

University of Tennessee at Chattanooga
Humanities: Liberal Arts
Self-Study Fall 2024

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Preface

The Humanities Program at the University of Tennessee at Chattanooga is an interdisciplinary major that consists of three tracks: Liberal Arts, International Studies, and Women's, Gender, and Sexuality Studies. Additionally, a number of interdisciplinary minors, including Asian Studies, Africana Studies, Humanities, International Studies, Latin American Studies, Environmental Studies, and Women's Studies, are associated with the program. This self-study will cover only the Liberal Arts Concentration of the Humanities Program.

The author of a previous External Program Review (2007-2012), Dr. Jesse Swan, wrote a summary description of the function and value of the Humanities Program which is still not only quite applicable to the Humanities Program as a whole, but also to the Liberal Arts Concentration:

The Humanities Program is well poised to contribute to new and creative efforts to retain students who otherwise leave UTC, and it is similarly well poised to contribute to efforts to graduate students within a four-year time-frame. Because of the high degree of advising and the required individualization of each student's program of study in Humanities, and because there are general areas of academic knowledge required instead of many highly specialized sequences of requirements, students who have been drawn to UTC in one area but find, after a semester or two, that the area is not actually a good match for them, can be easily served by the Humanities Program. Both as a way to use the credits already earned for a semester or two and as a way to plan a program of study meaningful and interesting to the student, the Humanities Program can get these students to stay on track for a four-year graduation. Furthermore, and for those of us in the Humanities this is even more important, the Humanities Program can provide a safety net for students who find that their initial area of study was a tightrope too unstable for them. In the safe environment of the Humanities Program, these students can explore themselves and perhaps finish their degrees with a Humanities major, but perhaps also find the true area of their passion, and major in it.

Though Dr. Swan's comment remains true, the Humanities Program has changed

considerably since it was last reviewed in 2019. At that time, there were two coordinators over the three tracks: Dr. Carl Springer (CV in Appendix 1) oversaw the International Studies and Liberal Arts tracks, and Dr. Marcia Noe oversaw the Women's, Gender, and Sexuality Studies track (WGSS hereafter). Marcia Noe continues to coordinate the WGSS track, but in the Fall 2019, Carl Springer stepped down from his position and was replaced by Dr. Jose Luis **Gastañaga** (CV in Appendix 1). Dr. **Gastañaga** is professor of Spanish in the Modern and Classical Languages and Literature department (MCLL hereafter). He oversaw both International Studies and Liberal Arts for four years.

These two tracks allow students a great deal of latitude in the courses they choose to complete their degrees. Because of this, the academic advising is much more involved for these tracks than in typical majors. Dr. **Gastañaga** was assisted in his International Studies advising by faculty from the MCLL department and, on the Liberal Arts side, all the academic advising and capstone paper supervision were performed by faculty in the Philosophy and Religion department (PR hereafter). Yet this division of labor was not ideal for providing students with a sense of major identity, or of giving any faculty a sense of overall responsibility for the Liberal Arts concentration. Thus, in Fall 2023, Dr. **Gastañaga** was asked to handle only the International Studies concentration, and Dr. Dennis Plaisted (CV in Appendix 1), associate professor of philosophy in PR, was asked to coordinate the Humanities: Liberal Arts concentration (HLA hereafter). Dr. Plaisted now handles all the advising and supervises all the capstone papers of the majors in this track.

When the last 5-year review was conducted (Spring 2019), the external reviewer, Prof. Kevin Foskin, Director of Interdisciplinary Liberal Arts at Colorado State University, was impressed overall with the liberal arts major at UTC, but he offered a set of recommendations for

improvement. Those that pertained to the HLA concentration can be organized into four areas:

1. Curriculum Enhancement: it was recommended that we develop a larger core of dedicated liberal arts courses that majors must complete, including a course on interdisciplinarity and a portfolio course.
2. Assessment Enhancement: we needed to tie our learning outcomes more into the required courses in our major and we should develop an exit survey to gauge student satisfaction with the program as they are about to graduate.
3. Major identity, community, and student connection with major: seek to structure the curriculum and major-related events towards providing students with a sense that they are part of a real program, a sense of major identity and community. Also, the program should improve its promotional materials (brochures, website, posters) to show its presence to students.
4. Hiring more personnel: to build cohesiveness in the program, it needs personnel (e.g., faculty whose tenure lines are expressly connected, at least in part, to HLA).

Though to date not all these changes have been implemented, many have or are in the process of being created, and the program is stronger for them. While we do not, at present, have the resources to create and offer an interdisciplinary liberal arts course within HLA, we are going to add a new major requirement that requires HLA majors to take at least one of either Western Humanities I (ENGL 1130) or Western Humanities II (ENGL 1150). These courses do examine connections between various liberal arts

disciplines and will go a long way toward filling the need for an interdisciplinary course in liberal arts. We are also in the process of creating a portfolio course that HLA majors will take during their senior year and that will provide them with an opportunity to collect, reflect on, and revise some of the work they have done in their liberal arts classes. Both of these will be required and will be added to the already required capstone course (HUM 4960) that all HLA majors take.

We have also improved our learning outcomes and our assessment of them. We have completely revised the outcomes and have explicitly linked most of them to the required capstone course so that we have a means of program-level assessment to see how our students have done with certain foundational skills. We also plan to connect these to the two new core courses discussed above as soon as those courses are approved. We are also in the process of creating more promotional materials. As of this year, HLA has been given its own operating budget (\$2,000). We are going to have t-shirts and other swag items for the majors, a tablecloth with HLA's name on it and other display materials for recruitment events, we are updating the Humanities webpages, we have an improved brochure, and we are going to fund events for the majors (get-togethers, speakers, etc.) to foster a greater sense of community.

Finally, while we have not been allotted any funding to house faculty within (or partially within) HLA, having a coordinator just for HLA is a step in that direction and holds great promise for HLA. First, there will now be quality, centralized advising for the majors. Previously, the advising was farmed out to various faculty in PR. Some advisors were more knowledgeable than others about the specific requirements of the

Liberal Arts track, and, due to ebbs and flows in faculty workload, advisor assignments changed frequently. Students now see a single advisor who knows the program requirements very well, and this will foster better advising relationships and consistent quality in the content of the advising. There were also disparities in the way the capstone course (HUM 4960) was administered by different faculty members. Having all capstones supervised by a single program coordinator will allow greater consistency and clarity for students in that important course. Second, having a coordinator devoted just to Liberal Arts opens the way to better major identity and cohesiveness, and an improved student experience overall. As mentioned, with the previous administrative setup, no faculty members really had a sense of responsibility for HLA, and that worked against program identity. That should no longer be the case with the creation of a dedicated coordinator who is expressly charged with overseeing HLA.

It is hoped that this self-study will substantiate these improvements and show that HLA is a strong and worthwhile program at UTC.

Chapter 1: Learning Outcomes

1.1 Program and student learning outcomes are clearly identified and measurable.

From 2018-2021, the learning outcomes for HLA were:

1. Articulate a Unifying Idea or Theme: students will be able to articulate a unifying idea or theme that integrates at least three approved disciplines in the traditional Liberal Arts (ART, COMM, ENGL, HIST, HUM, Modern/Classical Languages, MUS, PHIL, REL, THSP).
2. Capstone: students will be able to offer a reflective, scholarly account of their Humanities studies as a "capstone" to their programs. Particularly, they will assess their own success at integrating, around a unifying theme, the three (or more) disciplines articulated in the initial Program Rationale.
3. Critical Thinking: students will apply critical thinking to problem solving and research with special emphasis on analysis, synthesis, and interpretation.

The first two outcomes worked fairly well. The major does require both a program rationale document, as described in Outcome 1, and a capstone paper, as specified in Outcome 2. Thus, these outcomes were well tailored to program requirements. Outcome 3 was not as clearly related to the program requirements. In past years, students were asked to submit a paper from one of their liberal arts classes to be assessed for its critical thinking content, but there was no major requirement in the catalog that actually mandated this. The registrar informed the coordinator that students could not be asked to submit such samples unless doing so was part of a

required class. So, Outcome 3 was removed during the 2021-2022 assessment cycle and only Outcomes 1 and 2 were assessed that year.

