacramento State College, University of Pacific, Baldwin-Wallace College, Cleveland State University, U. of Alabama, U. of Louisville, Vermont College, Eastern Kentucky


1989-90: Vermont College, Blacksmith Series (Harvard), Albertus Magnus, Ljubljana Writers' Union, Christian Brother's University, St.
Mary's, Bread Loaf Writers' Conference, Phoenix Series, West Chester State College, Rhodes College

1990-91: University of Missouri, Christian Brothers University, Vermont College, Bread Loaf Writers' Conference, Indiana Writers' Conference
(also on staff), University of Massachusetts, Warren Wilson College

1991-92: Bread Loaf Writers' Conference, Vermont College


1995-1996: Elgin CC, Cleveland State University, Western Michigan University, Vermont College, University of Tennessee at Knoxville, Vanderbilt University

1996-97: Vilenica Writers' Conference, Slovene PEN, Vermont College, Tufts University, City College of New York
1997-98: Vermont College, Vilenica Writers' Conference, Middlebury College, Jazz Klub (Ljubljana)

1998-99: Merrimack College, Portsmouth Arts Center, Vermont College, Vilenica Writers' Conference, Holy Cross College
1999-2000: Civitale (Italy); Northwestern University; AWP Conference in KC; Trieste, Italy; Slovenia for Nova Revija, Vermont Writers' Conference


2002-3: Athens (TN) library, UTK, Vermont College, PEN International Conference (Slovenia), Lake Bled (Slovenia)
2003:-4: Vilenica Conference (Slovenia), Oxford University (UK), UTK, U Memphis, Rhodes College, U Nebraska, Vermont Studio Conference, AWP (Vancouver) Conference, AWP (Vancouver) Conference, U of Dallas

2004-2005: Prague Summer Institute, Vermont College, Winston Salem Bookfair, Middle Tennessee University, Southern Illinois University, Wheaton College, U Penn, Arizona State U, U of Arizona, U of Southern Indiana, Ropewalk Conference, AWP (Vancouver) Conference,

2006-7: University of Pittsburgh, Pitt Community College, Books and Coffee (Dewey, DE), Salisbury University, University of Mass, Vermont College, Arizona (Cutthroat Magazine celebration)

**UTC UNIVERSITY/ PUBLIC SERVICE**

*UTC Workshops* (through Poetry Miscellany) These are workshops I organized and directed, and funded through various grants and manage a $110,000 endowment fund for; each workshop was for a 4 day period. Through this program I have brought 10-15 writers a year, including several Pulitzer Prize and national book Award Winners, to UTC to work with students: Some writers include--

Marvin Bell, Dara Wier, Allen Wier, Gordon Weaver, Susan Ludvigson, Charles Simic, Edward Hirsch, Carole Oles, Michael Pettit, Leon Driskell, Sena Naslund, Alan Cheuse, Rodney Jones, David Wojahn, Greg Pape, Elizabeth Cox, Robert Houston, William Matthews, Tom Rabbit, Paula Rankin, Deborah Digges, Richard Russo, Gladys Swan, Mark Jarman, Mack Faith, Chase Twichell, Russell Banks, Sherod Santos, David St. John, Susan Mitchell, Gerald Stern, Chris Buckley, Carol Frost, Kevin McIlVoy, Ralph Angel, Pamela Painter, Ales Debeljak (Slovenia), Boris Novak (Slovenia), Jim Simmerman, Philip Levine, Peter Sommer (Poland), TR Hummer, Jim Shepherd, Margot Livesey, Gladys Swan Alexandra Petrov (Yugoslavia), David Rivard, Jack Myers, Dane Zajc (Slovenia), Milan Dekleva (Slovenia), Stan Plumly, Sandra Moore, Judith Cofer, Claire Bateman, Phil Deaver, Patty Aakhuus, Laura Kaschiske, Eva Toth (Hungary), Jud Mitchum, Tony Grooms, James Harms, James Tate, Michael Collier, Robert Pack, Stuart Dischell, Uros Zupan (Slovenia), Andras Cjedy (Hungary), Ralph Burns, Michelle Boisseau, Mary Reuffle, Larry Brown, Libuse Monikova (Czech Republic), Mark Cox, Eva Toth (Hungary), Ales Debeljak (Slovenia), Jill Rosser, Art Smith, Mario Susko (Bosnia), Mark Halliday, Deborah DeNicola, Cathy Smith-Bowers, Miroslav Holub (Czech Republic), Abby Frucht, Bill Olsen, Nancy Eimers, Deborah DeNicola, Mark Halliday, Tont Hoagland, Tomaz Salamun (Slovenia) Iztok Osojnik and Uros Zupan (Slovenia), Bret Lott, Richard Katrovas, (Jo Shapcott (England), Chris Merrill, Tomaz Salamun (Slovenia), David Rivard, Keith Magnuson, Steve Orlen, Kevin Stein, Robin Behn, Beth Ann Fennelley and many others.

**Poetry In The Schools, etc:**

Seminar for High School teachers on teaching Poetry, 2004-2005 semesters at Girls Prep School, Paten Elementary, Big Ridge Elementary, Kirkman Tech High School, Notre Dame HS, CSAS, CSPA, (variously through the years, often involved in the Meacham Writers' Workshop)
Mercer U. (program with high school/college students), 1983
Workshop for Tennessee Writers' Guild, 1985-86, 1987
Bi-weekly workshops for *Poetry Miscellany*
Workshops at Southern College, 1983, 84, 85;
Seminar for Signal Mt. Literary Guild, Fall, 1985
Judge for Ooltewah schools poetry contest, 1983, 1984
Judge for U. of Alabama/Academy of American Poets Award, 1987
Judge for Dalton Writers group, 1998
Final Judge for North Carolina Writers' Network chapbook series, 1998
Final Judge for University of Houston Poetry Contest, Fall 2000
Judge for first Book Contest for Austin Peay University’s *Zone Three*, Spring 2006

**OTHER**

Listed in *Directory of American Poets and Writers* and listed with statement in *Contemporary Authors*; Poetry Society of America; Listed with interview comments in *1993 Writers' Market*; Listed with featured interview comments in *2000 Poets' Market*.
Selected as American representative to Vilenica Conference on Central European Poetry and Politics, 1989-2003

**UNIVERSITY TEACHING:**

**Presentations:**
Presented seminar on teaching for UTC College of Arts and Sciences Forum in April, 1994, and had my classes taped for the presentation
Presentation of teaching Creative Writing, Spring 1999

**Courses:**
Courses: Creative Writing, Poetry Workshop, Poetry Seminar, Creative Writing Seminar, Romantic Poetry, Victorian Literature, Advanced Composition, Freshman Composition, English Survey, Freshman Honors Seminar (Interdisciplinary), Independent study in Creative Writing, Modernism, Modern World Poetry, Translation Workshop
Every Creative Writing Workshop each semester has a different focus and a different reading list that reflects the backgrounds of the students which I research beforehand and the most current trends (Group Studies: Derrida, 1983; Creative Writing, 1990, 1991; History of the Lyric, Spring 1993; Translation 1997; Classics, 1998; --all done as extra course, no pay);
38 departmental honors theses in past 14 years in English and Humanities numerous other independent studies, usually 2-3 students a year, 1-3 hrs credit

**Other:**
Several Teaching awards from UTC and from Vermont College MFA program
The Meacham Writers Conference, above, which I co-ordinate, is geared to helping UTC Writing students; the visitors work individually with students. Each May I take several University Writing Students on a cultural/writers trip to eastern Europe and Italy where they spend four weeks going to Museums, having joint classes with University students in several countries, meeting writers; they are the only students in the world ever invited to the International P.E. N. Conference in Slovenia, and they are invited every year.

UTC students work with me editing the two journals I edit and are given major responsibilities for the chapbook series (both above) which gives them valuable experience in publishing; one student served as co-editor for a major anthology this past year.

Vermont College Writers' Program, staff, 1987-2000
Staff, Bread Loaf Writers' Conference, Summer, 1988-1994
Initiated “e-journals’ (one per class) for UHON 101 students, 1999

Students:
In the past 15 years 70 (100%) of creative writing students that I have directed have received fellowships to graduate schools such as Johns Hopkins, Iowa, Washington, Houston, Arizona, Pitt, Western Mich., and other writing programs (often getting about $50,000 each in total awards; these include the top ranked students four of the last 6 years at Iowa, three times at Hopkins, 6 of the 12 Hoyns Fellowship Awards at Virginia; 4 top ranked students at U of Houston); the top student at UNC-G (Jarrell Fellowship); the top student at Western Michigan University. Stanley Plumly, a leading American poet says that the poetry program at UTC is “a graduate program disguised as an undergraduate program” it is so advanced. Steve Orlen of the University of Arizona calls it the “best place for an undergraduate poet to be in the country.”

One UTC student won a $15,000 prize as the best undergraduate poet in the country (Libby Prize from U of Indiana), 1990

19 UTC students have published chapbooks, several have edited chapbooks of eastern European poets; one student from Vermont College used her manuscript I edited and won the 1989 AWP Poetry Book Competition from Pitt (Belle Waring), two others have books with Cleveland State University Press (Frankie Paino, Tim Siebles), 30 others have also published books.

Several UTC students published in Poetry Northwest, Antioch Review, Tar River, Seattle Revie, Long Pond Review, Nebraska Review, Prairie Schooner, Mid American Review etc. while students at UTC

Former Vermont College students have published a 2 dozen books and numerous chapbooks 1987-2006
Former UT-Chattanooga students have published 20 books and 15 chapbooks, 1990-2006.

24 UTC students have received working scholarships to the Bread Loaf Writers’ Conference, 6 attended as scholarship students.

Two UTC students invited to read at the 20th Century Conference in Louisville, Feb, 1987 (only 2 students ever invited, graduate or undergraduate).

130 UTC students, who accompanied me on trips, have had poems translated and published and translated in Yugoslavia; 6 gave brief addresses to the 1989, 1991-2003 PEN Conferences there; 10 have given readings there; 75 have read their work at the Slovene Writers Union, Prague Writers Club, Hungarian Writers Union, and Sarajevo Poetry days; they have also participated in poetry and translation workshops at U. Ljubljana, Sarajevo University and Krakow Writers Union.

Brought 3 UTC students to seminar on teaching held at UTC with expert Prof. Dan Schwartz Cornell University, February, 1994 to help prepare for graduate assistantships.

The creative writing workshop is a new course each semester, not only because the student poems change each semester, but because I take a different perspective--formalism, translation, influences, classics, etc each semester and change the texts accordingly.

Regularly take students to Vanderbilt, Emory and UTK to attend readings and presentations.

COMMITTEES:

Publications Board (Chairman 3 yrs); Faculty Council (Secretary 1 yr); Student Advisory; Committee on Committees; Grade Appeals; Schedule; Departmental Honors; Library, Provost's Committee on Salaries; Curriculum; Composition (extensive re-writing of freshman and upper level program); Chairman of Schedule Committee; Council of Scholars, 1985-; Departmental Curriculum; Special Occasions and Composition Committees; University Honors (ongoing) [interviewing candidates, conducting introductory seminars in Jan-March]; DHON Committee; Chaired American Literature Search Committee, 1998-99 which resulted in hiring of Chris Stuart; Have served for two years as Mentor in English department for Anne Bailey, Helene Littmann; Participated in Western Humanities Seminar, Summer 1999; Presented section on Dante; served for three years informally on various committees to work out the Western Humanities Option of the new general education proposal; served on the ad hoc committee to pick the texts for this class; a great part of the course is modeled on the course I developed for UNON 101-102 with Prof. Fulton; rewrote UHON Writing handbook that I wrote in the mid 90’s (2003); drafted new MA Concentration in Writing Track, Fall 2006; Search Committee for new creative Writing Teacher, 2006-2007.
VITAE for IMMACULATE KIZZA

Immaculate-Kizza@utc.edu; http://oneweb.utc.edu/Immaculate-Kizza/

Education:
Ph.D., English, The University of Toledo, 1986
M.A., English, California State University, Sacramento, 1980
B.A., English, Makerere University, 1975
Dip.Ed., Makerere University, 1975

Professional Experience:
1982 - 1986: Teaching Assistant, The University of Toledo, Ohio
1989 - 1994: Assistant Professor of English, The University of Tennessee at Chattanooga
1994 -2000: Associate Professor of English, The University of Tennessee at Chattanooga
2000 - 2002: UC Foundation Associate Professor of English, The University of Tennessee at Chattanooga
2002 - present: UC Foundation Professor of English, The University of Tennessee at Chattanooga

Professional Societies:
African Literature Association (ALA)
African Studies Association (ASA)
Modern Language Association (MLA)
National Council of Teachers of English (NCTE)
Conference on College Communication and Composition (CCCC)
South Atlantic Modern Language Association (SAMLA)
Tennessee Philological Association (TPA)
Tennessee Council of Teachers of English (TCTE)
Chattanooga Council of Teachers of English (CCTE)
Golden Key National Honor Society
The Alpha Society

M.A. Thesis:
"The Thematic Categorization of African Literature."
California State University, Sacramento, Jan. 1980.

Ph.D. Thesis:
Papers Presented at Professional Conferences:

“African American Literature and the American History Discourse.”
American Studies Conference, University of Dar-es-Salaam,

“Searching for the Gender Frontier: A Moroccan Woman’s Perspective.”
93rd Annual Convention of The National Council of Teachers of English,

“African Literature Pedagogy in the Information Age: Practical Innovations.”
African Studies Association 45th Annual Meeting,

“In their Own Voices: African Women Writers Refocusing the Gender Discourse in African Literature.”
98th Annual Meeting of the Tennessee Philological Association,
Trevecca Nazarene University, Nashville, Tennessee, February 21, 2002.

“African-American Slave Narratives: Beyond Literary Discourse”
2nd Wilberforce International Conference on Slave Narratives,
Wilberforce University, Ohio, October 12, 2001.

“Uganda: Reconstructing Identities to Reclaim the Center.”
Forty-Third Annual Meeting of the African Studies Association,

“Click on Audio: Integrating Student Voices in the Writing Process.”
2000 State Conference of the Tennessee Council of Teachers of English,

“Re-Interpreting Our Heritage: Re-Writing Our History.”
Forty-Second Annual Meeting of the African Studies Association,

“A Century Apart, Otherwise Close: The Themes and Rhetoric of Frederick Douglass and Ngugi wa Thiong’o.”
Twenty-Fourth Annual Conference of the African Literature Association,
Austin, Texas, March 27, 1998.

"Telling Our Story in Print, On Stage, On Screen: Checks and Balances."
"Twenty-Third Annual Conference of the African Literature Association,
Michigan State University, MI, April 19, 1997.

"Woolfian and Forsterian Matriarchs: Two Authors, One


"Narrative Technique as Theme enhancement:: E.M.


Other Presentations:

“African American and African Women Writers’ Literary Traditions.”