In the 2022-2023 assessment cycle, to better tie the learning outcomes to the required coursework of the HLA program, Outcomes 1 and 2 were revised and a new third outcome that dealt with the annotated bibliography of the capstone was created. The only required course in the HLA major is the capstone course (HUM 4960; see syllabus in Appendix 2), and the primary alteration to the learning outcomes was to link them more specifically to the capstone course.

Here are the outcomes that were created that year:

1. Students will write a capstone paper that clearly explains how their program rationale was pursued through their humanities liberal arts coursework.
2. Students will create a clearly written annotated bibliography for their capstone paper that lists the books, articles, stories, etc., that were most meaningful to them during their humanities studies and explains for each why that work was meaningful for them.
3. Students will create a clearly written, one-to-two-page program rationale document that explains the theme they will pursue in their humanities liberal arts coursework.

Outcomes 1-3 have now been assessed twice and are functioning well.

In Fall 2024 two more outcomes were created and added to the forgoing three. These outcomes will be assessed for the first time in the 2024-2025 cycle, which will be completed in September 2025. They are as follows:

4. Students will be able to articulate complex ideas, theories, and arguments.
5. Students will develop skills of critical reasoning that enable them to analyze texts, arguments, doctrines, theories, and ideas.

The first time Outcomes 4 and 5 are assessed the capstone paper will be used as the assessment tool. However, we plan to create a portfolio course that majors will take during their senior year. In that class, students will gather and reflect upon an assortment of the work they have done (essays, term papers, creative works, etc.) in the courses they have taken to complete their liberal arts degrees. Some of these works can then also be used as tools for assessing Outcomes 4 and 5. Liberal Arts students should possess strong critical thinking and reading comprehension skills, be able to analyze complex ideas, and work adeptly with competing viewpoints. And since the portfolio class will be a required course, student work samples from other classes can be legitimately collected. The above outcomes reflect the broad range of skills that graduates in Liberal Arts should develop, and if they do develop in these areas, they will be well-equipped for a variety of career options.

Each of the five outcomes has an associated rubric to facilitate measurability (see Appendix 3 for these rubrics). For example, for Outcome 2, we use this 3-point rubric:

1. Citations in bibliography are formatted correctly in an acceptable citation style (e.g., MLA, APA).
1 point: some citations are properly formatted but many are not.
2 points: most citations are properly formatted but there are some minor mistakes.
3 points: all or nearly all citations are properly formatted.
2. Bibliography clearly explains how the books and other sources align with the student's program rationale.
1 point: most references are not clearly linked to the program rationale.

- 2 points: many references are clearly linked to the program rationale, but some are not.
 - 3 points: all or nearly all references are clearly linked to the program rationale.
3. Annotations clearly explain how the books and other sources influenced the student's thinking and view of the world.
- 1 point: annotations explain this perhaps for some sources, but not for most.
 - 2 points: annotations explain this for many sources, but some fail to do this.
 - 3 points: annotations do this for all or nearly all sources.

Though mathematical precision is not possible in assessing these matters, the rubrics provide a reasonably concrete basis for measuring how well students are meeting the outcomes.

1.2 The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.

To evaluate how well we are meeting the outcomes, we assess at least three of them each year and all are assessed at least once in every three-year period. Presently, the primary vehicle for these assessments is the HUM 4960 Capstone course. Outcomes 1-3 and their associated rubrics are explicitly linked to the capstone course. The paper that is written for the course is examined to see how well students have done with respect to the relevant learning outcomes. For example, for the 2022-2023 assessment cycle and Outcome 1, we set as the target performance value that 75% of students would achieve a rubric score of at least seven (out of a possible nine). We fell a little short of the target value—only 66% of the students achieved a seven or better, but this led to improvements in the way the capstone paper assignment was administered to students the following year (see section 1.3 below for a description of the improvements). See the assessment reports in Appendix 4 for this report and the 2023-2024 assessment report. In addition, as mentioned in the preceding section, we will be creating a portfolio course that will ask students, among other things, to assemble a collection of their work from various courses. At least some of this work will be used as a basis for assessing Outcomes 4 and 5 in accord with the associated

rubrics. This will greatly expand and enhance the evidence base we can draw upon to assess those outcomes.

1.3 The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.

Our plan, in keeping with UTC's assessment guidelines, is to evaluate all our outcomes at least once in every 3-year period. This will ensure that we are continually working on ways of improving our instruction so as to better accomplish our outcomes. In our assessment reports, even when we meet or exceed our goals, we always include some consideration of how we can improve the next time. For example, as discussed in the previous section, when we assessed Outcome one in 2022-2023, we failed to meet the target performance value of 75% of students achieving a rubric score of seven. Measures were then implemented to improve this score the following year. Detailed written instructions for the capstone paper were given to students and mandatory progress report meetings were instituted. When Outcome 1 was assessed in 2023- 2024, 100% of the students achieved a rubric score of at least seven. All the other outcomes also improved in similar ways. Yet even with this evident improvement, we plan to add other enhancements this year, such as providing students the opportunity to submit a draft of their capstone papers before they make their final submission. This will allow the possibility to ensure the paper complies with instructions and meets the outcomes before the paper is officially graded.

We are also making use of the recommendations from the previous 5-year program review to improve our assessment of learning outcomes and our program overall. As discussed in the Preface, the previous review recommended that we tie our assessment more specifically to the

capstone paper and that we add outcomes to assess for the development of critical thinking and other vital learning skills. The addition of Outcomes 4 and 5, along with the upcoming creation of a portfolio class will address that concern and undoubtedly improve student learning in the liberal arts program overall.

1.4 The program directly aligns with the institution's mission.

The Liberal Arts Program aligns well with UTC's institutional mission and values, as well as the goals of the College of Arts and Sciences. UTC's mission, as expressed in its 2021-2025 Strategic Plan, is:

The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community.

And the College of Arts and Sciences (CAS hereafter), of which the Humanities Program and its associated tracks are a part, has articulated these goals:

1. This College leads the university, community, and region in providing an essential liberal arts and sciences education that prepares students for an increasingly global context and economy.
2. The College of Arts and Sciences values and promotes human achievement in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts.

3. The College of Arts and Sciences embraces cultural and intellectual diversity.
4. The College of Arts and Sciences cultivates new knowledge through research (theoretical and applied) and creative activities that engage students, faculty, and community partners.
5. The College of Arts and Sciences must establish its identity and value on campus, in the community, and beyond.

In the Liberal Arts track students develop a program rationale or theme that they believe they can productively study through various liberal arts disciplines. This encourages them to look for connections and unifying ideas among different areas of learning, and this, we believe, can inspire a heightened level of engagement with learning (UTC Mission Statement, CAS Goals 1, 2, and 4). Instead of just checking off requirements from a list, as most majors mandate, liberal arts students must be thoughtful and intentional about their choice of classes to make sure they continue to pursue their program themes. And when they reach the final semester of their time in the program, they must write a capstone paper in which they critically reflect on the coursework they have completed to evaluate how well their classes have supported their program rationales. This can create a sense of ownership over one's education that is difficult to achieve in other majors. The annotated bibliography portion of the capstone paper further prompts students to reflect on how the books, articles, poems, novels, etc. they have read in their classes have impacted their thinking, which adds to their reflective engagement with their own learning.