“African American Slave Narratives: Beyond the Literary Discourse.”
Kyambogo University, Uganda, April 2, 2004.

“The Cultural Landscape of Morocco.” UTC, November 6, 2001

“Their Eyes Were Watching God.” Let’s Talk About It series.
Chattanooga-Hamilton County Bicentennial Library, October 2, 2001.


“African Folklore.” Howard High School, October 28, 1997

“The African Woman’s Experience: Where We’ve Been, Where We’re, Where We’re Going.” Black Women in the Workforce, Chattanooga State, March 20, 1992

“Exploring the Myths and Stereotypes About Africa and Its Peoples.” Mary Walker Senior Neighbors Center, Chattanooga, May 15, 1990


Journal Publications:


“Devil on the Cross: A New Direction in Ngugi’s Lament for
Abstract of "The Unmaking of Closed Endings in

"Untangling the Campus Computer Maze: A Freshman

"Computers: The First Encounter." (with J. Kizza)

Abstract of "Narrative Technique as Theme Enhancement: E.M.

"A Comment on 'The World Was Stone Cold: Basic

"Black or Standard English : An African American
Also on microfiche by ERIC.

Other Publications:
"Placement Tests: The Writers' Reactions." ERIC. Apr 93:14

Book Reviews:
Rev. of Women’s Voices in a Man’s World, by Lidwien Kapteijns.
Forthcoming in Journal of Asian and African Studies

Rev. of Manhood and Morality: Sex, Violence, and Ritual in Gisu Society

"Theatre, Politics, and Culture: A Kenyan Experience." Rev. of Mother, Sing for

Manuscript Reviews:
“Can Africa Democratize? Contenting Notions of Institutional Capital” for the
African Studies Review

“Carnival, Hybridity and the Subversion of the Postcolonial Discourse of
Resistance in Zimbabwean Literature: The Case of Dambudzo
Merechera’s Black Sunlight” for the African Studies Review

“Problems Facing Contemporary Africa and Viable Strategies for
Redress” for the Edwin Mellen Press
for the Edwin Mellen Press

**Book Chapters:**

"Developing Intrinsic Motivation for Students' Writing."

**Books:**

**Curriculum Development:**
"The African American Slave Narrative Tradition" (English 335)
"Africa Through Its Literature" (UHON 219)
“African Literature” (English 316)

**Grants:**
NEH - Summer 1991
Tennessee Humanities Council - Spring 1994 (with Dr. Young)
Tennessee Humanities Council - Fall 1994 (with Dr. Rehyansky)
Tennessee Collaborative for Excellence in Education - Fall 1994
Tennessee Humanities Council - Summer 1997 (with Dr. Rehyansky)
Fulbright-Hayes – Summer 2001

**Awards:**
Horace J. Traylor Minority Leadership - Spring 1994
Golden Key - 1998
UTNAA Outstanding Teacher - Spring 1999
UC Foundation Professorship - Fall 2000
The Alpha Society – Spring 2001
Fulbright–Hayes Seminars Abroad - Summer 2001

**Committee Service:**
Admissions - Fall 1990 - Fall 1992
English Afternoon and Sequoya Committee - Fall 1990 - Fall 96
Library Resources - Fall 1990 - Spring 1993
Composition Committee - Fall 1993 – Fall 2003
Fields of Competence
African-American Literature
African Literature
British Literature in Transition
Modern British Literature
Rhetoric & Compositio
HONORS AND AWARDS
Elected to UTC Council of Scholars (2005)

Excellence in Teaching Honors, The College of Arts and Sciences, The University of Tennessee at Chattanooga (2004)

MidAmerica Award for outstanding contributions to the study of Midwestern literature, Society for the Study of Midwestern Literature (2003)

Fulbright Senior Lecturer-Researcher (American drama), Universidade Federal de Minas Gerais Belo Horizonte, Brasil (1993)

Midwest Heritage Award for best essay read at the 18th annual meeting of the Society for the Study of Midwestern Literature (1988)


SELECTED PUBLICATIONS
BOOKS


ESSAYS AND CHAPTERS IN BOOKS


**ARTICLES**

(with Belinda Slocumb) “Susan Glaspell’s Provincetown.” Midwestern Miscellany 33.1 (Spring 2007), forthcoming

(with Leslie S. Taylor) “Developing the Narrative Imagination: Teaching ‘Neighbour Rosicky’ in


“(Mis)Reading the Region: Midwestern Innocence in the Fiction of Jay McInerney.”
"Reconfiguring the Subject/Recuperating Realism: Susan Glaspell's Unseen Woman" in American Drama 4.2 (Spring 1995): 36-54.


"The Heathen Priestess on the Prairie: Margaret Fuller Constructs the Midwest." The Old Northwest 16 (Spring, 1992): 3-12.


REVIEWS


ARTICLES IN REFERENCE WORKS
For the Iowa Biographical Dictionary (Iowa State Historical Society, forthcoming) (with Emily Monnig) “Susan Glaspell”
For the Dictionary of Midwestern Literature, II (Indiana University Press, forthcoming) “The Revolt from the Village”
For the Dictionary of Midwestern Literature, I (Indiana University Press, 2001)
“Willa Cather” “Caroline Kirkland” “Herbert Krause”
“Joseph Kirkland” “Susan Glaspell” “Ellis Parker Butler”
“George Cram Cook” “Henry Bellamann” “James Hall”
“Arthur Davison Ficke” “Alice French” “Harry Mark Petrakis”
“Harry Hansen” “Jane Hamilton” “E.W. Howe”
“Margaret Ayer Barnes” “Richard Wright” “J.F. Powers”

HUMOR AND OPINION PIECES


PROGRAM NOTES
“Nights (and days) of Desire.” Theatre Perspective: The Department of Theatre and Speech of The University of Tennessee at Chattanooga 8 (September, 1997)

“Feminist Theatre in America.” Theatre Perspective: The Department of Theatre and Speech of The University of Tennessee at Chattanooga 4 (February, 1993)

SELECTED PRESENTATIONS


“From the Street to the Stage: The Dialectical Theatre Practice of Grupo Galpão.” Brazilian Studies Association, Sixth International Congress (Atlanta, 2002)

“‘Life Is an Inverted Circus’: Grupo Galpão’s Romeo and Juliet. X Congreso de la Federacion Internacional de Estudos sobre America Latina y el Caribe (Moscow, Russia, 2001)

“The New Woman in the Plays of Susan Glaspell.” [Invited plenary lecture] First University of Malaga Conference on American Theatre, University of Malaga (Malaga, Spain, 2000)


“‘Life Is an Inverted Circus’: Grupo Galpão’s Production of Romeo and Juliet.” Brazilian Studies Association, Fifth International Congress (Recife, Brazil, 2000)


“Susan Glaspell’s Fidelity: The New Woman in the Midwest.” Society for the Study of Midwestern Literature (East Lansing, 1999)

“Feminism, Modernism, and Expressionism: Three Perspectives on Susan Glaspell’s The Verge.” [Invited talk] The University of Tennessee at Chattanooga (1999)

“Reading and Misreading in The Emperor Jones,” [Invited talk] Universidade Federal de São João del Rei (São João del Rei, Brazil, 1998)


“Speech Acts in Streetcar,” [Invited talk] Universidade Federal de Minas Gerais (Belo Horizonte, Brazil, 1996)

"Susan Glaspell’s The Verge: L’écriture fèminine at the Provincetown,” [Invited talk] University of Glasgow (Glasgow, Scotland, 1996)

"The Innocent Midwest and the Early American Pastoral," Nordic Association for American Studies (Oslo, Norway, 1995)


“Trifles, Text and Context,” [Invited talk] Universidade Federal de Minas Gerais (Belo Horizonte, Brazil, 1995)

“Contemporary American Theatre,” [Invited talk] Universidade Federal de Minas Gerais (Belo Horizonte, Brazil, 1995)


"The American Dream in American Drama," [Invited talk] Universidad de Malaga (Malaga, Spain, 1994)

"(Mis) Reading the Region: Midwestern Innocence in the Fiction of Jay McInerney," Society for the Study of Midwestern Literature (East Lansing, 1994)


“The American Dream in American Drama” [Invited talk] Universidade Estadual de São Paulo (São Paulo, Brazil, 1993)

“The American Dream in American Drama” [Invited talk] União Cultural, São Paulo, Brazil, 1993)

“The American Dream in American Drama” [Invited talk] Universidade Federal de Ouro Preto (Mariana, Brazil, 1993)
“Perspectives on *Who’s Afraid of Virginia Woolf,*” [Invited talk] Universidade Federal de Minas Gerais (Belo Horizonte, Brazil, 1993)

“The Aesthetic of the Provincetown Players” [Invited talk] Universidade Federal de São João del Rei (São João del Rei, Brazil, 1993)

"The Aesthetic of the Provincetown Players," [Invited plenary lecture 10th annual Semana de Estudos Germanicos (Universidade Federal de Minas Gerais, Belo Horizonte, Brasil, 1993)

“He Flirted with Euterpe Before He Settled down with Clio: A Literary Perspective on The Significance of the Frontier in American History.” Society for the Study of Midwestern Literature (East Lansing, 1993)

"Susan Glaspell's Unseen Woman,” MLA (New York, 1992)


'Mr. Inge, Women, and the Midwest: Why William Inge Don't Get No Respect.” MLA (San Francisco, 1991)

"The Heathen Priestess on the Prairie: Margaret Fuller Constructs the Midwest," Society for the Study of Midwestern Literature (East Lansing, 1991)

"MidAmerica Defines the Midwest: Fifteen Years of Scholarship in Midwestern Studies,” MLA (Chicago,1990)


“Susan Glaspell’s *The Verge: L’ecriture feminine* at the Provincetown,” MLA (Washington, DC, 1989)

"Failure and the American Mythos: Tarkington's *The Magnificent Ambersons,*" Society for the
Study of Midwestern Literature (East Lansing, 1988)


"Region as Metaphor in the Plays of Susan Glaspell," MLA (Houston, 1980)

EDITING

Chair, Editorial Committee, Society for the Study of Midwestern Literature (2004-present)

Member, Editorial Board and Senior Editor, Dictionary of Midwestern Literature (1990-present)

EDUCATION

PhD American literature, women’s studies, rhetoric: University of Iowa Dissertation: "A Critical Biography of Susan Glaspell" (1976)

MA English Education: University of Iowa (1969)

BA English: Marquette University: Minors: political science, secondary education (1968)

EMPLOYMENT

1986 - PRESENT: DEPARTMENT OF ENGLISH UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Associate Professor (1988); Tenured (1989); Professor (1992); Coordinator of Women’s Studies (2001)

GRANTSWRITING

Wrote the following funded proposals

UTC Faculty Research Grant, “The Revolt from the Village” (2002)

UTC Summer Fellowship, “The Early Plays of Grupo Galpão.”(Belo Horizonte, Brazil, 1999)

NEH Summer Institute: "Crossroads of Atlantic Cultures: Brazil at 500." (Phyllis Peres and Daryl Williams: São Paulo and Rio de Janeiro, Brazil, 1998)


Three UTC Instructional Excellence grants to purchase films and computer software for writing classes (1988, 1989, 1990)

Tennessee School-College Collaborative grant to publish a newsletter, *The EQ Review*, for high school and college English teachers (1987)

UTC Professional Development Grant to study technical communication at Southern College of Technology, Marietta Georgia (1986)

**ADMINISTRATIVE EXPERIENCE**

Coordinator, Women’s Studies Program (2001-present)

Coordinator, Works in Progress (Departmental colloquia, 1995-present)

Coordinator, Writing Internships (1988 - 1992)

Coordinator, Annual In-Service Workshop for High School and College English Teachers (1987 -1992)

Faculty Sponsor, English Club (1987 -1992)

**CONSULTING**

Presented workshops on the College Board’s EQ Project to English teachers at the following locations:


**COURSES TAUGHT** (* denotes graduate classes)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>Major American Figures</td>
<td>Rhetoric and Composition</td>
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<td>Modern and Postmodern Drama*</td>
<td>Writing Internship</td>
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<tr>
<td>American Literature to 1855</td>
<td>Professional Writing</td>
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<tr>
<td>American Literature from 1855</td>
<td>Scientific Writing</td>
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<tr>
<td>Values in 20th Century American Fiction</td>
<td>Proposals, Articles, and Technical Research*</td>
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<td><em>Research</em></td>
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<td>American Women Writers</td>
<td>Methodology and Bibliography*</td>
</tr>
<tr>
<td>Midwestern Literature</td>
<td>Business and Industrial Writing*</td>
</tr>
<tr>
<td>American Colonial and Federal Literature*</td>
<td>The American Renaissance*</td>
</tr>
</tbody>
</table>
American Realism and Naturalism*  Modern American Literature*
Contemporary American Literature*  Feminist Literary Criticism

**COURSES DEVELOPED**

Proposals, Articles, and Technical Research*  Writing Internship
Modern and Postmodern Drama*  Midwestern Literature
The American Renaissance*  American Colonial and Federal
Literature*  Major Am. Figures: Cather, Chopin, Jewett
Theatre and Feminism

**DEPARTMENTAL COMMITTEES**

Composition  Chairman's Advisory
Sophomore Composition  Search (Chair)
Library (Chair)  Graduate
Curriculum

**COLLEGE COMMITTEES**

Faculty Senate (elected)  Scholarship
Faculty Administrative Relations (elected)  Honor Court
College Council (elected)  Faculty Research
Faculty Secretary (elected)  Academic Standards
Library (Chair)  Budget and Economic Status
Women's Studies Advisory Council (Chair)  Women's Transformation Project

**SELECTED PROFESSIONAL SERVICE**

Review Panelist, Tennessee Arts Commission, Literary Panel (2003-present)
Regional Judge, NCTE Achievement Awards in Writing (1999-2002)
Judge, Young Southern Writers Context, 1999-2005)
Editor, “Library and Instructional Support” chapter of SACS Self-Study (2000)
Judge, UTC Women’s Studies Poetry Contest (1999)
Judge, Barnes and Noble Poetry Slam (1999)
Advisory Committee, Governor’s School for Prospective Teachers (1991-1992)
Evaluator, "Shakespeare: Now and Then" funded by the Tennessee Humanities Council (1991)
Member, English Task Force, Tennessee School-College Collaborative (1986-1990)

Member, Advisory Committee, Technical Writing and Editing Program: Chattanooga State Technical Community College (1990)

President, Society for the Study of Midwestern Literature (1990)

Vice President, Society for the Study of Midwestern Literature (1989)

Coordinator, East Tennessee Division, Young Writers Contest (1988)

1969-1986: DEPARTMENT OF ENGLISH, BLACK HAWK COLLEGE, MOLINE, ILLINOIS,

Tenured (1973); Assistant Professor (1973); Associate Professor (1979); Professor (1984)

ADMINISTRATIVE EXPERIENCE

Developed and coordinated A.A.S. degree and certificate program in technical writing (1977-1986)

Chaired Department's curriculum committee (1982 - 1986)

Coordinated Study Unlimited in Business and Industry (1979 - 1982)

Coordinated a six-week course on assignment sequences in composition for department members and area teachers (1982)

Coordinated English Department's annual articulation conference (1982 and 1979)

GRANTSWRITING

Wrote the following funded proposals:

NEH Travel to Collections grant to do research at the Beinecke Library, Yale University, on the poet Arthur Davison Ficke (1984)


Illinois Humanities Council grant to fund the Fifth Annual Western Illinois Regional Studies Conference (1983)

CONSULTING

Humanist consultant and presenter for "The Twentieth Century: Literature, Politics, and Culture" for the Regional Studies Teachers Institute, sponsored by the Putnam Museum, Davenport, Iowa, funded by the Illinois Humanities Council (1984)
Humanist consultant, project co-director and presenter for the Fifth Annual Western Illinois Regional Studies Conference ('Socialism and Fiction in Davenport, Iowa'), partially funded by the Illinois Humanities Council (1983)

Humanist consultant and presenter for "Who We Are/Where We Are: The Regional Drama of Susan Glaspell" for the Second Annual CommUniversity, partially funded by the Iowa Humanities Board (1981)

Humanist consultant, moderator, and presenter for "The Impact of Mass Media on American Life," sponsored by Black Hawk College, funded by the Illinois Humanities Council (1978)

Humanist consultant, moderator, and presenter for "American Women at Work," sponsored by St. Ambrose College Women's Program, Marycrest College Continuing Education Program, Centrum, Inc. and District Local Union 431, partially funded by the Iowa Humanities Board (1978)

Humanist consultant, moderator, and presenter for a series of Woman-forums co-sponsored by Centrum, Inc. and Marycrest College, funded by the Iowa Humanities Board (1977)

**COURSES TAUGHT**

- Advanced Composition
- American Literature I and II
- Developmental Writing
- Communication Skills
- Freshman Rhetoric and Composition
- The Gothic Romance
- Writing Internship
- Women Authors
- Technical Writing
- Psychology and Literature
- Modern Fiction I and II
- Images of Women in Literature

**COURSES DEVELOPED**

- Advanced Technical Writing
- The Gothic Romance
- Images of Women in Literature
- Writing for the Media
- Writing Internship
- Women Authors

**SELECTED PROFESSIONAL SERVICE**

Judge, adult poetry division, Mississippi Valley Poetry Contest (1985 - 1987)

Member, allocations panel of United Way of Rock Island and Scott Counties (1983 - 1986)

Member, visiting committee, North Central Association, English and student services accrediting committees, for Alleman High School (1986)
Judge, informative and oral interpretation divisions, Augustana Invitational Speech Tournament (1985)

Judge, adult and children's prose divisions, Muscatine County Literary Arts Festival (1984)

Judge, annual Constitution Essay Contest, Boys' State program, American Legion (1984)
Curriculum Vitae

Gregory O’Dea
UC Foundation Professor of English
Director of The University Honors Program

Department of English
University of Tennessee at Chattanooga
4023 Sunbeam Avenue
203 Holt Hall – 615 McCallie Avenue
Chattanooga, TN 37403
(423) 838-2612
E-Mail: gregory-o’dea@utc.edu
(423) 425–4238/4611
(423) 425–4128/4166

Education

  • Dissertation: “The Temporal Sublime: Time and History in the British Gothic Novel”

M.A. (1986): English, University of North Carolina at Chapel Hill
  • Thesis: “Narrator and Reader in Charlotte Brontë’s Villette”

  • Thesis: “Samuel Johnson’s Dramatic Theory…and His Practice in Irene”

Teaching Experience

Specializations:
  • Eighteenth-Century British literature
  • British Romanticism
  • The English-language novel
  • Post-colonial literatures and studies
  • Poetics

University of Tennessee at Chattanooga (August 1990 – present):

Graduate Courses:
  • “Development of the British Novel in the Eighteenth and Nineteenth Centuries”
  • “The Nineteenth-Century English Novel”
  • “The Modern British Novel”
  • “The Contemporary Novel in English”
• “The Short Poem in English”
• “The Age of Dryden, Pope and Swift”
• “The Age of Samuel Johnson”
• “British Literature of the Romantic Period”
• “Major Figures: Wordsworth and Coleridge”
• “Major Figures: Jane Austen”
• "Colonial and Post-Colonial Literature in English"
• Direction of Master's Theses on:
  • The "picaresque" in Cervantes, Fielding and Twain
  • The sonnets of Gerard Manley Hopkins
  • Metaphoric ideology in Ralph Ellison's Invisible Man
  • Satire in the novels of Thomas Love Peacock
  • Concept of design in Gabriel García Márquez's fiction
  • Economic metaphor in John Dryden's poetry

Undergraduate Courses:
• “The Development of the British Novel”
• “The Modern British Novel”
• “Seminar in the Novel: Fiction of the British Romantic Period”
• “Seminar in the Novel: The Contemporary Novel in English”
• “Seminar in the Novel: Contexts—The Novel Confronts Its Past”
• “The Age of Dryden, Pope and Swift”
• “The Age of Samuel Johnson”
• “British Literature of the Romantic Period”
• "Directed Readings: Cervantes"
• “Directed Readings: William Blake”
• “Directed Readings: Keats and Shelley”
• “Directed Readings: Vladimir Nabokov”
• “Directed Readings: Milan Kundera and Salman Rushdie”
• "Directed Readings: The Literature of Personal Relationships"
• "Directed Readings: The Postmodern Novel"
• "Directed Readings: Ethics in Literature and Medicine"
• "Colonial and Post-Colonial Literature in English"
• “Survey of British Literature to 1800”
• “Survey of British Literature Since 1800”
• “Literature of the Humanities”
• “World Literature Since the Renaissance”
• "Introduction to Literary Analysis"
• “Introduction to Literature”
• “Western Humanities I”
• “Western Humanities II”
• “Humanities I” (University Honors Program)
• “Rhetoric and Composition”
• Direction of Undergraduate Honors Theses on:
  • The idea of beauty in Dostoevsky's novels
  • Historical process and fictional structure in the novels of Michael Ondaatje
  • Film narrative and design (creative project)
• Fatalism and fortune in the novels of Cormac McCarthy
• Milan Kundera's novelistic process
• Speak No Evil: The Power of Babel in the Modern United States
• Narrative focalization in Flaubert, Tolstoy, and James
• Voice of the exile in postcolonial fiction
• Postcolonial responses to the canonical novel
• Reading theory in the novels of Italo Calvino

Publications and Research

“Framing the Frame: Embedded Narratives, Enabling Texts, and Frankenstein.”  


“Prophetic History and Textuality in Mary Shelley’s The Last Man.”  

“Fielding’s *Tom Jones.*”  

“Narrator and Reader in Charlotte Brontë’s Villette.”  

Books Reviews for the *Chattanooga Free Press* on Kazuo Ishiguro, Barry Unsworth, Salman Rushdie, and Italo Calvino.

"Historical Process and Narrative in Charles Maturin's *Melmoth the Wanderer.*" In progress.

Research and writing on conceptions of history in the contemporary anglophone novel.  
In progress.

Conference Papers and Sessions

"Discovering and Exploring Honors Potential: An Honors Program Admissions Process."  

"Capital Gains: Is Bigger Really Better in Honors Curricula?"  


**Invited Lectures, Seminars, and Workshops**

“Final Chapters: The Literature of Dying.” (Three-day lecture and workshop series on humanities and medicine.) Georgia Chapter of the American College of Physicians. Amicolola, GA. October 2006.


"Diagnosing Our Future: Scientific Dystopias." (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. March, 2006. Fall Creek Falls, TN.

"The Impaired Physician." (Three-day lecture and workshop series on humanities and medicine.) Georgia Chapter of the American College of Physicians. November, 2005. Amicalola State Park, GA


"Mapping Fairyland." (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. March, 2005. Fall Creek Falls, TN


"Plague and Community." (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. March, 2004. Fall Creek Falls, TN


"Imagining the Self." (Three-day lecture and workshop series on humanities and medicine.) Georgia Chapter of the American College of Physicians. March 14–16, 2003. Amicalola State Park, GA

"Imagining the Self." (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. March 7–9, 2003. Fall Creek Falls, TN

"Just to Have a Recognition": James Fraser's *Cold Mountain* and *The Odyssey.*" Take Five Lecture Series. University of Tennessee at Chattanooga, May 2002. (Lecturer and panelist for series, May-June 2002).

“The Other Side of the Story: Readings and Revisions.” (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. March 8-10, 2002. Fall Creek Falls, TN


“Images of the Physician.” (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. Fall Creek Falls, TN, March 2001

“Images of the Physician.” (Three-day lecture and workshop series on humanities and medicine.) Georgia Chapter of the American College of Physicians, Reading Retreat, Amicalola State Park, March 2001


“Final Chapters: The Literature of Dying." (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. Fall Creek Falls, TN. March 2000.


“Reading the Family: Literature of Familial Relations." (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. Fall Creek Falls, TN. March 1999.


“Literature and Memory." (Three-day lecture and workshop series on humanities and medicine.) Tennessee Chapter of the American College of Physicians. Fall Creek Falls, TN. March 1998.
Speaker, UTC English Department’s “Works in Progress” Series. “Memory and Prescience in Martin Amis’s *Time’s Arrow*.” University of Tennessee at Chattanooga, 17 September, 1997.

Speaker, UTC English Department’s “Works in Progress” Series. “Kazuo Ishiguro and the Art of Memory.” University of Tennessee at Chattanooga, 8 February 1996.


Grants and Awards

UC Foundation Professorship, The University of Tennessee at Chattanooga, 1995–present.

Clifton R. Cleaveland Humanities in Medicine Award (Tennessee American College of Physicians), 2005. For "invaluable contributions to history, literature, philosophy, and ethics in medical humanities."

University of Tennessee National Alumni Association Outstanding Teacher Award (UT system-wide teaching award), 2001. Presented to only two faculty members from each of the four University of Tennessee campuses.

UTC Student Government Association Outstanding Professor Award, University of Tennessee at Chattanooga, 1995.


UC Foundation Summer Fellowship Grant, The University Of Tennessee at Chattanooga, 1994.

Academic Service

The University of Tennessee at Chattanooga:
• Council of Academic Department Heads, 2003–present
• Humanities Advisory Council, 1998–present
• Faculty Senator, 1995–1997; 2003–2005
• Representative and Chair of Rhodes Scholarship Selection Committee, 2002–present
• Representative of Truman, Marshall, and Mellon Foundation Scholarships, 2003–present
• Scholarships Committee (ex officio), 2003–present
• Admissions Committee, 2006–2007
• Screening and Selection Committee, Summer in India Program, 2004
• Screening and Selection Committee, The Washington Center Internships Program, 2003–present
• Faculty Handbook Committee, 2003–2004
• Library Committee, 2004–present
• Alternate Faculty Representative, Honor Court, 2003–2005
• Classroom Technology Committee, 1994–1995
• Graduate Council, 1992–1993
• Assistant Commencement Marshal, 1992–2003

English Department, The University of Tennessee at Chattanooga:
• Chair, English Department Curriculum Committee, 2002–2006
• Developer, English Department World Wide Web site 1996–present
• "General Editor," Department Program Review Self-Study, 1994–1995
• Graduate Studies Committee, 1992–2002
• Graduate Advising Committee, 1992–present
• Department Head Search Committee, 1998–2001
• Chair, Graduate Studies Committee, Spring 1992–Fall 1993
• Library Resources Committee, 1990–present

University Honors Program, The University of Tennessee at Chattanooga:
• Director, 2003–present
• Assistant Director, 1997–2003
• Scholarships Committee, 1997–present
• Admissions Interview Committee, 1993–present

Other Professional Service:
• Scholar in Residence and Faculty in Humanities, American College of Physicians, 1998–present
• Member, Program Committee, 2003 Chattanooga Conference on Southern Literature, 2001–2003
• Chair, Program Committee, 2001 Chattanooga Conference on Southern Literature, 1999-2001
• Executive Board Member, Chattanooga Arts and Education Council 1998–2002
• Editorial Consultant and Referee, Oxford University Press, 2001–2003

Rev. August, 2006
Curriculum Vitae

Dennis P. Plaisted
Department of Philosophy and Religion
University of Tennessee at Chattanooga

Areas of Specialization:
Biomedical Ethics
Early Modern Philosophy
Philosophy of Religion

Areas of Competence:
Ethical Theory
Logic
Philosophy of Law
Applied Ethics

Educational Record:
1988-1991 University of California at Los Angeles, B.A. in Philosophy. Magna Cum Laude; Departmental Honors in Philosophy
1991-1994 University of Southern California Law School, J.D.

Publications:
--Leibniz on Purely Extrinsic Denominations, University of Rochester Press (August, 2002).
--“Leibniz’s Argument for Primitive Concepts,” Journal of the History of Philosophy, 41: 329-341, July 2003; this paper was also the winner of the 2002 Leibniz Society Essay Competition.
In Progress--

--Article: “An Account of the Unclean in Leviticus.”

--Article: “The Problem with Principlism in Medical Ethics.”

--Book: *God and the Appropriation of Evil*

Presentations:


--“On Justifying a Morality Based on God’s Commands,” presented at Hawaii International Conference on Arts and Humanities, January 9, 2004.

--“The Ethics of the Unclean,” presented at Hawaii International Conference on Arts and Humanities, January 10, 2004.

--“Leibniz on Relations,” presented at a graduate seminar on Leibniz, University of Memphis, March 21, 2005.

--“The Appropriation of Evil and Some Problems in Bioethics,” presented at Rice University Philosophy Department Colloquium, April 30, 2005.

--“Leibniz on Purely Extrinsic Denominations: Replies to Reviews,” presented at Rice University, May 1, 2005.

--“On Justifying a Morality Based on God’s Commands,” presented at Tennessee Philosophical Association Conference, November 6, 2005.


--“An Account of the Unclean in Leviticus,” presented at Southeastern Regional Meeting of the Evangelical Philosophical Society/Evangelical Theological Society, March 17, 2006.

--“The Ethics of Appropriating Evil,” presented at the annual meeting of the Society for Ethics across the Curriculum, Dartmouth University, November 17, 2006.


**Service:**

--Member, Perspectives Series planning committee, UTC, September 2004-January 2006.

--Member, Ethics Committee, Erlanger Hospital, February 2005-present.

--Member, planning committee for yearly C. S. Lewis Lecture, UTC, April 2005-present.

--Member, Departmental Honors Committee, UTC, September 2005-June 2007.

--Member, Curriculum Committee, UTC, August 2007-present.

--Served on a panel to discuss topics in medical ethics for UTC’s Perspectives Series, January 19, 2005.

--Served on a panel to discuss the ethics of Gardasil, the vaccine for human papilloma virus, UTC, November 2006. The panel discussion was organized by UTC’s University Honors Program.