Moreover, the Liberal Arts track promotes the development of foundational intellectual skills, such as analyzing complex ideas and theories, research and writing, and critical

thinking. These skills are vital to nearly all other academic pursuits and it is clear that they support several of the goals of UTC and CAS. The institutional and college goals aim to provide rich, meaningful learning experiences to students and encourage them in scholarship (UTC's mission and CAS Goals 1, 2, and 4), and our learning outcomes show that we are committed to these goals as well. Further, our program promotes both UTC and CAS's goals of embracing cultural and intellectual diversity (UTC's mission statement, CAS Goal 3). Students who study multiple liberal arts disciplines, as is required in our program, are invariably exposed to multiple perspectives on a wide array of philosophical, religious, moral issues and ways of life, and this surely benefits the University's mission of intellectual and cultural diversity. Community enrichment also figures prominently in the goals of both the university and the college. The HLA major leads to students who are well-versed in a wide range of points of view and are equipped to evaluate them carefully and even-handedly. People with these skills become more discerning voters, more thoughtful consumers, and more intelligent citizens overall. This clearly enriches the community and further demonstrates that our department's learning outcomes directly align with UTC's mission (see also CAS Goal 5).

Chapter 2: Curriculum

2.1 The curriculum content and organization are reviewed regularly and results are used for curricular improvement.

To describe the curriculum review process for the liberal arts concentration, it is necessary to explain the major's curriculum requirements. The HLA concentration is a flexible interdisciplinary program that allows students to choose courses from various liberal arts disciplines to construct a course of study around a theme that interests them. There are currently 10 liberal arts disciplines at UTC from which students in this major may take courses: Art, Communications, English, History, Humanities, Modern and Classical Languages and Literature, Music, Philosophy, Religion, and Theatre. In addition to satisfying normal general education requirements (40-41 units in approved categories), two years of a foreign language, and completion of a minor, the HLA concentration requires the following:

--Students must complete 45 hours of coursework in liberal arts disciplines, 15 hours at the 1000-2000 (lower division) level and 30 hours at the 3000-4000 (upper division) level. This coursework must come from at least three different liberal arts disciplines.

--Students, under the advisement of the program coordinator, must design a Program Rationale, which articulates a theme that the student will pursue through their liberal arts classes. Students write a one-to-two-page essay in which they explain their theme and list courses they have taken or plan to take in which they can study this theme. Ideally, students should have a well-developed program rationale by the end of their sophomore year, though they can revise the document later if needed. The final version of the program rationale is submitted in conjunction with the HUM 4960 capstone course (see below). Two recent program rationale samples can be found in Appendix 5.

--Students are permitted to count up to nine hours of upper division credit from non-liberal arts courses if those courses tie into the student's program rationale. For example, one recent liberal arts student settled on a theme involving children's literature, and she applied two courses in child development psychology from the Psychology Department to count towards her upper division liberal arts requirements. This was very appropriate in her case.

--The only course at present that is required of all liberal arts majors is HUM 4960 (Senior Capstone Seminar). This is the capstone course in which students write a reflective essay (five to seven pages) and an annotated bibliography (three to five pages) of the reading from their classes that has been most significant in integrating and unifying their chosen disciplines, as articulated in their Program Rationale. The capstone course is usually completed in the student's final semester before graduation. Two recent capstone paper samples can be found in Appendix 6.

--We also have an HLA minor. It requires 24 hours of course work selected from at least three different departments related to a major idea or theme lending itself to analysis through the disciplines of the humanities; 15 of those hours must be at the 3000-4000 level. After nine completed hours, and in consultation with the Coordinator, minors must develop an approved Program Rationale that delineates the student's interests and develops a unifying thematic or theoretical line of inquiry that focuses on human experience as revealed in the religious, intellectual, artistic, linguistic, and social actions which characterize the chosen area of study. A maximum of six hours may be taken as independent study and/or study abroad.

As the descriptions show, the vast majority of courses HLA students take come from departments outside of HLA. The HLA program coordinator does not typically review the curriculum or courses of other departments, but instead relies on the curriculum review processes of those departments to ensure that the courses provide solid content and are improved on a regular basis. All those departments must undergo program reviews every five years, and they each produce self-studies like this one in which they describe their curricular review processes. Many of these self-studies can be accessed at <https://www.utc.edu/academic-affairs/oaa/program->

[review-accreditation/program-review-results-2020-25-review-cycle](#) (currently self-studies for English, History, and Modern and Classical Languages and Literature are there, with more in process for other LA disciplines this year). Reading the portions of these pertaining to curricular review reveals that the departments are all very conscientious about the courses they offer and are continually looking for ways to improve them.

The HLA program coordinator regularly reviews the specific program requirements of the HLA concentration. As mentioned, the HLA concentration is very flexible with few specific requirements. So, there is not a great deal of curriculum to review. However, it is important to reflect regularly on whether the current design of the program provides the best way to serve its students. It has, for instance, recently become apparent that students could benefit from taking a portfolio course in which they collect and revise samples of their liberal arts coursework (e.g., essays or papers they have written, research conducted for internships, creative works, etc.) that chronicle how they have pursued their program rationales. The works could be grouped around skills that were developed in producing those works, such as critical thinking skills, research skills, and ability to articulate complex ideas. This would furnish a way for students to reflect on how they have developed over the course of their LA studies. It could also, as mentioned earlier, provide the program coordinator with additional ways to assess student performance in the major. So, as a result of our regular curriculum review, plans are now in motion to create this portfolio course during the next curriculum cycle (i.e., by September 2025 for implementation in Fall 2026). The course would be a senior-level course, to be taken when the student will have had time to produce a sufficient portfolio of work. It would be a 1-unit course and offered on an on-demand basis.

The curricular review process has also brought to light the need for a course that

introduces HLA students to the concept of interdisciplinarity—the idea that multiple disciplines can be employed together to study various themes. The acquisition of this concept is vital to the success of students in this major. It is the essence of what they are in the major to do, yet students do not always have a clear understanding of the process. Ideally, students would take this course in their first or second year so that they could use what they have learned in the design of their program rationales and their selection of courses. It would be best to create a dedicated HLA course that would be required of majors and would introduce interdisciplinarity in precisely the way they will apply it in their HLA studies. The course could even be certified for general education credit and serve as a way to recruit interested students for the major. However, there are no dedicated faculty in HLA to teach such a course, and it will be difficult to convince faculty in other liberal arts departments to add such a course to their already full plates. There are, however, two existing courses at UTC that are taught regularly and come close to teaching liberal arts interdisciplinarity. The courses are English 1130 and English 1150 (Western Humanities I and II). These courses examine pivotal ideas and creative works in the Western world. They proceed historically, with the 1130 course moving from early Western civilization to 1600 C.E. and 1150 continuing from 1600 C.E. to the present. They examine literary works, historical material, philosophical treatises, and other genres. Since the courses are taught in the English department, there is strong emphasis on literary forms, but still there is a solid core of interdisciplinary content. See a sample syllabus in Appendix 7. Our plan is to require HLA students to take at least one of these courses as part of their course of study. Assuming that approval is secured, this requirement will be added to the HLA major requirements in the next curriculum modification cycle.

Both above curriculum modifications should prove beneficial for students and for

building structural integrity in the HLA concentration. And they are both achievable within the limited resources the program currently has at its disposal.

2.2—2.5 Regularity of Course Offerings, Pedagogical and Technological Innovation, Alignment with Learning Outcomes, Fit with Disciplinary Standards

Given that students have the courses from 10 different liberal arts disciplines to choose from, it's rarely a problem for students to find courses they need to make timely progress towards their degree. Occasionally, due to some specific aspect of the program rationale, there is a specific course(s) a student will need; in such cases the student is advised to check with the relevant department to make sure the course will be offered in a workable timeframe for the student. In rare instances when the timeframe is not workable, students are still generally able to find reasonable substitute courses. The required HUM 4960 capstone course is an individual studies course and is offered on an on-demand basis for any student that needs it. That course is thus always available for students. HLA students are therefore quite able to make timely progress towards degree completion.

The interdisciplinary nature of the HLA major virtually guarantees that students will be exposed to a variety of pedagogical methods and technological innovation. All the liberal arts departments at UTC appear to be quite intentional about pedagogy and finding ways to improve the delivery of their courses. Further, nearly all classrooms at UTC are equipped with smart podiums and modular furniture so that many ways of delivering and discussing information are possible. Thus, whereas most students only partake of the pedagogical innovations of one department, HLA students have the potential to benefit from the

innovations of several.