--Presented my lecture, “Medical Ethics at the Beginning of Life,” at UT College of Medicine’s Family Practice Update on June 16, 2007.


--Presented my lecture, “Introduction to Medical Ethics,” to the students in UTC’s Nursing Program on June 27, 2007.

**Honors:**


--UC Santa Barbara Block Grant for Incoming Graduate Students, 1996-1997.


**Experience:**

1. Assistant Professor, University of Tennessee at Chattanooga, August 2004-present. Courses taught:
   - Introduction to Ethics
   - Ethics for the Professions
   - Western Philosophical Traditions II
   - Values and the Environment
   - Biomedical Ethics
   - Logic, Language and Evidence

2. Visiting Assistant Professor, College of Charleston, August 2003-July 2004. Courses taught:
   - Ethical Theory (upper division)
   - Introduction to Philosophy
   - Business Ethics
   - Biomedical Ethics
   - Critical Thinking
   - Philosophy of Religion

3. Visiting Assistant Professor, Rochester Institute of Technology, September 2000-July 2003. Courses taught:
   - Leibniz
   - Descartes
   - Modern Philosophy
   - Beginning Symbolic Logic
   - Intermediate Symbolic Logic
   - Philosophy of Religion
   - Ethics
   - Introduction to Philosophy
   - Critical Thinking

4. Teaching Assistant, University of California at Santa Barbara, 1997-2000. Courses assisted:
   - History of Philosophy - Early Modern
   - Critical Thinking
   - Beginning Symbolic Logic
   - Introduction to Ethics

5. Instructor, Los Angeles Trade-Technical College, Fall 1996, Fall 1998. Course taught:
Deductive Logic—taught six sections each semester.


**Professional Affiliations:**

Member, Leibniz Society of North America
Member, Evangelical Philosophical Society
VITA OF HUBERT L. PREVOST, JR.

Home Address:        Business Address:
1715 SeaGull Lane      306 University Center
Hixson, TN  37343      615 McCallie Ave.
Phone:  423/842-6271      Chattanooga, TN   37403
               Phone:  423/425-4735
Hugh-prevost@utc.edu

EDUCATION

University of Alabama, Tuscaloosa, Alabama
   1976-1982, completion of all requirements for Ph.D. in English except
   Dissertation (ABD)
   Major:  English Romanticism
   Minor:  Composition
   Graduate Assistantship
   Graduate Dean’s Scholar
   Outstanding Graduate Student Essay Award, 1979

Mississippi College, Clinton, Mississippi
   M.A. in English 1973
   Graduate Assistantship
   B.S. in Biology and Chemistry, 1969

PROFESSIONAL BACKGROUND AND EXPERIENCE — ADMINISTRATIVE

Interim Vice Chancellor for Student Development, The University of Tennessee at Chattanooga,
February 2006—August, 2007
   • Provide administration, coordination, and budgetary supervision of programming and
     service units within the Division of Student Development: Admissions and Orientation;
     Campus Recreation; Counseling and Career Planning Center; the Placement Office;
     Student Success Center; Office of Students with Disabilities; University Center; and the
     UTC PolyClinic—Student Health Services

Director of Cooperative Education and International Programs, The University of Tennessee at
Chattanooga, 1986-present
   • Coordinate a staff of two professional counselors and one secretary in the expansion of
     cooperative education, international student exchange and study abroad, and national
     student exchange across UTC’s curricula.
   • Have oversee the growth of UTC program from 51 students in 1986 to over 200.
   • Have developed relationships with local, regional, and national public, private and
     governmental agencies to insure the professional growth of UTC students via co-op work
     experience; work closely with UTC faculty and administration to insure their cooperation
     in program development.
Counsel, advise and recommend undergraduate and graduate students from the Schools of Business Administration and Education for career related co-op job opportunities during their academic careers.

Administer $180,000 departmental budget.

Advise and counsel students interested in UTC’s Individualized Education Program, a program that grants university credit to adult students for their work experience and non-college in-service training.

Coordinator, Office of Cooperative Education, The University of Alabama, 1983-86

Interviewed, counseled, developed jobs for, and placed under-graduate and graduate students from the colleges of Arts and Sciences, New College, Education, Business, and Engineering in cooperative education positions with federal agencies and private industry.

Worked closely with the faculties of these colleges to identify both students and employers and traveled with faculty members to evaluate employer worksites.

Identified students and local employers for an off-campus, part-time job services funded through financial aid office with federal Job Location and Developmental (JLD) funds.

Conference Coordinator for the Southeastern Training Center for Cooperative Education, The University of Alabama, 1982-83

Worked closely with Project Administrator and Project Director in planning, marketing, coordinating, and evaluating more than 30 regional and 2 national co-op training conferences.

Produced an 8-minute and a 45-minute training film for employers to use in training new co-op supervisors.

Assistant Director of Freshman English, The University of Alabama, 1981-82

Aided in preparation of and helped teach graduate seminar to prepare students to teach freshman English; evaluated teaching ability of English graduate students; counseled with both graduate and undergraduate students; developed syllabus for both freshman English courses (101 and 102); chaired Freshman English Textbook Committee.

Director of Governor’s Youth Work Program, Office of the Governor of Mississippi, 1975-76

Directed and coordinated a professional staff of three full-time coordinators, one secretary, and four summer staff coordinators in two Title II/CETA funded Federal/State Youth Work Programs—(1) The Governor’s In-School Program, a $1.2 million program that provided educational work experience for economically disadvantaged youth; (2) the Summer Youth Program, a $7.5 million federally funded CETA work program that placed economically disadvantaged high school and college students in summer jobs in all 82 Mississippi counties.

Worked closely with other state agencies, county and city governments and school boards, Mississippi State Employment Security Commission, community service organizations, and the Mississippi AFL-CIO governing board to identify students and summer jobs for those students.
PROFESSIONAL BACKGROUND AND EXPERIENCE – TEACHING

Cooperative Education Association
  Regional Liaison Committee, 1988-present
  Publications Committee, 1989-90
  Program Committee, 1989
Cooperative Education Division of ASEE
Southeast Regional Cooperative Education Association
  Donations and Gifts Chairman, 1991
  Program Co-chair, 1987
Tennessee Cooperative Education Association
  President, 1989-90
  President-Elect, Program Chair, 1988-89
  Board of Directors, 1987-present
Sigma Tau Delta (English honorary society)
Southeastern Modern Language Association

COMMUNITY SERVICE/ACTIVITIES

Red Cross of Chattanooga, 2006-present
  Executive Committee, 2007
Goodwill of Chattanooga, 1998-present
  Chair, Board of Directors, 2003-present
  1st Vice Chair, 2001-2003
  Board of Directors, 1998-present
United Way, 1986-present
  Account Executive
  Allocation Committees
  Loaned Executive, 1987
American Red Cross, Chattanooga Chapter, 2006-
  Board Member
Boy Scouts of America, 1987-89
  Den Leader
  Chairman, Mountain District Jamboree Ticket Drive
Kiwanis Club of Chattanooga, 1988-present
  President, 1998-99
  1st Vice President
  2nd Vice President
  Circle K Committee Chair
  Boys and Girls Work Committee
Kentucky-Tennessee District of Kiwanis International
Lt. Governor, Division III, Kentucky-Tennessee District
District Circle K Administrator

Chamber of Commerce, 1989
New member solicitation, 1989

Donor or contributing member of
Arts and Education Council
Allied Arts
Chattanooga Nature Center
Chattanooga Regional History Museum
Partners for Academic Excellence
Community Kitchen
Partnership for Families, Children, and Adults
Little Theatre of Chattanooga

PUBLICATIONS


PRESENTATIONS

“Supervisors: The Key to a Successful Cooperative Education Program,” with Dr. Luther Epting, MSU, (Savannah, GA: Norfolk, VA: and Atlanta, GA), 1987.
CURRICULUM VITAE OF VERBIE LOVORN PREVOST

HOME ADDRESS                  BUSINESS ADDRESS
1715 Sea Gull Lane            English Department, UTC
Hixson, TN 37343              615 McCallie Avenue
(423) 842-6271                Chattanooga, TN 37403

EDUCATION

University of Mississippi, Ph.D., 1974
  Major: 20th Century American Literature; Minor: English Renaissance Drama
  Honors: NDEA and University Fellowships; Phi Kappa Phi; GTA

Mississippi College, M.A., 1965; B.A. (with Special Distinction), 1964
  Major: English; Minors: Education, French
  Honors: Merit and P.T.A. Scholarships; Alpha Chi, Sigma Tau Delta

East Central Junior College, Decatur, MS, A.A., 1962
  Honors and activities: Hall of Fame; salutatorian; Citizenship Award; news editor of
  college paper; correspondent for county paper; Phi Theta Kappa; Sigma Tau Sigma

PROFESSIONAL EXPERIENCE--ACADEMIC

University of Tennessee at Chattanooga
  Professor of English (Assistant Professor, 1986; Tenured, 1989; Associate Professor,
  1990; Professor, 1994)
  Head of Department of English, 2005-; Director of English Graduate Program (1993-
  2004); Acting Head of English Department, (1999-2001, 2004-2005); Director of
  the UTC Freshman Seminar (1989-95); Coordinator of English Developmental
  Studies (1986-1990); Acting Director of Composition, Fall 1988
  Courses taught: composition; introductory lit. courses; Am. lit. surveys; a wide variety of
  upper-level and graduate courses in American, Southern, international, and
  women writers; Methodology & Bibliography (graduate); Freshman Seminar;
  Shakespeare (graduate); Teaching Literature in Senior High School (graduate);
  Literacy Acquisition and Language Development (graduate)
  Courses taught abroad: Porter, Welty, O’Connor taught at Brno University of Spring
  Summer 2001; Contemporary Australian Literature, Summer 2005

University of Alabama
  Taught all levels of freshman composition, American and English literature survey courses,
  and technical writing.

  Assisted director of freshman English in seminar for TA's.

Mississippi College
  Assistant Professor of English, 1970-73, 1974-76; Instructor, 1965-68
Taught all levels of freshman English, American and English literature surveys, upper
division and graduate courses in American novel, Shakespeare, 17th century
English literature, and literary criticism.
Helped originate, organize, and supervise freshman honors program.
Helped write proposal that resulted in Lilly Foundation Grant for $150,000.
Served as secretary of Southern Literary Festival, helping select and invite speakers and
coordinating program schedules, travel arrangements, and registration.

East Central Community College
Instructor, 1964-65, taught freshman composition

PROFESSIONAL EXPERIENCE--BUSINESS

Pace Learning Systems
Consultant, Editor, Writer, 1983-1986; Regional Manager, 1985-86
Wrote and edited individualized, programmed instructional modules for use in language,
reading, and mathematics developmental program--used in over 300 sites.
Edited newsletter sent to all customers.
Conducted workshops on programmed instruction in developmental/remedial studies.
Wrote items for diagnostic tests, practice tests, and posttests.
Wrote copy for advertising brochures.
Compiled 12,000 name mailing list; organized and directed extensive direct mail campaign.

Supervised three regional salesmen.

OTHER WRITING/EDITING/CONSULTING EXPERIENCE

University of Tennessee Press Editorial Board, 2000-present.
2004.
Writing Workshops, Unum-Provident, 1999-2000.
Associate Editor, Concerns, 1993-95.
Special Editor for Theses and Dissertations for South Atlantic Review, 1989-93.
Editor, TNADE Newsletter, 1990-92.
Served as technical editor for Graduate School of University of Alabama--including Graduate
Catalog, dissertations, and theses, 1981-86.
Revised manual for writers for theses and dissertations, University of Alabama, 1985.
Revised manual for writers of theses for Mississippi College Graduate School, 1975.
Wrote movie reviews for The Clinton News, 1974-76.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

Publications

Bibliographies
“All the King’s Men,” Masterplots: Twentieth Anniversary Revised Second Edition, Englewood


**Book Reviews**


*Flannery O’Connor, the Woman, the Thinker, the Visionary*, in *The West Tennessee Historical Society Papers*, XLIX (December 1995), 245-246.


**Composition**


Booklets (8 titles) included in *The Language Competency Cabinet* (University, AL: PACE Learning Systems, 1984).

Booklets (18 titles) included in *The Reading Competency Cabinet* (University, AL: PACE Learning Systems, 1986).


**Literature**


Other


Interviews

Mary Hood, for WUTC, April 20, 2001.
Arlie Herron, for “First Sunday,” WDEF, Summer 2000.

**Presentations**

Regional and national


Browning’s *The Ring and The Book*: The Theme of Christian Responsibility,” Southeastern Conference on Christianity and Literature, Bryan College, Dayton, TN, April 10, 1992


“Eudora Welty’s Use of the Natchez Trace,” Women’s Studies Seminar, University of Alabama, 1983 (by invitation).


“Growing Up White in Mississippi in the 60s: Barry Hannah’s *Geronimo Rex* and Jack Butler’s *Jujitsu for Christ*,” Mississippi Philological Association, Columbus, MS, February 1992 (referred with a maximum of 10% of papers from out-of-state).


“Preservation of the Natchez Trace: Roane Fleming Byrnes and the Natchez Trace Parkway”; “Preservation of the Natchez Trace: Eudora Welty and *The Robber Bridegroom* and *The Wide Net,*” two lectures for the Sue Price Lipsey Lectureship Series, Mississippi College, 1982 (by invitation).


"Women and the Natchez Trace Parkway,” Women's History Month, Natchez Trace Parkway Headquarters, Tupelo, Mississippi, March 2003 (by invitation).

Local


Book reviews and/or discussions (1990-present) for many groups including Friends of the Library, Great Book Club, Outlook Club Book Group, Lookout Mountain Book Club, North Chattanooga book Club, First Baptist Church.


"Christian Poetry" (with Hugh Prevost), series of five lectures for the Thorne Sparkman School of Religion, March/ April 2002.


“A Day in the Life of a University Professor,” UT Board of Trustees, Chattanooga, TN, Feb. 1998.

"Ernest Gaines's A Lesson Before Dying," Several local presentations, including one for Hamilton Country Mayor Claude Ramsey and his staff in February, 2004 and one for UTC faculty and staff on April 16, 2004.


“Incorporating Writing Activities,” Workshop for New Faculty and Distinguished Teaching Professors, October 15, 1992.


“Katherine Anne Porter’s ‘Theft,’” Aeropagus Society, Girls Preparatory School.

“Let's Talk About It” series for the Chattanooga-Hamilton County Bicentennial Library, 2005 (The Curious Incident of the Dog in the Night); 2004 (poetry of Edna St. Vincent Millay); 2003 (North Toward Home); 2001 (How the Garcia Girls Lost Their Accents); 1999 (The Good Husband); 1998 (Alias Grace); 1996 (Sweet Water); 1995 (The Thin Red Line); 1994 (The Age of Innocence); 1993 (Hospital Sketches); 1992 (One Hundred Years of Solitude).