The HLA curriculum is well aligned with the learning outcomes discussed in Chapter 1. All the outcomes are presently connected to the HUM 4960 capstone course, which is the only required course in the major. As soon as they begin their studies in the major, students are instructed and reminded each semester about the capstone requirement and what it entails. They are also encouraged each semester to continue refining their program rationales and to be thinking ahead about classes they will take to pursue their themes. So, by the time they reach the capstone course in their senior year, students should be prepared to write a capstone paper that will favorably display the learning outcomes. This should improve even more once the two above discussed courses are added to the major requirements.

As an interdisciplinary program, the HLA track is not subject to any single set of disciplinary standards. Each of the liberal arts disciplines has their own standard practices and customs. The liberal arts departments at UTC all appear to perform well in their respective disciplines, and HLA students are thus treated to a rich buffet of courses that are taught at a high level of quality. Interdisciplinary programs themselves seem to differ considerably in what they require of students and are administered in greatly divergent ways. That is, there does not appear to be a set of clearly identifiable standard practices for interdisciplinary programs. Each program must endeavor to offer the best major experience that it can relative to the needs of the students at their respective colleges. That is our goal in the HLA program at UTC.

2.6-2.10: Skills the Curriculum Develops

The HLA curriculum develops analytical skills, critical thinking, and problem-solving.

The capstone paper asks students to reflect on the whole of their LA coursework. They must explain how central ideas in their courses have fostered their understanding of a specific theme. They must articulate their themes clearly and defend how their courses displayed that theme. Students must deploy their analytical and interpretive skills to do this and then make arguments to show that their theme was indeed present in their courses. Moreover, the 10 liberal arts disciplines that students choose courses from all foster analytical and critical thinking skills. Argumentation and analysis are the stock-in-trade of fields like philosophy, history, classics, English, and so on. Students simply cannot work with the material in these classes without growing in these skills. There is a progressive increase in the challenge level of coursework as students move from lower division to upper division courses in the various LA disciplines. The thinking and analytical skills and broad knowledge base LA coursework can foster provides students with a foundation they can apply to a wide array of careers and professional or academic graduate study.

While there is no mandatory research requirement for the degree, LA students have several research opportunities available to them. UTC has its Undergraduate Research and Creative Endeavors program (URaCE) that offers ongoing research opportunities to students and puts on a yearly conference on campus for students to present their research, usually papers they have written for classes and then revised for the conference. We announce this conference to all LA majors and encourage them to be involved.

Additionally, any LA students who are also in the University Honors program will, as part of their Honors requirements, complete a 50-page research paper on a topic of their choosing under the guidance of a faculty member. They must defend their thesis orally before a panel of faculty members. We have had multiple LA students complete these in

recent years. We also have an internship class, HUM 3400R (Humanities internship), that is available for students. Students identify a company or organization that they would like to work with and then interact with the HLA program coordinator to develop a plan of study the student will complete during the internship. The work can involve such things as keeping a weekly journal of work experiences, assigned readings relevant to the work, and completion of a reflective paper at the end. Lastly, there are study abroad opportunities. These are very fitting for LA students, as they tend to be interdisciplinary and immersive experiences in other cultures, languages, and ideas. One of our current LA majors is doing a fascinating multi-country study abroad trip in which she is studying human rights and ethics issues in the countries of Jordan and Chile. LA students have a rich and engaging array of coursework and research opportunities before them, and once the earlier described portfolio and interdisciplinary humanities courses are added to the curriculum, the experience will be further enhanced.

Chapter 3: Student Experience

3.1 The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.

LA students have abundant opportunities to evaluate faculty. In basically every course at UTC, students are asked to fill out course learning evaluations (online) in all their classes at the end of each semester. The evaluation forms allow students the chance to provide feedback on how their professor performed in a variety of categories. Here are the evaluation categories:

1. I am aware of the learning outcomes for this course, as stated in the syllabus.
2. The course content addresses the learning outcomes of this course.
3. The course structure assists me in achieving the learning outcomes of this course.
4. I am achieving the learning outcomes of this course.
5. I keep up with all course readings and assigned work.
6. The course encourages my use of critical thinking skills.
7. The way this course is delivered encourages me to be actively engaged.
8. The instructor is willing to assist me with achieving the course learning outcomes.
9. The instructor provides constructive feedback on my coursework.
10. The instructor responds to my questions and emails within the timeframe indicated in the syllabus.

Each of these categories is evaluated on a scale ranging from Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, and Strongly Disagree. The evaluation form also provides comment boxes for students to write freely on what they believe their professor did well and what could be improved. It also bears pointing out that the evaluation results are shared with and monitored by the heads of the respective departments.

UTC's Office of Accreditation and Assessment (OAA hereafter) has compiled a summary of how the Humanities concentrations performed with respect to student evaluations over the last few years. That table can be found in Appendix 8. The table is not broken down by concentration. It provides only a combined score for the three Humanities concentrations of Women, Gender, and Sexuality Studies, International Studies, and Liberal Arts overall. The table shows, however, that the Humanities concentrations did at least as well as the College of Arts and Science and the University overall did, and in many instances, a little better. These facts demonstrate that students receive many opportunities to express their views on the quality of the instruction they receive.

Though students have many opportunities to evaluate faculty, we currently have no formal mechanism for students to evaluate the curriculum of HLA. As implied in the evaluation categories above, there are opportunities for students to evaluate the content of the individual liberal arts courses they take (see especially categories 1-4 and 6). However, we do not have a dedicated forum for student evaluation of the program-level curriculum requirements of HLA. Informally, students frequently report that they value the flexibility of the HLA major and the freedom to follow their interests that the program affords them, but it would be helpful to receive more structured feedback. So, once the curricular changes discussed in section 2.1 above are implemented, we will create a survey to provide students the chance to evaluate the degree requirements and their overall experience with them.

3.2 The program ensures students are exposed to professional and career opportunities appropriate to the field.

Given the open-ended nature of the HLA degree, there is not a set of clearly defined career options to which to expose students. That is, there is no particular career that people with interdisciplinary LA degrees generally tend to go into. This does not mean that there are no career options; rather there is a wide variety of options that an LA degree can prepare students for. This is the concept we try to convey to students. We mostly present this idea to students informally during advising sessions. This can definitely be helpful, but we can improve at fostering career awareness if we make it part of the curriculum. This seems to be another place where a portfolio class will help. As students look over the work they have compiled and the skills they have developed in doing so, they can think of how to present this on their resumes so as to fit jobs that they would like to apply for.

We also try to make students aware of the various career and graduate school resources that UTC offers to its students. UTC has its excellent Career Connections Office, which is dedicated to assisting students with everything they need to enter the job market. This office can also help with discovering career options relative to a student's major, resume preparation, interview skills, networking, professional headshots, and a host of other services. Their website is <https://www.utc.edu/enrollment-management-and-student-affairs/career-connections>. For students that are interested in professional school or other graduate school, there are multiple resources. UTC has a pre-law society and pre-law advising, pre-health career advising, and other general graduate school information and advising. We are also in the process of updating our department webpages, and we will

include a link to career information and resources on there. The page will provide general suggestions for careers that humanities graduates can pursue and links to UTC's Career Connections Office and other career info.

3.3 The program provides students with the opportunity to apply what they have learned to situations outside the classroom.

As discussed in the chapter on curriculum, the HLA degree program offers students opportunities to engage in research and participate in internships. Both can be done for course credit that can be counted towards the HLA degree requirements. Directed research can be pursued for credit via the HUM 4997r course, or the HUM 4995r course for students in the Honors Program. Internships can be taken through HUM 3400r. Both the research and internship options afford students the chance to take their liberal arts learning outside the classroom.

3.4 The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.

One of the truly wonderful things about the HLA major is that students can take courses from a very diverse array of liberal arts disciplines. All 10 departments that students draw courses from have made conscious efforts to include a broad set of perspectives in their courses and in the faculty who teach them. It is fair to say that diverse perspectives basically come with the territory of the HLA degree program.