"The Life and Writings of C. S. Lewis" (with Hugh Prevost), The Christian Laity Institute, September 9-November 25, 2001.


“Rationale for a Separate Course on Women Writers,” Women’s Studies Conference, UTC, April 1989.


UTC’s Freshman Seminar program, Presentations (1990-1993) to numerous groups, including UC Foundation Board, Sertoma, English Writing Faculty, Student Government Association, Family Day at UTC, UTC Round Table, New Faculty Orientation, Student Orientation, Student Affairs Staff Retreat, Adult Students Orientation.


“Women in Leadership,” URHC, March 2, 2000
Women’s Studies Colloquia, April 1992.

“Writing across the Curriculum,” with Sally Young, Greater Chattanooga Area Social Studies Council Workshop, January 1991.


**Panels**

"Are the Public's Images of the Civil War Based on Fiction or History?" Symposium on the 19th Century Press, the Civil War, and Free Expression, October 30, 2003

“Voices,” Conference on Southern Literature, panel member with John Henry Redwood and Ross Spears, moderated by Buzz Seinknecht, April 20, 2001


“Portrayal of Women in Southern Literature,” moderator with panelists Janice Daugharty, Kaye Gibbons, Barry Hannah, and Michael Knight, Conference on Southern Literature, April 16, 1999

**Grants**

UTC Faculty Development Grant to assist with bringing poet Alice Notley to UTC for a reading, March 5, 2007.

Library Enhancement Grant, $543.20 for purchase books of criticism on the female members of the Fellowship of Southern Writers, 2004.

UTC Faculty Development Grant, $900, to attend NCTE Workshop on multiculturalism, 2003.

Lupton Renaissance Grant to continue "Take Five," $28,050" for three years, 2001.


Reading Workshop for Middle School Teachers, $28,774 Eisenhower grant through THEC, Summer 1999.

The Civil War: Integrating the Arts and History, $15,978 grant from the Public Education Foundation to conduct a two-week workshop for 20 public school teachers from Hamilton County schools during summer 1998.

Natchez Trace Project, $9,963 Grant from Public Education Foundation to take ten public school teachers on educational tour of Natchez Trace, Summer 1997.

Faculty Development Grant to teach course in Czech Republic, Spring 1997.

Faculty Research Grant, research on Bohumil Hrabal, 1996.

UC Foundation Faculty Development Grant, Women's Studies Colloquia, April 1993.

UC Foundation Summer Fellowship, 1993.
Chattanooga School for the Arts and Sciences Library, wrote $30,000 proposal funded by
Benwood Foundation for purchase of computers.
Tennessee Humanities Council, Program Bureau Grant for lecture by Dr. Allen Hibbard, January
Speakers and Special Events Grant for lecture by Dr. Linda Dover, February 24, 1992.
UC Foundation Summer Fellowship, 1990.
Instructional Excellence Grant, UTC, 1989-90, Video Tapes of American Women Writers.
Faculty Research Grant, UTC, 1989, Barry Hannah's Use of the Civil Rights Movement in
Geronimo Rex and Compilation of a Bibliography of Hannah.
Instructional Excellence Grant, UTC, 1988-89, Books for Teaching of Developmental English.
Instructional Excellence Grant, UTC, 1987-88, Penn State Conference on Rhetoric and
Composition.

**Workshops**

(in addition to those listed under “Grants”)

Workshop on "Reading in the Science Content Area" as part of a THEC Grant for 4th and 5th
Two workshops for Chattanooga police officers on resume writing (approximately 80 officers
each session), with Joe Wilferth, November 7 and 9, 2005
Conducted workshops on reading/writing for elementary school teachers as part of REA
Grant. August 6, 2002 (Blythe Bower Elementary in Cleveland) and August 7, 2002 (Arnold
Elementary in Cleveland), and February 11, 2003 (East Lake Elementary).
Did two sessions for “Literacy Acquisition and Reading Development,” a graduate class in the
College of Education, as part of the Urban Institute, October 4 and November 1, 2002.
“Integrating Reading and Writing: Responding to a Text.” In-Service for Hamilton County
Teachers, August 8, 2002. Did same workshop for three different groups.
“Reading and Writing Connection.” In-Service for Hamilton County Teachers, October 18, 2002.
Did same workshop for two different groups.
“Gear Up” Grant with the UTC College of Education, reading workshop for 30 teachers, July
9-13, 2001
“Lights on” Grant with the UTC College of Education, reading workshops for parents

**Technology**

Selected to be a UTC Teaching, Learning, and Technology Fellow for 2002-2003.
Currently teach all classes in electronic classrooms.
Regularly use Blackboard for all classes.
Developed and maintain a web site on Tennessee writers.

**PROFESSIONAL AND COMMUNITY SERVICE**

Member of Organizing Committee for Chattanooga Festival of Writers, 2005-2006
Member of Allied Arts Committee for Individual Artist Grants, 2005-2007
Ad Hoc Advisory Board, UT Press, 2004-
Vice-President for Tennessee Council of Teachers of English 2003-2004, re-elected for 2004-2005
Judge, School Story Challenge, sponsored by the Chattanooga Times Free Press and the Hamilton County School System, February 2004
Chair, A Tale for One City, 2003-2004
Member of Arts and Education Council Board of Directors, 1989-96
Chair, Conference on Southern Literature, 1993
Chair, Choice in Education Conference, 1990
Curriculum Task Force, Chattanooga Public Schools, 1990-91

UNIVERSITY AND DEPARTMENTAL CONTRIBUTIONS
Member of the UC Foundation Strategic Planning Task Committee, 2007-2008
Member of the University Planning Council, 2006-2008
Led department in successfully completing five-year review for THEC, 2007.
Chair, Chancellor Search Committee, 2004-2005
Ad Hoc Advisory Board, UT Press, 2004-2005
Organized and handled all arrangements for UTC's first participation in NCTE's African American Read-In, February 2003
Faculty Member of the UT Board of Trustees and member of the Presidential Search Committee, 2001-2002
Member of UTC Liaison Committee to UT Board of Trustees, 2000-2001
Organized, directed, and was a presenter for “Take Five” for Summers 2000, 2002, 2003, 2004
President, Faculty Council, 1998-2000
First Vice President, Faculty Council, 1996-98
Chair, Provost Search Committee, 1997
Faculty Counselor to UT President, 1996-97, 1997-98
Helped develop Women's Studies minor; developed American Women Writers course.
Developed English Graduate Newsletter and handled publication of quarterly issues
Faculty advisor for Phi Eta Sigma/Alpha Lambda Delta (freshman honorary societies) 1987-2002
Graduate Council, 1993-1999
University Committees (1986-present): Admissions, Athletics Board, Convocation,
Developmental Studies, Patten House, C. S. Lewis Lecture, Women's Studies, General Education, Mocs Express Policy, NCAA Subcommittee on Rules and Compliance, International Studies Steering Committee, SACS, Speakers and Special Events, Bicentennial of Bill of Rights, Publications Board (chair), Athletics Board, College Council of Arts and Sciences, ACE Advisory, Planning Committee for Faculty Conference, SACS Steering Committee, Faculty Development Grants (chair two years), NCAA Academic Integrity Sub-committee, Ad Hoc Committee on Administrative Raises, Ad Hoc Multi-Media Committee, NCAA Academic Integrity Sub-committee, United Way Leadership Group, Mission Committee
Served on University search committees for provost (chair), dean of College of Arts and Sciences, Writing Services coordinator, reading instructor, Director of Student Support
Services, Vice Chancellor for Development (twice), Athletic Director, Men’s Basketball Coach
Departmental Committees: Schedule, Composition, Graduate Studies, Chairman's Advisory, Curriculum, Rank and Tenure and five departmental search committees
Teaching Consultant for Instructional Excellence Program
Summer Summit (joint project of UTC and Chattanooga City Schools), 1994, 1995, 1996
Director and reader for numerous honors projects for undergraduate, research projects and theses for graduates
Faculty Mentor, College of Arts and Sciences, 1994-98
Higher Ground Mentor, 1990-92
Regular reader of English placement tests, 1986-present
Established, coordinated Conversation Partners Program for non-native speakers, 1988-89

HONORS/AWARDS

Connor Professor of American Literature, 2006-
Katharine Pryor Professor of English, 1995-2006
Nominated for 2006 UTNAO Outstanding Teacher Award
Jane Harbaugh Award for Service, 2002
Special Award from Grants and Research at Faculty Honors Day, 2001
Outstanding Service Award, UTC, 2000
Graduate School Award for Outstanding Service, 2000
Outstanding Service Award, College of Arts and Sciences, 1999, 1994
Honorary faculty member of Alpha, elected 1994
Participant in 1993 UT Leadership Institute
Distinguished Teaching Professorship, 1991-1994
Honorary faculty member of Golden Key, elected 1991
Alumna of the Year, East Central Community College, 1988
Outstanding Teacher, College of Arts and Sciences, 1987-88
Asia Program
University of Tennessee/Chattanooga
Chattanooga, TN 37403-2598
(423) 425-5314 FAX: (423) 425-2138
Richard-Rice@utc.edu

1102 River Hills Drive
Chattanooga, TN 37415
(423) 267-1359

Education

B.A. 1966 Portland State University (History)
M.A. 1967 University of Illinois (European History)
M.A. 1971 Harvard (Regional Studies: East Asia)
Ph.D. 1974 Harvard (History and East Asian Languages)

Employment

1981-Present: Professor of History, University of Tennessee at Chattanooga;
  Director, UTC Japan Project, 1985 – present (now Asia Program)
1989 (fall): Visiting Faculty, University of Pittsburgh Semester-at-Sea
1974-1981: Assistant Professor of History, University of Tennessee/Knoxville
1972-1973: Teaching Fellow, Harvard University
1972: Teaching Assistant, Brandeis University
1969-1970: English Conversation Teacher, Tokyo
1966-1968: Grading Assistant, University of Illinois

Administration

Director, UTC Japan Project (1985-1999); Asia Program (1999-present):
Plan and implement outreach services designed for teachers and the business community. Fund-raising to support Japanese studies. Achieved national recognition in teacher training workshops, materials and educational videos. Supported efforts to attract Japanese investment in the community. Host visiting delegations and plan
conferences.
1. fund raising and budget supervision (career total over $1.5 million)
2. business and community services: interpreting, hosting, consulting, recruitment in Japan, referrals
3. off-campus courses in Japanese language for local companies
4. workshops for teachers in the region and nation (funded by the USJF; CGP; NEH; Department of Education)
5. publication of teaching materials including educational videos
6. faculty development to expand Japan curriculum
7. administration of Japanese language courses
8. development of a materials center, resource guides
9. house and support Education About Asia

Assistant Director for Academic and Curricular Activities, Honors Program (1987-1992):
Helped plan and write successful $400,000 grant to assist Director in creation of a newly expanded honors program at UTC. Achievements:
1. recruitment of outstanding students
2. development and evaluation of new liberal arts curriculum for honors students
3. planning and implementation of two-week faculty retreats
4. organization of faculty seminars
5. selection, orientation, and advisement of honors students
6. writing university and community publicity
7. preparation of data and reports to NEH
8. supervision of staff

UTC Faculty Secretary, 1999-2004
Prepared agenda, arranged meeting room, took and distributed minutes for four meetings each year, prepared ballots, obtained sponsors, read student names at three commencements each year.

President, UTC Faculty Senate, 2004-2006
Preside at Senate meetings, prepare agenda with executive committee and others, meet with the Chancellor and other administration officers to represent faculty views, receive annual reports from standing committees, preside at annual retirement dinner, act as counselor to President of the UT system, serve as faculty representative on academic affairs committee of the Board of Trustees.
Awarded Chancellor’s Institutional Effectiveness Award in 2005 for Fiscal Stewardship; UTC Service Award, 2005

Trustee, University of Tennessee, 2006-2007

Professional Experience

Secretary-Treasurer, 1975-1978, Tenn. Consortium for Asian Studies
Administration of pilot Japanese language program, 1983-1986
Chair, UTC Petitions Committee 1983-1985
Coordinator, 1983-1985, Washington and S.E. Region Japan Seminar
President, 1984-1987, Parents of the Gifted Organization
President, 1986-1988, Tennessee Consortium for Asian Studies
Local Arrangements Chair, 1987 Meeting of SEC/AAS
Editorial Board, 1986-1989, Virginia Consortium for Asian Studies
Member, Business School Committee on International Education
Vice-President, Southeast Conference/ Association for Asian Studies, 1992
President, Southeast Conference, Association for Asian Studies, 1993
Editorial Advisory Board, Current Politics and Economics of Japan; Southeast Review of Asian Studies
Local Arrangements Chair, 2002 Meeting of SEC/AAS

Awards

1966-1968  NDEA Fellow in History, University of Illinois
1972-1973  Teaching Fellow, Harvard University
1971-1973  Harvard Graduate School Fellowship
1977  Fulbright-Hays Summer Seminar In India
1978  Association for Asian Studies Travel Grant
       UT Summer Faculty Research
1980  UT Summer Faculty Development
1983  Fellow, St. Antony's College, Oxford University
1984  University of Tennessee Summer Faculty Research
1986  UC Foundation Japan Research Grant
1989  UTC Instructional Excellence Grant
1991  UC Foundation Japan Research Grant
       Association for Asian Studies Travel Grant
       Southeast Association for Japanese Research Travel
1994  Director, Fulbright-Hays Group Projects Abroad, Indonesia
       UC Foundation Indonesia Research Grant
       UTC Faculty Development Grant
1995  Mombusho Research Travel Grant
1996  UTC Sabatical
1998  NEH Faculty Summer Institute on World and Environmental History,
       University of California/ Santa Cruz
2000  UTC Faculty Development Grant, Morocco
2001  Freeman Foundation/Columbia University Asia Study Tour
2002  UTC Chancellor’s Funds for SEC/AAS Meeting subvention
2002  Lupton Renaissance Grant for Faculty Globalization Seminar
2003 Walker Resource Center Faculty Fellow, 2003-2004
2005 NEH Summer Seminar on Human Rights in an Age of Globalization
Columbia University
2005 UTC Faculty Development Grant to supplement NEH award
2007 UTC Sabbatical Spring Semester
UC Foundation Research Grant, Columbia University
UTC Faculty Development Grant to present research paper

Teaching

Traditional and Modern Japan and China
Asian and World History
Western Civilization
University Honors Seminars on Asian Civilization
Energy History, Seminars on Asia, World War II in the Pacific, Japanese Tutorial
World Economic History, Japanese Business/Economic History, Japanese
Management, Japan Training Programs for Businessmen, Cartoon History
Teacher Workshops and Summer Institutes on Japan
Numerous specials senior projects on Modern Japan
Three undergraduate students recipients of annual SEC/AAS best paper
prize: cash award and publication
Nominated for 2001 UT National Alumni Association Outstanding Teacher Award
Faculty Fellow for Walker Teaching Resource Center, 2003-2004

Publications

Commentary on Kozo Yamamura's "The Role of Meiji Militarism in Japan's
"Economic Mobilization in Wartime Japan: Business, Bureaucracy, and Military in
Commentary on three papers in MacArthur Memorial, Proceedings: The Occupation
Three articles with six accompanying book review-essays in Great Events From
"Japan Occupies the Dutch East Indies, Singapore, and Burma," "General MacArthur
Administers the Reconstruction of Japan."
Enter on Kuhara Fusanosuke in Kodansha's Encyclopedia of Japan, Tokyo, 1983,
Vol. 4, 302-303.
"Contrasting Images of the Pacific War," in Annals of the Southeast Conference
Association for Asian Studies.

Publications (continued)

Two writing strategies in Writing Across the Curriculum, NEH funded booklet for UTC faculty, 1985.
"Japanese Investment in America" article reprint in Newsweek "Japan's High Tech Challenge" special school supplement, Fall 1989.
"Odor Culture in Japan," Annals of the Southeast Conference/ Association for

Publications (continued)

Advisor for Learning Enrichment's middle school unit, Today's Japan, distributed to 33,000 classrooms in December 1994.
“Thank God for the Atom Bomb?,” Education About Asia, April/May 2006, pp. 18-21.
“Thank God for the Atom Bomb?,” Education About Asia, April/May 2006, pp. 18-21.
Short Commentary on writing in the classroom for the Fall 2003 WAC Newsletter
distributed by the UTC Writing Across the Curriculum Committee


Papers on Japan

"Contrasting National and Local Views of the Nichibei Economy: The Tennessee Example," Washington and S.E. Region Japan Seminar, October
1987.

Papers on Japan (continued)

"Prosperous of Impoverished? Re-examining the Tokugawa Economy in Comparative Terms," Southern Japan Seminar, October 1999

Other Papers:

Teaching and Curriculum Development

Workshop on World History, Western Carolina University, 1978.
Two workshops on Japan sponsored by the Asia Society, 1979.
Guest faculty at Governors School for International Relations, June, 1986
"Teaching About Japan," Chattanooga City and Hamilton County Teachers Workshop, June 1988.
"Teaching About the Japanese Economy in Middle and Secondary Schools," Committee on Teaching About Asia Annual Meeting, March 1989.
"Historical Background of Japanese Constitutionalism," Social Science
"Developing Critical Thinking Using Primary Sources from Asia," CTA/AAS Conference, April 1992.

**Teaching and Curriculum Development** (continued)

Asheville Institute on General Education, June 7-12, 1992; Member of five-person UTC team including Provost, Deans of Arts and Science and Nursing; helped prepare report on General Education reform at UTC.
"Teaching the Pacific Century" panelist at Association for Asian Studies Annual Meeting, April, 1995.
"Teaching About Asia" panel organizer at Southeast Conference/Association for Asian Studies, January 1994.
Participated in two panels at the Annual Meeting of the National Council on the Social Studies (one the newly released Columbia study of textbook coverage of Asia and one on geography of Japan), November 1993.
Presentations on Japanese history at Summer Institute for Teachers, Boulder Colorado, July 1996.
“Internationalizing the Undergraduate Curriculum,” presentation at Mississippi State University, December 1996.
“Teaching the Physical and Cultural Geography of Japan,” Chattanooga Chapter of the Tennessee Geographic Alliance, October 5, 1999.
Workshop on Teaching Asia funded by COC grant, Chattanooga, January 19, 2002
Served as consultant for new World History curriculum at UTK: December 2001 and May 2002.
UTC Faculty Fellow, 2003-2004. One week summer workshop and follow-up meetings during academic year, including research project in teaching technologies, faculty assistance, and presentation of findings.
“Visualizing Asia in the Classroom,” Southeast Conference/Association for Asian Studies, January 2005.
“The Asian Perspective,” invited panel participant on “Globalization: A Valid

**Workshops**


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<thead>
<tr>
<th>PLACE</th>
<th>DATE</th>
<th>PARTICIPANTS</th>
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<tbody>
<tr>
<td>Kentucky (Louisville)</td>
<td>August 1986</td>
<td>300</td>
</tr>
<tr>
<td>Tennessee (Chattanooga)</td>
<td>October 1986</td>
<td>50</td>
</tr>
<tr>
<td>Tennessee (Cookeville)</td>
<td>October 1986</td>
<td>40</td>
</tr>
<tr>
<td>Arkansas (Little Rock)</td>
<td>September 1986</td>
<td>30</td>
</tr>
<tr>
<td>Idaho (two days)</td>
<td>March 1987</td>
<td>200</td>
</tr>
<tr>
<td>Arkansas (Little Rock)</td>
<td>April 1987</td>
<td>150</td>
</tr>
<tr>
<td>Tennessee (East Ridge)</td>
<td>November 1987</td>
<td>60</td>
</tr>
<tr>
<td>Mississippi Greenwood)</td>
<td>April 1988</td>
<td>50</td>
</tr>
<tr>
<td>Japan (Tennessee teachers)</td>
<td>June 1988</td>
<td>20</td>
</tr>
<tr>
<td>Tennessee (Chattanooga)</td>
<td>April 1989</td>
<td>60</td>
</tr>
<tr>
<td>Colorado (Denver)</td>
<td>June 1989</td>
<td>30</td>
</tr>
<tr>
<td>Mississippi (Greenwood)</td>
<td>March 1990</td>
<td>50</td>
</tr>
<tr>
<td>Tennessee (Suwanee)</td>
<td>June 1990</td>
<td>12</td>
</tr>
<tr>
<td>Louisiana (New Orleans)</td>
<td>April 1991</td>
<td>130</td>
</tr>
<tr>
<td>Midsouth Japan Project</td>
<td>June-July 1991</td>
<td>25</td>
</tr>
<tr>
<td>Tennessee (Cookeville)</td>
<td>March 1992</td>
<td>27</td>
</tr>
<tr>
<td>Tennessee (Jackson)</td>
<td>April 1992</td>
<td>36</td>
</tr>
<tr>
<td>Louisiana (New Orleans)</td>
<td>April 1992</td>
<td>50</td>
</tr>
<tr>
<td>New York (Scarsdale)</td>
<td>October 1992</td>
<td>40</td>
</tr>
<tr>
<td>Arkansas (Little Rock)</td>
<td>October 1992</td>
<td>60</td>
</tr>
<tr>
<td>Tennessee (Madisonville)</td>
<td>October 1992</td>
<td>50</td>
</tr>
<tr>
<td>Alabama (Jacksonville)</td>
<td>November 1992</td>
<td>45</td>
</tr>
<tr>
<td>Texas (Austin)</td>
<td>November 1992</td>
<td>17</td>
</tr>
<tr>
<td>Kentucky (Louisville)</td>
<td>December 1992</td>
<td>51</td>
</tr>
<tr>
<td>South Carolina (Hilton Head)</td>
<td>January 1993</td>
<td>25</td>
</tr>
<tr>
<td>Tennessee (Chattanooga)</td>
<td>February 1993</td>
<td>45</td>
</tr>
<tr>
<td>Alabama (Mobile)</td>
<td>August 1993</td>
<td>40</td>
</tr>
<tr>
<td>South Carolina (Columbia)</td>
<td>August 1993</td>
<td>40</td>
</tr>
<tr>
<td>Colorado (Denver)</td>
<td>September 1993</td>
<td>50</td>
</tr>
<tr>
<td>Arkansas (Little Rock)</td>
<td>September 1994</td>
<td>70</td>
</tr>
<tr>
<td>Texas (Fort Worth)</td>
<td>October 1994</td>
<td>30</td>
</tr>
<tr>
<td>Location</td>
<td>Month</td>
<td>Year</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>Tennessee (Nashville)</td>
<td>November</td>
<td>1994</td>
</tr>
<tr>
<td>South Carolina (Hilton Head)</td>
<td>January</td>
<td>1995</td>
</tr>
<tr>
<td>Louisiana (New Orleans)</td>
<td>March</td>
<td>1995</td>
</tr>
<tr>
<td>Seattle (three days)</td>
<td>July</td>
<td>1995</td>
</tr>
<tr>
<td>Colorado (Boulder)</td>
<td>July</td>
<td>1996</td>
</tr>
<tr>
<td>Mississippi (Starkville)</td>
<td>December</td>
<td>1996</td>
</tr>
<tr>
<td>Georgia (Savannah)</td>
<td>January</td>
<td>1997</td>
</tr>
<tr>
<td>Tennessee (Johnson City)</td>
<td>February</td>
<td>1997</td>
</tr>
<tr>
<td>Tennessee (Dickson)</td>
<td>April</td>
<td>2000</td>
</tr>
<tr>
<td>Tennessee (Chattanooga)</td>
<td>Jan, May</td>
<td>2001</td>
</tr>
</tbody>
</table>

**Media Experience**

"Asia Week," "Co-host of five hour-long programs on Knoxville television, 1976.


**International Experience**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962</td>
<td>Six months in Europe</td>
</tr>
<tr>
<td>1963</td>
<td>Mexico</td>
</tr>
<tr>
<td>1968</td>
<td>Summer Language Study in Paris, travel in Yugoslavia</td>
</tr>
<tr>
<td>1969-1970</td>
<td>Language Study in Japan</td>
</tr>
<tr>
<td>1971-1994</td>
<td>Many trips to research and write in England</td>
</tr>
<tr>
<td>1977</td>
<td>Fulbright Summer Teachers Workshop in India</td>
</tr>
<tr>
<td>1983</td>
<td>Research at Nissan Institute, St. Antony's College, Oxford</td>
</tr>
<tr>
<td>1986</td>
<td>Research in Japan</td>
</tr>
<tr>
<td>1988</td>
<td>Led Teacher Seminar in Japan</td>
</tr>
<tr>
<td>1989</td>
<td>Faculty member, Semester-At Sea Program: Japan, Taiwan, Hong Kong,</td>
</tr>
<tr>
<td></td>
<td>Malaysia, India, Egypt, Turkey, Russia, Yugoslavia, Morocco.</td>
</tr>
<tr>
<td>1991</td>
<td>Research in Japan</td>
</tr>
<tr>
<td>1992</td>
<td>Led Teacher Seminar in Japan</td>
</tr>
<tr>
<td>1993</td>
<td>Research in Japan</td>
</tr>
<tr>
<td>1994</td>
<td>Fulbright-Hays Group Project in Indonesia; Japan travel</td>
</tr>
<tr>
<td>1995</td>
<td>Research in Japan</td>
</tr>
<tr>
<td>1999</td>
<td>Research and travel in Japan</td>
</tr>
<tr>
<td>2000</td>
<td>Study and travel in Morocco’s Atlas Mountains</td>
</tr>
<tr>
<td>2001</td>
<td>Led Teacher Study Tour of China, Korea, Japan</td>
</tr>
<tr>
<td>2007</td>
<td>Research in Japan</td>
</tr>
</tbody>
</table>
VITA

Edgar McDowell Shawen

University of Tennessee at Chattanooga
Department of English
615 McCallie Avenue
37412 Chattanooga, TN 37403
423-755-4631
Edgar-Shawen@utc.edu

Home Address:
1034 S. Seminole Drive
East Ridge, TN
423-698-4525
edgar@vol.com

EDUCATION

M.Phil. in English, Yale University, 1969
B.A. with High Honors in English, University of Virginia, 1966

AWARDS AND HONORS

Phi Beta Kappa, University of Virginia, 1965 Woodrow Wilson Fellowship, 1966-67 Yale Fellowship, 1967-70
Selected Outstanding Advisor in College of Arts and Sciences 1994, 2004
Received the UT National Alumni Association Faculty Award in 2006

ACADEMIC POSITIONS HELD

Associate Professor of English Assistant Professor of English, University of Tennessee at Chattanooga, 1981-present
Assistant Professor of English, University of Tennessee at Chattanooga, 1970-1981

PUBLICATIONS

“Motion and Stasis: Nabokov’s ‘Cloud, Castle, Lake,’” Studies in Short Fiction, Summer 1990
“Siegfried Sassoon’s ‘How to Die,’” Explicator, Spring 1990
“Adult Literature for Children,” Tennessee Teacher, January 1976
Surveyors and Statesmen: Land Measuring in Colonial Virginia, by Sarah S. Hughes, for Virginia Association of Surveyors, 1978-79

PRESENTATIONS


“Infantile Sexuality in Venus and Adonis.” Works in Progress, University of Tennessee at Chattanooga, 1997-98 series.


Association, Feb. 1976

CHAIR ED SESSIONS


TEACHING AND RELATED ACTIVITIES

Courses taught
- Rhetoric and Composition I, II
- Introduction to Literature
- Literature of the Western World
- World Literature from the Renaissance
- Shakespeare: An Introduction
- Shakespeare: Comedies and Histories
- Shakespeare: The Career (graduate)
- Early Renaissance Literature to 1600
- Later Renaissance Literature
- Early English Drama to 1642
- English Romantic Period
- Modern Japanese Fiction

Directed M.A. thesis
Reader, M.A. theses (5)
Directed Departmental Honors projects (5)
Reader, Departmental Honors projects
Directed Independent Studies (11)

UNIVERSITY AND DEPARTMENT COMMITTEES SERVED ON

University
- Faculty Research, 1971-75
  Chair, Spring 2006
- Ad Hoc Committee on Student Activity Hour, 1976
- Advisement Council, 1976-81
- Dean’s Task Force on Phi Beta Kappa, 1978
- Honors Day, 1979-80
  Chair, 1985-87
- Curriculum, 1994-95, 2001-2003
- Readmissions, 1995-96

Department
PROFESSIONAL ACTIVITIES

Guest Teacher, McBrien Elementary School, 1974-81
Guest Lectures at Red Bank and Howard High Schools and at Girls Preparatory School
Pronouncer, Zone Competition, Hamilton County Spelling Bee, 1984-1990, 1998-present
Pronouncer, READ (Reading Education for Adult Development) Adult Spelling Bee, 1991-present
Judge, English Speaking Union Shakespeare competition for high school students, 1997, 2001
Judge, Delta Sigma Theta high school oratorical competition, 1998
Judge, Brainerd Optimist Club high school oratorical competition, 2001

PROFESSIONAL MEMBERSHIPS

South Atlantic Modern Language Association
Renaissance Society of America
Tennessee Philological Association
Society for the Study of the Short Story
Joyce Caldwell Smith

University of Tennessee at Chattanooga
Sweetbriar Avenue
615 McCallie Avenue
Chattanooga, TN 37402
(423) 755-4623

Chattanooga, TN 37411
(423) 624-7008
joyce-smith@utc.edu
jvcsmith@comcast.net

TEACHING EXPERIENCE
Assistant Professor of English, University of Tennessee at Chattanooga (2005-present)
Clinical Assistant Professor of English, University of Tennessee at Chattanooga (1999-2005)
Visiting Assistant Professor of English, University of Tennessee at Chattanooga (1994-1999)
Visiting Instructor of English, University of Tennessee at Chattanooga (1990-94)
Adjunct Instructor of English, University of Tennessee at Chattanooga (1988-90)
Instructor of English, University of Texas at El Paso (1987-88)
Part-time Instructor of English, University of Texas at El Paso (1982-87)
Part-time Instructor of English, El Paso Community College (1985-86)
Graduate Teaching Assistant, Georgia State University (1976-1982)
Secondary English Teacher, Public Schools in Georgia (1966-72)

PRIMARY TEACHNG INTERESTS
Survey of American Literature, U. S. Latino Literature, Modern American Poetry,
Southern Literature, American Literary Realism, Children’s Literature, Western Humanities

ADMINISTRATIVE EXPERIENCE
Acting Director of Composition, Department of English, UTC (Fall 2004)
Director of the Center for Advanced Literacy, College of Liberal Arts, University of Texas at El Paso (1987-88)
Director of Developmental Studies, Department of English, University of Texas at El Paso (1987-88)
Coordinator of Developmental Studies, Dept. of English, Univ. of Texas at El Paso (1986-87)
EDUCATION

Ph. D., English, August 1985, Georgia State University
Dissertation: *The Comic Image in the Fiction of Stephen Crane*
Director: Dr. Thomas McHaney
Oral Exam: American Literary Realism
Written Exams: Early American Literature
Twentieth Century American Literature
Modern British Literature
Medieval Literature
Victorian Literature
Language Exams: French and Spanish

M. A., English, August 1973, University of Georgia
Director: Dr. Rayburn Moore
Exam: Oral Comprehensive Exam in British and American Literature

A. B., English, June 1966, University of Georgia
Phi Beta Kappa, Phi Kappa Phi, Honors Certificate, Teacher Certification

PROFESSIONAL AWARDS
Faculty Fellow, UTC Teaching, Learning and Technology Faculty Fellows Program. 2005-2006.