Another way HLA students can experience diverse perspectives is through the study abroad program. Students can receive credit toward their HLA degree through study abroad. UTC has an office dedicated to assisting students and faculty in study abroad

initiatives. Their website can be accessed at <https://www.utc.edu/academic-affairs/center-for-global-education/study-abroad>. There are some scholarships available through this office. Also, the Humanities program itself offers three scholarships of \$1,000 each for humanities majors (including HLA students) who will be studying abroad. These scholarships are listed at <https://www.utc.edu/arts-and-sciences/humanities/program-humanities-study-abroad-scholarship-2019-2020>.

Due to budget constraints, it is difficult for the HLA program itself to offer extracurricular activities, whether devoted to diverse perspectives or otherwise. However, UTC offers many such activities for interested students. UTC possesses a wealth of clubs, activities, and organizations that offer students the chance to experience many different points of view. The university's MocSync program is a one-stop portal to the many activities and opportunities that take place at UTC. See <https://www.utc.edu/enrollment-management-and-student-affairs/mocsync/students>. UTC's Division of Access and Engagement, among other things, assists the campus community in engaging with multiple perspectives and to ensure that individuals can integrate their own perspectives into life at UTC. Their website is <https://www.utc.edu/access-and-engagement>.

3.5 Students have access to appropriate academic support services.

Students have access to a number of academic support services here at UTC.¹ First, each student in the HLA program meets at least once per semester with the HLA Program Coordinator to ensure that they are staying on track to completing degree requirements, continuing to develop their program rationales, and preparing for their capstone course. There are also a number of services freely available to students at UTC where they can receive help in their courses. There is the UTC Writing Center, which offers assistance by appointment or walk-in on all aspects of the

writing process, free of charge. Second, our UTC library offers assistance to students regarding research, and library faculty are also available to visit our classes to discuss, e.g., using the library's various databases to find relevant literature for research papers. The library also runs the UTC Library Studio (media lab), helping with classes where students create video projects. UTC also provides an array of free tutoring services for currently enrolled students through its Center for Academic Support and Advisement. There are extensive offerings in math and science tutoring available here, as well as other subjects. This office's services can be viewed at <https://www.utc.edu/enrollment-management-and-student-affairs/center-for-academic-support-and-advisement/tutoring>.

¹ UTC also has a Counseling Center, which does not offer academic help or academic advisement, but which contributes to student success in other ways, by supporting their mental well-being (as needed) when external factors might otherwise impact their ability to succeed academically. Visit <https://www.utc.edu/enrollment-management-and-student-affairs/counseling-center>.

Chapter 4: Faculty

4.1 All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.

The HLA program relies on faculty from other departments to teach nearly all the classes its students take. We do not monitor the credentials of faculty from other departments. Each department has its own faculty review process that appears to be quite adequate at ensuring faculty quality. Additionally, faculty credentials are reviewed by Faculty Records and the SACSCOC liaison upon initial hire in order to make sure SACSCOC standards are met.

There are no faculty members hired solely to teach courses in the HLA program; the program has no tenure-track lines, lecturers, or adjuncts. Dr. Plaisted, the current HLA coordinator, is a tenured faculty member of the Philosophy and Religion Department at UTC and typically teaches a 3/3 load of philosophy courses. His tenure line is housed entirely within the Philosophy and Religion Department; he is paid an additional stipend to oversee the HLA program. He holds a Ph.D. in philosophy from the University of California at Santa Barbara and a J.D. degree from the University of Southern California. He has published a book and several articles, mostly in the areas of history of philosophy, applied ethics, and philosophy of religion. He has also published pedagogical articles on teaching ethics. His full CV is available in Appendix 1. In his role as program coordinator, Dr. Plaisted is responsible for all academic advisement of the majors in the HLA program, all supervision of capstone projects, yearly assessment of the HLA program, promotion of the program, the development of retention and recruitment

measures, and various other program-related tasks.

4.2 The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.

For the most part, the faculty situation in the HLA program is adequate. There is certainly no shortage of courses for HLA majors to take to satisfy their degrees. As discussed earlier, however, it would be helpful to offer a course in humanities that introduces HLA students to interdisciplinary liberal arts study. Dr. Plaisted could teach such a course but has no room in his schedule at present to offer it. This is only a minor shortcoming in the program, though. As mentioned, there are the Western Humanities courses that the English dept offers, and these can fill this need fairly well. Once they are grafted into the HLA degree requirements, this deficiency will be largely rectified. It should also be pointed out that, given the relatively small number of HLA majors, requiring these courses will not require the English dept to offer any more sections of these courses than they already do.

4.3 The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

Due to the wide variety of courses available in the 10 liberal arts disciplines at UTC, HLA majors can have one of the most diverse faculty experiences of any major at UTC. These 10 departments each work to cultivate diversity among their own faculty, and HLA majors can choose from a very large body of courses taught by the diverse faculties of the 10 departments. Given that there are no faculty members within the HLA program itself, and only the single program coordinator, there is really no other way to speak meaningfully

of cultivating faculty diversity in the HLA program than this.

4.4 The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

Though there are no faculty housed in the HLA program, since faculty from many departments teach courses that HLA students take, it is appropriate to describe the faculty evaluation system at UTC. In addition to the course learning evaluations, all faculty at UTC are evaluated through UTC's EDO (Evaluation and Development by Objectives) process. The EDO pertains to all full-time faculty, is utilized annually, and entails several stages. The first step in the EDO process is for faculty members to set objectives in conversation with and with the approval of the Department Head. The faculty members set objectives in the three areas of teaching, research, and service. The faculty then report (now towards the end of the calendar year) on their progress in achieving these objectives. Based on what is reported by the faculty members, the Department Head makes a written evaluation and ranking (Does Not Meet Expectations, Needs Improvement, Meets Expectations, or Exceeds Expectations) to submit to the Dean of the College of Arts and Sciences. Dr. Plaisted has received a rating of Exceeds Expectations in each of the last seven years. Thus, faculty members, after conversation with and written evaluation from the Department Head, receive confirmation in areas of strong performance while also receiving notice of any weaknesses that might exist. Importantly, faculty members who are identified as having weaknesses are asked to set defined and achievable goals that can help them to improve in these areas. The Department Head assists this process in various ways, whether by approving a workload arrangement that allows the faculty to focus most where needed, by arranging for support of the faculty member through professional development funds for relevant training, and

sometimes through a mentoring program (among other options presented). If challenges arise in an area for any individual faculty member, there are university-wide processes that are related to evaluation and that ensure proper feedback to the faculty member as well as a framework within which to seek improvement. The feedback is especially abundant for probationary faculty.

4.5 The faculty engages in regular professional development that enhances their teaching, scholarship and practice.

Faculty throughout UTC are generally very engaged in professional development in all areas of their work. The EDO process encourages such engagement, and most faculty apply themselves diligently to the process. Dr. Plaisted works to improve his teaching and his course content. He is actively engaged in research. He attends conferences related to his research areas. He has an extensive list of service activities and is working steadily to find ways to improve the HLA program.

4.6 The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

Many of the faculty in the departments that teach liberal arts courses are undoubtedly actively involved in planning, evaluation, and improvement processes in their respective departments. Within the HLA program, Dr. Plaisted is keenly engaged in these processes. In the year and a half that he has served as coordinator, he has, among other things, completely overhauled the learning outcomes of the program, created rubrics to assess those outcomes, improved the clarity of the program rationale and capstone paper requirements, and initiated improvements to the HLA curriculum. He is also in the

process of ordering swag items (e.g., UTC Liberal Arts t-shirts) and other promotional materials to foster a stronger sense of major identity for current majors and to recruit students to the major. Students feel more like they are part of something, and they are more likely to stay in the program and complete their degree when they feel that way.

Chapter 5: Learning Resources

5.1 The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.

The HLA program has no dedicated equipment or facilities, thus there is no set review process of the program's equipment or facilities. Dr. Plaisted, the current HLA program coordinator, has a very adequate office in the Philosophy and Religion Department office suite in Lupton Hall. He conducts all his advising and capstone supervision activities for the HLA program from this office. He is supplied with a good computer and printer by the University. As with all faculty, his computer is replaced with a new one every four years under UTC's Computer Refresh program. If additional copying or scanning are needed for HLA purposes, Dr. Plaisted uses the machines of the Philosophy and Religion Department. A similar situation was in place while Dr. Gastañaga was overseeing HLA between 2019 and 2023. He used his office and equipment in the MCLL office suite to conduct his work for the HLA program. This arrangement, while quite minimal, is adequate for the most part.

A few promotional items, such as a tablecloth with the HLA program name on it and other things that could be displayed at recruiting events, would be helpful for giving the program a bit more presence. Plans to purchase these are in motion, and there is now money to cover the costs of these in HLA's operating budget. Such items may or may not fall under the heading of "equipment", but they are important and have been lacking until now. There are also plans to purchase various "swag" items for majors in the program (e.g., t-shirts with the HLA program name on them) and for recruitment purposes. This will

hopefully provide students with a greater sense of major identity and perhaps contribute to retention as well.

5.2 The program has access to learning and information resources that are appropriate to support teaching and learning.

Due to the spread of HLA coursework across 10 different disciplines (plus several other disciplines outside of liberal arts that our majors can draw coursework from if it is relevant to their program rationales), it is difficult to specify all the resources available to support teaching and learning within specific departments. Nevertheless, the following general descriptions of resources that are available to all faculty and students at UTC can provide some insight.

Library Resources

UTC's Library opened in January 2015 and serves as a primary campus location for learning and engagement. The size of the Library is around 180,000 ft² over five floors. It employs twenty-six faculty members and nineteen full-time staff members to support its mission and activities. The Library offers the following for use by students, faculty, staff, alumni, and the community:

- A broad collection (printed books, e-books, audio-visual materials, journals, and digital databases) consisting of 1,585,735 titles in FY 2023 (*more on this below*);
- A study space open 24 hours a day, five days a week;
- A computer space with approximately 142 Windows computers and 36 Mac computers;

- The Studio (a workspace for multimedia creation and support for student, faculty, and staff projects);
- Thirty-seven group study rooms;
- Two practice presentation rooms;
- Two quiet rooms;
- Seven classrooms, including one designed in a theatre-style arrangement for screening visual media;
- Eight seminar and conference rooms;
- Twenty-nine student carrels;
- A large quiet reading room (the Roth Reading Room) on the top floor;
- Technology for student borrowing including Windows laptops, Chromebooks, high-end AV equipment, scientific calculators, and computer accessories (cables, chargers, etc.);
- A dedicated space with specialized student learning resources offered in coordination with the UTC Disability Resource Center.

Learning Resource Support

In addition to the resources listed above offered by the UTC Library, the faculty at UTC are served by the Walker Center for Teaching and Learning (WCTL) and the Writing Communication Center (WCC). The WCTL's mission is to “empower faculty and teaching staff in their academic life through collaboration, purposive learning, and a welcoming environment.”² The Center provides faculty with resources and professional development on topics such as pedagogy, course development, and training on specialized software and instructional tools. The

Center organizes workshops for faculty throughout the academic year on topics such as the use of generative artificial intelligence (AI), coordinates book clubs on topics related to faculty development and student success, and manages small faculty workshops on topics including teaching race in the classroom, and on effective student assessment strategies. Faculty can also request individualized sessions at any time.

An additional way that the WCTL supports instruction is through grant award programs for classroom innovation. These include the Classroom Mini Grant (up to \$500); the High Impact Practices Grant (up to \$5,000); and the High Impact Practices Grant Matching Funds (up to \$500). Some of the ways in which these funds can be used are to facilitate classroom collaboration with community partners, to purchase equipment, for student travel expenses, and to host guest speakers.

The WCTL also supports Canvas, the university's current learning management system (LMS). Since Fall 2019 all UTC instructors are required to use Canvas as a method of online collaboration, file sharing, assignment submission, collecting and posting grades, and messaging with students. The WCTL offers orientation and instructional sessions for faculty on navigating and utilizing options in Canvas.

During the period of the self-study, the Covid-19 pandemic highly impacted the University's needs and requirements with regards to learning resources. The staff of the WCTL responded to these unprecedented needs with robust programming starting in the summer of 2020 and continued these efforts during the more critical stages of the pandemic (early 2020-late 2022). Services offered to assist faculty transitioning to fully or partially online course modalities (including asynchronous, synchronous and hybrid) included instruction on successful online and hyflex course design, creating videos in Canvas,

managing student discussions and Zoom breakout rooms, and using the Kaltura Capture Suite.

The Writing & Communication Center (WCC) supports both students and faculty, basically writers of all backgrounds and proficiency levels, with any kind of writing or communication project at any stage in the process. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more. In addition to in-person and online consultations, the WCC also offers workshops, a library of writers' resources, and a supportive environment for working independently.

Chapter 6: Support

6.1 The program's operating budget is consistent with the needs of the program.

For the academic years running from Fall 2019 to Fall 2023, there was a single coordinator, Dr. Jose Luis **Gastañaga**, over both HLA and Humanities International Studies. During those years the operating budget was \$3,400/year. Beginning in 2020, much of the money was used to fund study abroad scholarships (three scholarships of \$1,000 each year). In addition to these operating funds, the coordinator was given a stipend of \$3,000 in each of those years. In 2023-2024, Dr. **Gastañaga**'s assignment was altered so that he became the coordinator of only the International Studies track, and Dr. Plaisted was appointed to coordinate HLA. In that year, Dr. Plaisted was given a \$3,000 stipend for his coordinating work, but no funds were earmarked for an operating budget for HLA. This was apparently not by intent but only because of an administrative oversight. That situation was corrected for the 2024-2025 academic year. In this year, \$2,000 was allotted to HLA for its operating budget, and Dr. Plaisted's stipend was increased to \$6,000. The \$2000 operating budget will allow the HLA program to purchase swag and other promotional materials, host events for majors, and perhaps occasionally bring in (or at least contribute to bringing in) a speaker. And if the amount is at least maintained (or increased), that will allow HLA to establish more of a presence for itself at UTC.

The HLA program does not have funding for an administrative assistant, and, indeed, there would not be enough work at present to justify hiring someone full-time. On those occasions when clerical assistance has been needed for HLA, the administrative assistant for both the MCLL and Philosophy and Religion departments, has been kind enough to provide it.

6.2 The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.

Based on data provided by UTC's Office of Planning, Evaluation, and Institutional Research (OPEIR) office, the HLA program's graduation rates over the last five years are as follows:

2019-2020: 4 graduates
2020-2021: 5 graduates
2021-2022: 8 graduates
2022-2023: 1 graduate
2023-2024: 7 graduates

As is apparent, the HLA program does not graduate large numbers of students. It is, however, a very cost-effective program. The University's financial investment in HLA is small. As discussed, there are no faculty lines within HLA, no administrative assistant, no facilities of any kind, only an investment of \$8,000 annually to fund the coordinator's stipend and a small operating budget. The program exists somewhat symbiotically with the 10 liberal arts disciplines that furnish the classes for HLA students. Because there are not a large number of HLA students and because the courses they take are spread so diffusely over the 10 liberal arts departments, HLA students essentially drain no resources from those disciplines. The departments would essentially expend the same amount of resources with or without the HLA students taking their courses. So, the HLA program is a highly cost-effective way for UTC to offer another degree option to its students.