PROFESSIONAL GRANTS
Faculty Development Grant for Individual ($821) to present paper at Popular Culture Conference. Fall 2005.


PUBLICATIONS

Articles on Literature


**Article on Composition**


**Newsletters**


*A Letter from PALLA* [Program for Advanced Literacy in the Liberal Arts]. A newsletter sent to all faculty in the College of Liberal Arts. Editor and contributor. Four issues. University of Texas at El Paso, 1987-88.

**Manual**


**Classroom Materials for UTEP Developmental Program**

*Signaled Sentence Combining.* Textbook (108 pages) published in house and used in all Developmental English classes (22 sections) at the University of Texas at El Paso, January 1988 to May 1989.


**PROFESSIONAL PRESENTATIONS**

**Refereed National Conferences:**


Other Refereed Conferences:


Solicited Presentations:

“Plagiarism: The Problem and Possible Solutions,” a report of research in the Faculty Fellows Program. UTC, April 2006.


“How to Find the Best Children’s Books.” Presentation to Parenting Class, Grace Episcopal Church, April 2004.


PROFESSIONAL SERVICE

Consultant

Reviewer
*Writing for Science* [manuscript for textbook], by Robert Goldbort. Prentice-Hall, December 2003

Offices Held
Member of Executive Board, Southern Humanities Council. 1998-2000.
Secretary, Humanities and the Job market Discussion Circle, South Atlantic Modern Language Association, 1994-95.

Conference Session Organized and Chaired

Conference Sessions Chaired

UNIVERSITY SERVICE

UNIVERSITY COMMITTEE CHAIRED
Faculty Council Committee on Part-time Faculty (1995-97)

UNIVERSITY COMMITTEES, MEMBERSHIP
Faculty Senate Library Committee (2005-06, 2004-05).
Faculty Senate Petitions committee (2006-07, 2005-06, 2004-05)
Faculty Council Committee for Student Rating of Faculty Instruction (2003-02, 2002-03, 2001-02)
Faculty Council Committee on Part-time Faculty (1993-95)

**Department of English Committees Chaired**
- Committee to Reconsider Core Texts in Western Humanities I and II (Fall 2005)
- Search Committee for position in rhetoric/composition (2004-05)
- Composition Committee (Fall 2004)

**Department of English Committees, Membership**
- Contingent Faculty Issues (2006-07)
- Scholarships Committee (2006-07)
- Committee on Local Arrangements for Writing Program Administrators’ Conference (2005-06)
- One Year Faculty Review Committee Committee (2006-07, 2005-06, Spring 2005)
- Adjunct Faculty Issues Committee (2004-05)
- Honors Thesis Committee for Athena Buckner (1999)
- Honors Thesis Committee for Rebecca Priest (1999)
- Committee on Local Arrangements for the Tennessee Philological Association Meeting (1997)

- Curriculum Committee (1994-95)
- Lookout Valley Writing Institute (June-July 1994)
- Library Resources Committee (1991-92)

**COURSES TAUGHT**

**UTC:** American Literature to 1855, American Literature from 1855, Survey of American Literature, U. S. Latino Literature, Introduction to Literary Criticism, Western Humanities I and II, Introduction to Literature, Children’s Literature, Milton and the Seventeenth Century, Rhetoric and Composition I and II, Professional Writing, Scientific Writing, Writing in the Human and Social Sciences, Intermediate Rhetoric and Composition

**University of Texas at El Paso: Developmental Reading and Composition, Rhetoric and Composition II, Advanced Grammar**

**El Paso Community College:** Rhetoric and Composition II

**Georgia State University:** Rhetoric and Composition I and II
PROFESSIONAL AFFILIATIONS

American Literature Association

Modern Language Association

South Atlantic Modern Language Association

Southern Humanities Council

Stephen Crane Society

Tennessee Philological Association
Gavin Townsend
Professor of Art History
Department of Art
The University of Tennessee at Chattanooga
Chattanooga, TN 37403
(423) 842-1558
Gavin-Townsend@utc.edu

Education


Administrative Positions at the University of Tennessee at Chattanooga (UTC)

1997-2003 Director, University Honors Program
Responsibilities:
- recruited, interviewed, selected, advised, and registered approximately 130 elite students;
- disbursed about $550,000 annually in scholarships;
- enlisted faculty members to teach in the program each semester;
- supervised a staff of four;
- worked cooperatively with fellow department heads, deans and directors to secure faculty and to coordinate campus activities;
- managed a dormitory for honors students;
- planned retreats for faculty, workshops for alumni, and orientation sessions for new students;
- arranged and guided annual fine arts trips to Europe for the honors students and alumni;
- crafted and supervised an innovative, multi-disciplinary curriculum tailored for the academically gifted;
- wrote and designed application forms, publicity, web sites, and manuals for honors students and faculty.

Please see Appendix for a fuller account of my duties and accomplishments.

1992-1997 Assistant Director, University Honors Program
Responsibilities:
- assisted the Director with all activities mentioned above;
• represented the Director in his absence.

1996

**Acting Head, Department of Art**

*Responsibilities:*

• Oversaw department of eight full-time faculty and six adjuncts;
• facilitated new curriculum planning;
• completely revised operating budget distribution;
• attended National Association of Schools of Art and Design convention and helped to prepare the department for NASAD accreditation;
• initiated refurbishing and enhancement of facilities;
• encouraged colleagues to apply for more grants and awards.

1987-1992

**Gallery Coordinator, George Ayers Cress Gallery of Art**

*Responsibilities:*

• identified and contacted artists and art organizations whose work would be desirable to exhibit at UTC;
• arranged loan contracts, insurance, shipping, designed and distributed all publicity;
• supervised the installation of exhibitions, numbering between fifteen and twenty annually.

Instructional Positions at the University of Tennessee at Chattanooga

2000-

**Professor of Art (History)**

*Responsibilities:*

_The only art historian at the University, I am responsible for teaching art history, both surveys and seminars, from prehistoric art through contemporary, for both majors and non-majors. Per term I typically teach four courses with a total of about one hundred students. Course offerings include:_

• History of Western Art, Prehistoric Through Medieval
• History of Western Art, Renaissance to the Present
• Introduction to Art for Honors Students
• Introduction to Art Appreciation
• History of Twentieth Century Painting and Sculpture
• History of Twentieth Century Architecture
• Seminar in American Art

*Recognitions:*

_I have been awarded both the Outstanding Teacher Award, College of Arts and Sciences, (1997), and the Outstanding Professor Award, Student Government Association (1995). My teaching and advising has also lead to my receiving honorary faculty membership in the Golden Key National Honor Society and the Alpha Society (1994)._

1992-2000

**Associate Professor of Art (History)**

1986-1992

**Assistant Professor of Art (History)**
Consultant and Lecturer, Southeast Institute for Education in the Visual Arts (SIEVA)
Responsibilities included presentations to local art teachers, school principals, and art museum personnel on how to teach art history to children. A division of the Southeast Center for Education in the Arts, SIEVA was sponsored by The Getty Center for Education in the Arts.

Other Regional Appointments

2000- Member, Tennessee Historical Commission
A gubernatorial appointment to review historic properties in Tennessee proposed for inclusion in the National Register.

1990- Board Member, Chattanooga Historic Zoning Commission
A mayoral appointment to review proposals for altering buildings in the historic districts of Chattanooga.

1998-2003 Board of Directors, Cornerstones
Cornerstones is a local historic preservation organization best known for its innovative fundraising to purchase endangered historic properties in Chattanooga and to find developers to restore the structures.

Positions at the University of California at Santa Barbara (UCSB)

1982-1986 Assistant Curator, Architectural Drawing Collection, University Art Museum
Duties included researching and cataloguing the collection (one of the largest of its kind in the world) and assisting scholars who used the collection.

1985 Adjunct Professor, Department of Art History, (Ventura Campus)
Taught course on Modern Architecture

1984 Instructor, Department of Art History
Taught course on Modern Architecture

1979-1986 Teaching Assistant, Department of Art History
Helped to teach a variety of art history survey classes for undergraduates.
Publications

Most of my published research has to do with Nineteenth and Twentieth Century American architecture. More specifically I am an authority on traditional architectural imagery in America. My volume *The Tudor House in America, 1870-1930* remains the definitive study on the subject. I am also an authority on the southern architect, R. H. Hunt. My articles have appeared in such peer-reviewed publications as *The Winterthur Portfolio* and *Arris*, the *Encyclopedia of World Biography* and the *MacMillan Dictionary of Art*, and in the recent volumes *Long Island Country Estates and Their Architects, 1860-1940* and *A History of Tennessee Arts*. I am currently at work on a guidebook to the architecture of Chattanooga.


1991  With others, *National Teachers Exam*, Piscataway, NJ, Research and Education Association. This is a book for teachers preparing to take the National Teachers Exam. I wrote the chapter covering the NTE specialty exam in art education.


1990  Exhibition review of “The Figure on Edge: Studies of the Nude by Jeffrey Morin,” *Art Papers*, 14:3, March 1990, 64-65.


Selected Presentations

2006  “Teaching Architectural History in the Digital Age,” presented at the annual convention of the Society of Architectural Historians, Auburn University

2004  “Detecting the Female in Paintings by Women, 1600-1900,” delivered to the assembled faculty and students of Notre Dame High School, Chattanooga.

2003  “R. H. Hunt and Second Presbyterian Church,” delivered to the congregation of Second Presbyterian Church, Chattanooga.


1999  “What It Means to Be an Honors Student,” delivered to the assembled faculty and students of Notre Dame High School, Chattanooga.

1999  “Issues of Gender in Western Art,” delivered to the assembled faculty and students of the McCallie School, Chattanooga.

1997  “The Commedia dell’Arte: Then and Now,” delivered to the teachers of the Southeast Center for Education in the Arts (SIEVA), Chattanooga.


1995  “Western Art and the Concept of the Individual,” delivered a paper/workshop to 15 teachers at the Chattanooga School for Arts and Sciences. The paper was
sponsored by the Paideia Program and the Public Education Foundation.


1993  “The Old Post Office Building in Chattanooga,” delivered to the public at the request of the Tennessee Valley Authority, Chattanooga. Congresswomen Marilyn Lloyd submitted the manuscript of the paper for publication in the *Congressional Record*.


1991  “Teaching Architectural History,” delivered to students and faculty of the Governors' School of Tennessee, Chattanooga.


1990  “Male/Female Contrasts in Baroque Painting,” delivered at the annual conference of the Tennessee Art Education Association, Chattanooga.

1989  “Detecting the Female in Paintings by Women,” delivered at the annual summer workshop of the UTC Honors Faculty, Unicoi, Georgia.

1989  “Domestic Architectural Styles of Chattanooga,” delivered to the Chattanooga Board of Realtors.

1989  “R. H. Hunt, Architect of Chattanooga,” delivered to the Chattanooga Chapter of Women in Construction, 20 March 1989. Many versions of the presentation have been delivered to various groups over the year.


Fellowships and Grants

2005  $3,000 UTC Faculty Fellows Grant

2002  $20,000 University of Chattanooga Foundation (UCF) Grant to support University Honors Program (UHON) Student Assistantship Program

2002  $64,000 UCF Grant to support the UHON student scholarships

2001  $20,000 UCF Grant to support UHON Student Assistantship Program

2001  $82,000 UCF Grant to support the UHON student scholarships

2000  $20,000 UCF Grant to support UHON Student Assistantship Program

2000  $62,000 UCF Grant to support the UHON student scholarships

1999  $82,000 UCF Grant to support the UHON student scholarships

1999  $37,000 UCF Grant to support the UHON student scholarships

1998  $63,085 UCF Grant to support the UHON student scholarships

1997  $1,300 Technology Fee Grant to enhance UHON computer lab.

1997  $3000 UCF Faculty Research Grant for a photographic survey of Chattanooga.

1993  $3000 UCF Grant for studying the vernacular architecture of Normandy.

1983-1984  Samuel Kress Fellowships. *The Samuel Kress Foundation is the premier American foundation for the support of graduate studies in art history.*

1981-1982  Regents of the University of California Fellowships.

1981  UCSB Humanities Research Grant for study in Glasgow

1974-1978  New York State Board of Regents Scholarship.

Selected University Service Activities

2006-2008  **Faculty Senate President**
*Responsibilities include administering bi-monthly assemblies of the faculty senate, meeting bi-monthly with the senate executive committee, attending meetings of the Dean’s Council, serving on the University of Tennessee Board of*
Trustees and the University of Tennessee System Faculty Council, and representing the faculty before the administration.

2003-2005

Faculty Senate Representative, Division of Fine Arts
I was one of about two dozen faculty representatives active in helping to administer the University.