6.3 The program is responsive to local, state, regional, and national needs.

Despite the many (single-discipline) majors available to students at UTC, there are still students here who do not find any of them to be perfectly suited to their interests. For at least

some of the students in that category, the HLA major can provide a program of study that truly interests them. Perhaps the student has little interest or aptitude for math or science, but does enjoy some literary works, some periods of history and art, but not enough to major in just one of those disciplines. The HLA program could be the perfect niche for that student. Other students already grasp and value the concept of interdisciplinarity in the liberal arts. They are genuinely fascinated by the idea that multiple liberal arts disciplines can provide diverse and fruitful vantage points into the same issues, and they want a major that will allow them to explore issues in that interdisciplinary way. The HLA major is exactly what they are looking for. The foregoing are things that HLA students actually say when asked what led them to choose the HLA major. The HLA track provides these students with a way to satisfy their interests that standard one-discipline programs do not. There are still other students who after a few semesters in college have changed majors multiple times and have yet to find any subject they truly love, and now they are just looking for a way to graduate with a degree in something. This is surely a more prosaic route to the HLA major, but the simple fact is that the HLA program can, in some cases, allow such students to combine their somewhat scattered coursework into a degree program, and that truly benefits these students. Better for them to complete a degree than to leave college without one. It is fair to say, then, that the HLA program is responsive to needs of certain groups of college students who do not find their educational aspirations well suited to standard degree paths.

Ultimately, the HLA program stands for the dual propositions that liberal arts study is timelessly valuable and that it is important to discover the connections among liberal arts disciplines. In our increasingly specialized age, where there is so much information to master in every field, people work to develop expertise only in narrowly focused areas of study. They

often abandon any pursuit to discover connections and unifying ideas among diverse fields of study, and in a way become less educated because of that. The study of interdisciplinary liberal arts pushes against that trend in an attempt to arrive at a more comprehensive view of the world. The HLA program thus responds to that need as well.

Curriculum Vitae

Dennis P. Plaisted

Associate Professor of Philosophy
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

Education:

- 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, M.A. in Philosophy.
 Thesis: "Subjectivism, Wide Reflective Equilibrium and Divine Command
 Theory"
- 1991-1994 University of Southern California, Gould School of Law, J.D.
- 1996-2000 University of California at Santa Barbara, Ph.D. in philosophy
 Dissertation: *Leibniz on Purely Extrinsic Denominations*
 Supervisor: C. Anthony Anderson

Publications:

Book:

--*Leibniz on Purely Extrinsic Denominations*, University of Rochester Press, 2002.

Articles:

--"Leibniz's Argument for Primitive Concepts," *Journal of the History of Philosophy*, 41: 329-341, (2003).

--"Reply to Cover," *Leibniz Review*, 14: 109-113 (2004).

--"The Ethics of Appropriating Evil," *Teaching Ethics*, 7:1-23 (2007).

- “Professional Ethics and *The Verdict*,” *Teaching Ethics*, 8:43-56 (2008).
- “Leibniz on Infinite Analysis and the Logic of Concepts,” in Mark Kulstad and Mogens Laerke (eds.), *The Philosophy of the Young Leibniz*, Franz Steiner Verlag, Stuttgart: 2009, pp. 147-160.
- “Bioethics,” in the *Encyclopedia of Religion in America*, edited by C. Lippy and P. Williams, CQ Press (2010).
- “Social Ethics,” in the *Encyclopedia of Religion in America*, edited by C. Lippy and P. Williams, CQ Press (2010).
- “An Undignified Side of Death with Dignity Legislation,” *Kennedy Institute of Ethics Journal*, 23:201-228 (2013).
- “On Justifying One’s Acceptance of Divine Command Theory,” *International Journal for Philosophy of Religion*, 81:315-334 (2017).

In Progress:

- Article: “A Philosophical Theory of the Unclean”
- Article: “Moral Impurity as Appropriated Evil”
- Book: *A Theory of the Unclean*

Presentations:

Peer-Reviewed Presentations:

- “Leibniz’s Argument for Primitive Concepts,” presented at American Philosophical Association, Pacific Division Conference, March 27, 2003.
- “Leibniz on Infinite Analysis and the Logic of Concepts,” presented at International Young Leibniz Conference, Rice University, April 20, 2003.
- “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.
- “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.

--“Appropriation of Evil Problems in the New Testament,” presented at the Southeastern Regional Meeting of the Evangelical Philosophical Society/Evangelical Theological Society, March 9, 2007.

--“Professional Ethics and *The Verdict*,” presented at the annual meeting of the Society for Ethics across the Curriculum, November 15, 2008.

--“God and the Appropriation of Evil,” presented at the national meeting of the Evangelical Philosophical Society, Providence, RI, November 21, 2008.

--“An Account of the Unclean in Leviticus,” presented at the 62nd Annual Meeting of the Evangelical Philosophical Society, Atlanta, GA, November 18th, 2010.

--“An Undignified Side of Death with Dignity Legislation,” presented at the annual meeting of the Society for Ethics across the Curriculum, November 17, 2011.

--“The Problem of God’s Appropriation of Evil,” presented at the Southeastern Regional Meeting of the Evangelical Philosophical Society/Evangelical Theological Society, March 8, 2013.

--“An Undignified Side of Death with Dignity Legislation,” presented at the 3rd Annual Conference of the Center for Values in Science, Medicine and Technology, University of Texas, Dallas, May 23, 2013.

--“The Problem of God’s Appropriation of Evil,” presented at the Annual Meeting of the Evangelical Philosophical Society, San Diego, CA, November 21, 2014.

--“On Justifying One’s Acceptance of Divine Command Theory,” presented at the annual meeting of the Society for Ethics across the Curriculum, Clemson, SC, October 10, 2015.

--“On Justifying One’s Acceptance of Divine Command Theory,” presented at the Annual Meeting of the Evangelical Philosophical Society, Atlanta, GA, November 18, 2015.

--“Biblical Ethics and the Problem of What to Do with Evil,” presented at the Annual Meeting of the Evangelical Philosophical Society, Southeastern Region, Charleston, SC, March 2018.

--“A Philosophical Account of the Unclean,” presented at the 5th Philosophy of Religion Conference, Weatherford College, April 2023.

--“Biblical Ethics, Moral Impurity, and the Problem of What to Do with Evil,” presented at the 6th Philosophy of Religion Conference, Weatherford College, April 2024.

Invited or Other Non-Peer-Reviewed Presentations:

--“Truth and Extrinsic Denominations in Leibniz,” presented at Philosophy Department Colloquium, Rochester Institute of Technology, December 1, 2000.

--“Leibniz on Infinite Analysis and the Logic of Concepts,” presented at Philosophy Department Colloquium, Rochester Institute of Technology, November 6, 2002.

--“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.

--“The Ethics of Appropriating Evil,” presented at UTC, January 17, 2006.

--“An Account of the Unclean in Leviticus,” presented at UTC, January 22, 2007.

--“An Undignified Side of Death with Dignity Legislation,” presented at UTC, October 27, 2010.

Awards:

--Leibniz Society Essay Prize for, “Leibniz’s Argument for Primitive Concepts” (2002).

--Aida and Phillip Siff Essay Prize for, “Leibniz on Purely Extrinsic Denominations” (1998).

Service:

Administrative Service:

--Coordinator, Humanities: Liberal Arts, August 2023-present

--Scheduling and Assessment Coordinator, Dept of Philosophy and Religion, August 2023-present

Current University Service:

--Member, Institutional Animal Care and Use Committee, UTC, May 2008-present.

Past Administrative and University Service:

--Associate Head, Dept. of Philosophy and Religion, May 2016-July 2023

-- Member, Grade Appeals Committee, UTC August 2023-May 2024.

--Member, Undergraduate Admissions Committee, August 2021-July 2023

--Member, Honor Court, UTC, August 2016-May 2021.

--Member, CAS Executive Committee, August 2018-May 2021.

--Member, Grade Appeals Committee, UTC, August 2013-July 2015.

--Member, College of Arts and Science Curriculum Committee, UTC, August 2013-April 2015.

--Member, Undergraduate Curriculum Committee, UTC, August 2010-May 2013.

--Member, Academic Standards Committee, UTC, August 2012-May 2013.

--Member, Perspectives Series Planning Committee, UTC, September 2004-January 2006.

--Member, Departmental Honors Committee, UTC, September 2005-June 2007, August 2009-May 2010, August 2016-May 2016.

--Member, General Education Committee, UTC, August 2009-December 2009.