1997-2003

Truman and Marshall Scholarship Representative
I served as the UTC campus faculty liaison for both the George Marshall and Harry Truman Graduate Scholarships. In this role I identified prospective applicants and groomed them for these competitive national scholarships. While never the official campus representative for the Udall or Rhodes Scholarships, I helped students who applied for these scholarships in much the same way. Recent students in my care have advanced to the final round in two Truman and two Rhodes’ competitions; two have won Udall Scholarships outright; and one garnered a $30,000 Truman Scholarship

2000-2001

Southern Association of Colleges and Schools (SACS) Self Study
During 2000-2001 I served on the SACS self-study subcommittee regarding the UTC faculty. I wrote the section on faculty benefits and morale and helped to edit the report.

1997-2003

North Callahan Essay Contest
With my encouragement, Dr. North Callahan, the American historian, donated $26,000 to the University to endow an essay prize, on condition that I would be the one to administer the annual essay contest.

1996-

General Education Committee
In 1996-97 I was heavily involved as a member of the General Education Committee during the development of a new curriculum. My biggest role was in writing and editing the new guidelines for Humanities/Fine Art courses, and in helping to decide which core “texts” should be universally taught by all instructors for the new Western Humanities courses. My role on the committee now is to review courses for General Education recertification and to maintain the committee’s website.

1999

Western Humanities Workshops
During the summer of 1999 I was involved in workshops sponsored by the Gen Ed Committee to help train faculty involved with the new Western Humanities courses. I have since been invited by general education faculty to help them incorporate art history into Freshmen-level writing and literature courses.

1992-

Departmental Honors (DHON) Committee
Besides serving as reader and committee liaison on the examination committees for many projects, my primary contribution has been the writing of the DHON manual, which has served as a guide for both students and faculty involved with departmental honors since 1992. The manual is updated annually with new
procedures and policies.

National Memberships

Society of Architectural Historians
Southeast Chapter of the Society of Architectural Historians
College Art Association of America
National Trust for Historic preservation
Vita

Ware, Thomas Clayton

Professor of English
University of Tennessee at Chattanooga

Office: Holt Hall 331; Phone: (423) 425-4602

Married, five children.

Home Address: 620 East Brow Road
Lookout Mountain, TN 37350
Phone: (423) 821-4490

Listed in current edition of Who’s Who in American Education,
Listed in current edition of Directory of American Scholars

I. DEGREES

B.A. (English 1957), University of Louisville
M.A. (English 1960), University of North Carolina, Chapel Hill
Ph.D. (English 1969), University of North Carolina, Chapel Hill
Dissertation Title: “George Moore’s Theory and Practice of the Novel”

II. TEACHING EXPERIENCE:

1960-62 Graduate Teaching Assistant, University of North Carolina at Chapel Hill

1962-67 Instructor, Assistant Professor, University of Cincinnati

1967-Present University of Chattanooga & University of Tennessee at Chattanooga, Professor of English,
Head of the Department of English (1972-1993)

III. PUBLICATIONS:

Most recent articles:


“Paradise Lost” and the Peripeteia in A Portrait of the Artist as a Young Man.” Accepted for publication by The James Joyce Quarterly, publication in Fall 2006 issue, vol. 42.1-2.

“Rites of Passage: Cinema and Emancipation in Max Wright’s Told in Gath,” in Nua: Studies in Contemporary Irish Literature, 5:1, 81-91, 2006.

“’All Quiet on the Western Front.’” The Explicator, 63: 2 (Winter 2005), 99-100.


Over the years, author of a number of articles and reviews in such journals as:

James Joyce Quarterly
Studies in Short Fiction
Victorians Institute Annual
Eire Ireland
English Literature in Transition
Visvabharati Quarterly
Interpretations
Chattanooga Times& Free Press
Poetry Miscellany
Markers
Lexington, Ky. Herald-Leader

IV. SOME RECENT PAPERS READ: (i.e., the past six years)

“Fiction Still Fights the Civil War: It Ain’t Over Though It’s Over,” Symposium on the 19the Century Press, The Civil War, and Free Expression,” Chattanooga, TN, November 11, 206


“George Moore’s Mothers: A Repudiation of Mother Ireland,” American Conference for Irish Studies, Southern Region Annual Convention, Feb. 24, 2001, Jacksonville, FL

“Aliens Among the Permanent Parisians: Oscar Wilde, Gertrude Stein, and Jim Morrison in Pere La Chaise Cemetery,” American Culture Association Annual Convention, New Orleans, LA, April 21, 2000

“Equal in the Face of Death’: The Curious Absence of Grave Markers in the Finn’s Point National Cemetery,” American Culture Association (San Diego), April 1999


“Glory in Their Generations: An Excursion Through the Black Belt Cemeteries of Alabama, “American Culture Association (Las Vegas), April 1997

“The O’Haras of Kentucky: An Irish Odyssey,” American Conference on Irish Studies (Charleston SC), March 1995
V. SOME RECENT BOOK REVIEWS:


VII. MEMBERSHIPS & OTHER PROFESSIONAL SERVICE (past six years or so)

President of The Irish Studies Section, South Atlantic Modern Language Association (SAMLA), 2004

Chair and one of five members of the South Atlantic Review Award Committee of SAMLA, which determines the winner of The Outstanding Article published annually in that journal. A five year term ended November 2003

Reader-Evaluator of Manuscripts for the University of Tennessee Press, 1999-2005; ongoing

Served as a member of the Executive Committee of The American Conference for Irish Studies/Southern Region (1997-1998).

Membership in several professional organizations, including National Council of Teachers’ Education; South Atlantic Modern Language Association; Tennessee College English Association; South Atlantic Association of Departments of English; American Council for Irish Studies.

VIII. Teaching and University Service

A. Teaching and Advising

I have continued to teach a full load of 12 hours a semester, usually at least one graduate course a term, sometimes two, occasionally three preparations with a double section of a survey course, sometimes with four preparations. About every other year, I teach a course in summer, usually at the senior/graduate level. I try not to teach two sections of a given course at different times in one term. I find that boring for me, and if so, potentially so for students.

I believe three words may characterize my teaching: enthusiasm, versatility, variety. During the past seven years I have taught at least fifteen different courses, several which I created, including English 257 (The Romantic Experience), 317/574 (English Romantic Period), (318/575 (Victorian Literature), English 319/576 (English Transitional Period, 1880-1920), English 500 (Introduction to Graduate Studies), (Modern Irish Literature), and several graduate level seminars on Major British Figures, such as James Joyce, William Butler Yeats, Thomas Hardy, and D. H. Lawrence. In the main, my evaluations have been strong, emphasizing inventiveness, lively presentation, and high standards.

B. University Service

This year (2006-07) I was once more appointed to the University Athletics Committee. For a ten year period I served on this committee and on the UTC Athletics Board, chairing both bodies. For three years I also served as the UTC Representative to the Southern Conference and to the NCAA.

I am the official University Pre-Law advisor and have been for over 30 years. In the progress of any given semester, I also advise a number of other undergraduate and graduate students

Faculty Secretary (1998-1999)

Chair and Member of the Scholarships Committee intermittently since 1968, with special responsibility for the Chapin-Thomas awards to the University of Cincinnati
College of Law. This has been my primary university committee appointment for the past six years; and currently a member, 2005-2006.

Served as Assistant Marshal, UTC Commencements, intermittently over the past 12 years.

C. Department Service

Most recently I have been a member of such committees as Library Resources, Graduate Advising, Public Occasions, and Softball.

Chaired the Rank and Tenure Committee annually over the past five years. Presented a paper on the average of twice a year for the department series “Works in Progress” since its inception.

IX. Other Recent Service Functions

A. National

Served as one of three judges nationally in the 1997 national competition for the Outstanding Teacher of American History, sponsored annually by National Society of The Daughters of the American Revolution (responsibility involved evaluating packets of nominees submitted by branches of the D.A.R. across the country).

B. Regional

Co-ordinated and chaired a session with the English faculty of Soddy High school and faculty members from local colleges and universities for the purpose of improving English skills for college-bound students. Spring 2003

Performer and Stage Director of dramatic scenes from Romeo and Juliet and A Midsummer’s Night Dream for the Chattanooga Symphony Orchestra’s production of “Incidentially Shakespeare” at the Tivoli Theatre, March 8-9, 2001.

Lecture on biographical research, Signal Mountain Genealogical Society, Spring 2001

Lecture on James Joyce’s A Portrait of the Artist as a Young Man, Cleveland (TN) High School Senior Honors Class, Spring 2000; and at Soddy Daisy High School, 2004 and 2005.

Slide-Lecture on Dante’s Inferno, Areopagus Club, Girls Preparatory School, Spring 2000.

Extended Interview on WTVC, Channel 9 on subject of Modern Irish History, Summer 2000

Host-Organizer, American Council for Irish Studies, South Regional
Annual Convention, Chattanooga Choo-Choo Holiday Inn, Feb. 20-22, 1997; again this year, Feb. 27-March 1, 2003.

Chaired sessions at several professional conferences in recent years: i.e., American Council for Irish Studies (Clemson University, Spring 1999)

Pronouncer, Chattanooga READ Spelling Bee Finals, 2006.

Pronouncer, Chattanooga Times (Scripps-Howard) Spelling Bee, 1983-1999

Pronouncer, Chattanooga Times In-House Spelling Bee (in preparation for the annual READ community competition), April ‘96

Various workshops and lectures at such local schools as Girls Preparatory School, Notre Dame, Red Bank High School, Whitwell High School.

Occasional consultant to local law firms (i.e., Crutchfield and Benson) and other organizations and private citizens on matters of language and interpretation.

His biography of Theodore O’Hara, co-authored with a historian of the U.S. Civil War, was published by the University of Tennessee Press in 1998.

He has published book reviews of biographical and critical work on G. B. Shaw, Joyce, George Moore, Gerard Manley Hopkins, the European novel, and the literature of The First World War. Over the past few years, he has delivered papers on the “Black Belt” cemeteries of Alabama, James Joyce’s use of Glasnevin Cemetery, and Aliens in the Pere La Chaise Cemetery in Paris, at conventions of the American Culture Association; and most recently a paper on George Moore’s Repudiation of Mother Ireland at the Southern regional convention of the American Council for Irish Studies. He is currently working on the presence of American cinema in selected Irish autobiographies; and on a study of wartime memoirs by British soldiers on The Western Front in WWI.
Dr. Tamara (Talia) Welsh

Curriculum Vitae

Department of Philosophy and Religion # 2753
The University of Tennessee at Chattanooga
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Academic Positions
Assistant U.C. Foundation Professor: University of Tennessee at Chattanooga (2002+)


Instructor: Stony Brook University (1997-2000)

Education
1996-2002 Ph.D. in Philosophy, Stony Brook University (State University of New York at Stony Brook)

Dissertation: Originary Experience: The Role of Psychology in Merleau-Ponty’s Phenomenology (Ed Casey and László Tengelyi, directors)

2000-2002 Doctoral Student in the Collegium Philosophiae Transatlanticum (joint research colloquium involving Stony Brook University, Emory University, Universität Marburg, and Universität-Gesamthochschule Wuppertal)


Areas of Specialization
Continental Philosophy (esp. Phenomenology), Philosophy of Psychology, Feminist Theory

Areas of Competence
19th Century Philosophy, Aesthetics

Awards & Fellowships
2006 U.C. Foundation Professorship (honorary professorship for the length of one’s career at U.T.C.)

2006 Faculty Research Associate (course release to write grants)

2006 Faculty Summer Fellowship, U.T.C.
2006 Research Associate (course release to write academic grants), U.T.C.

2003-2005 Faculty Development and Lupton Grants for Travel, U.T.C.

2000-2002 Academic Fellowship in the Collegium Philosophiae Transatlanticum (graduate award to pursue a joint German-US dissertation), Stony Brook University and Bergische Universität Wuppertal

2000 President’s Commendation for Graduate Teaching Excellence, Stony Brook University

1998-1999 Annual Fellowship for Study and Research through the Deutscher Akademischer Austauschdienst (German Academic Exchange Service) Research university: Bergische Universität Wuppertal. Wuppertal, Germany

1996-2000 Teaching Assistantship. Stony Brook University

1993-1995 University of Puget Sound Academic Merit Scholarship

Languages
English, French, German

Publications

A. Books:

(1) Translation: Merleau-Ponty’s Lectures at the Sorbonne. (Evanston, Illinois: Northwestern University Press, forthcoming)

B. Book Chapters:


C. Articles


(5) “From Gestalt to Structure.” *Theory & Psychology*, 16 (4), 2006, pp. 527-551. [peer-reviewed]


**Invited Presentations**


Conference Presentations


Reviews


(9) *The Birth of Pleasure.* Carol Gilligan. (Knopf, 2002) www.mentalhelp.net/books


(4) *Body Images: Embodiment As Intercorporeality.* Gail Weiss. (Routledge, 1999) www.mentalhelp.net/books


(1) *Thinking from A to Z.* Nigel Warburton in *Journal Phänomenologie,* edited by Gruppe Phänomenologie in Vienna (Vienna: Universitätsverlag, 1997)

**Referee Work**
- Article reviewer for *Theory & Psychology*
- Book reviewer for Duquesne Press
- Book reviewer for Prentice Hall
- Text proposal reviewer for Broadview Press

**Professional Service at the University of Tennessee at Chattanooga & Community**
- Human Rights Committee Member for Open Arms Care, Chattanooga, TN (Assisted living facility for developmentally disabled adults)
- Coordinator of the annual SEWSA (Southeastern Woman’s Studies Association) 2007 conference at UTC: “Talking Back/Moving Forward: Gender, Culture & Power”
- Scholarship Committee (2007+)
- H.H. Battle Professorship Committee—Public Relations Director (a professorship designed to encourage African-American students to attend university) (2003-2007)
- W.A.C. (Woman’s Action Council) Faculty Adviser (2003+)
- Professor in FreshLife Program. (An interdisciplinary learning-community program for first-year students) (2005)
- University Senate (2004-2005)
- Philosophy Club Advisor (2003-2004)
- Chair of the Search Committee for the Modern Philosophy/Analytic Position (2003-2004)

**Courses Taught**
Assistant Professor: University of Tennessee at Chattanooga (2002+)
- Women’s Studies 200, *Introduction to Women’s Studies* (2005)
Senior Seminar 133, *Feminist Approaches to Contemporary American Culture* (2001)
Instructor: Stony Brook University (1997-2000)
Philosophy 100, *Concepts of the Person* (2000)

**Organizational Affiliations**
- American Philosophical Association
- International Association for Phenomenology and the Cognitive Sciences
- Merleau-Ponty Circle
- Society for Phenomenology and Existential Philosophy
- Tennessee Philosophical Association
- International Association for Philosophy and Literature

**References**
- Professor Edward S. Casey, Department of Philosophy, SUNY at Stony Brook
escasey@notes.cc.sunysb.edu
- Professor László Tengelyi, Universität-Gesamthochschule Wuppertal
tengelyi@uni-wuppertal.de
- Professor Kelly Oliver, Department of Philosophy, Vanderbilt University
kelly.oliver@vanderbilt.edu
- Professor Len Lawlor, Department of Philosophy, University of Memphis
lrlawlor@memphis.edu