Thesis/Independent Study Direction and Committees:

--Directed Independent Study in Symbolic Logic for Jon Milner (Spring 2005)

--Directed the Senior Thesis of Jason Finnell (Fall 2006).

--Directed the Departmental Honors thesis of Nicholas Fiacco (Spring 2007-Fall 2007).

--Directed the Senior Thesis of Lauren Jeffries (Spring 2008).

--Directed Independent Study of Philosophy 211 for Joshua Johnson, Spring 2009.

--Directed the Senior Thesis of Preston Swafford (Fall 2012).

--Directed Independent Study in Health Philosophy for Brian Harder, Spring 2013.

--Directing the Senior Thesis of Michal Holmes, Spring 2016.

--Directed the Departmental Honors Thesis of Macallee Goldman, Fall 2015-Spring 2016.

--Directed Honors Thesis of Mark Lamb, Fall 2019-Spring 2020.

--Directed Honors Thesis of Olivia Denton, Summer 2021-Fall 2021

--Served on thesis committees for Jillian Shelton (Fall 2008), Daniel Cheon (Fall 2008), Matthew Fuller (Spring 2008), Shawn Hays (Spring 2008), Wesley Williams (Spring 2007) and Jonathan Patterson (Spring 2007), Daniel Cartwright (Spring 2012).

Guest Lectures:

--Presented my lecture, "A Survey of Normative Theories," to graduate students in UTC's Political Science program on February 21, 2006 (class visit).

--Presented my lecture, "Introduction to Medical Ethics," to students in UTC's Nursing Program on June 27, 2007 (class visit). I presented this lecture again for nursing students on June 16, 2008, October 15, 2008 and July 15, 2009.

Panel Participation:

--Moderated a panel that discussed 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.

--Served on a panel to discuss "Graduate School, The Academic Job Market, and The Life of Young Professors," January 25, 2006.

Community Service:

--Member, Judging Committee for Alper Humanitarian Award, Erlanger Hospital, 2013-present.

--Member, planning committee for yearly C. S. Lewis Lecture, UTC, April 2005-2016.

--Member, Ethics Committee, Erlanger Hospital, February 2005-December 2011.

--Member, Ethics Committee, Erlanger Hospital, Subcommittee on Organ Donation after Cardiac Death, Fall 2005.

--Member, Ethics Committee, Erlanger Hospital, Education Subcommittee, April 2009-December 2011.

--Case presentation (with Don Klinefelter) on treatment decisions for patients of questionable competence at a meeting of Erlanger Hospital's Ethics Committee, May 2007.

--Presented my lecture, "The Pros and Cons of Principlism as a Method for Resolving Cases in Bioethics," at a meeting of Erlanger Hospital's Ethics Committee on February 19, 2008.

--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," at the Hamilton County Medical Society's Youth Forum on June 19, 2007.

--Interviewed by Chattanooga Times Free Press on the ethics of students using internet note-sharing services, 9/24/06.

--Mentor for Jason Tonge during spring semester 2009. Jason was a high school senior at Chattanooga's Center for Creative Arts. I worked with him on a project he did on the existence of God and participated in a debate with him on God's existence at his school in April 2009.

--Presented my lecture, "Hospital Ethics Committees and the Failure to Thrive," for the Erlanger Hospital Ethics Committee on April 21, 2009.

--Presented my lecture, "Death with Dignity Legislation and Physician-Assisted Suicide," for UT College of Medicine and Erlanger Hospital on October 8, 2013.

Experience:

1. Associate Professor, University of Tennessee at Chattanooga, August 2009-present.

Courses taught:

Introduction to Ethics	Values and the Environment
Ethics for the Professions	Logic, Language and Evidence
Philosophy of Religion	Biomedical Ethics
Symbolic Logic	Ethical Theory
Sports Ethics	Topics in Philosophy of Law

2. Assistant Professor, University of Tennessee at Chattanooga, August 2004-July 2009.

Courses taught:

Introduction to Ethics	Values and the Environment
Ethics for the Professions	Biomedical Ethics
Western Philosophical Traditions II	Logic, Language and Evidence
Philosophy of Religion	

3. Visiting Assistant Professor, College of Charleston, August 2003-July 2004. Courses taught:

Ethical Theory (upper division)	Biomedical Ethics
Introduction to Philosophy	Critical Thinking

Business Ethics

Philosophy of Religion

4. 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

5. 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

6. Instructor, Los Angeles Trade-Technical College PACE Program, Fall 1996, Fall 1998.

Course taught:

Deductive Logic—taught six sections each semester.

7. Adjunct Professor, West Los Angeles College, Fall 1994-Spring 1996. Courses taught:

Introduction to Philosophy

Ethics

Deductive Logic

8. Adjunct Professor, Otis College, Fall 1994-Spring 1996. Courses taught:

History of Philosophy

Critical Thinking

9. Research Assistant, University of Southern California, Gould School of Law, July 1992-June 1994. Researched and wrote memoranda on a wide variety of topics lying at the intersection of bioethics and the law for Professor Michael H. Shapiro.

Professional Societies:

Leibniz Society of North America, Evangelical Philosophical Society, Society for Ethics Across the Curriculum, Tennessee Philosophical Association

José Luis Gastañaga Ponce de León
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CURRICULUM VITAE

Personal Information

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e-mail address jose-luis-gastanaga@utc.edu
Work address Department of Modern and Classical Languages and Literatures,
236C Lupton Hall, University of Tennessee at Chattanooga, 615
McCallie Avenue, Chattanooga, TN 37403
Telephone 423.425.4450 (office)
423.425.4097 (fax)
Status U.S. Citizen

Current

University of Tennessee at Chattanooga

2013-2017 Assistant Professor of Spanish
2017-2023 Associate Professor of Spanish
2023- Professor of Spanish
2019- Coordinator of the Humanities Program (International Studies)

Previous

Bryn Mawr College
2012-2013 Visiting Assistant Professor of Spanish

Studies

Princeton University

Ph.D. in Spanish
Dissertation Advisor: Ronald E. Surtz

University of Washington, Seattle

M.A. in Spanish

Pontificia Universidad Católica del Perú

B. A. in Humanities (Linguistics and Literature)

Research Interests

Early Modern Spanish literature. Transatlantic relations. First person narratives, miscellanies, early forms of autobiography. Inca Garcilaso de la Vega. *Crónicas de Indias*. Early forms of the novel (sentimental romance, picaresque). Cervantes. *Celestina*.

Book

Caballero noble desbaratado: Autobiografía e Invención en el siglo XVI. Purdue Studies in Romance Literatures (PSRL) 51. Purdue University Press (2012).

Reviews:

-Edward H. Friedman.- *Renaissance Quarterly* 65.1 (Spring 2012): 246-247.

-Fernando Rodríguez Mansilla.- Blog *Oro de Indias*
<<https://orodeindias.wordpress.com/2014/11/10/don-alonso-enriquez-de-guzman-caballero-noble-desbaratado/>>

-Robert A. Lauer.- Teatro-L Archives <<https://lists.ou.edu/cgi-bin/wa?A2=teatro-l;b02fe37c.1212>>.

-Carmen Rabell.- *Revista Iberoamericana* 251 (2015): 692-695.

Book editon

Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz. (Co-edited with Christina H. Lee). Newark, DE: Juan de la Cuesta, 2016.

Book Chapters

“La reelaboración literaria de una experiencia real en el *Libro de la vida y costumbres* de Alonso Enríquez de Guzmán”, pp. 25-31, in *Les réélaborations de la mémoire dans le monde luso-hispanique*. Volume II. Amérique Latine et Philippines. Sous la direction de Nicole Fourtané et Michèle Guiraud. Nancy: Presses Universitaires de Nancy, 2009.

“De la agricultura a la observación de las estrellas. Los retratos de los reyes Incas en los *Comentarios reales del Inca* Garcilaso de la Vega”, in *Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz*. Newark, DE: Juan de la Cuesta, 2016. 221-242.

“El villano del Danubio en los Andes: Sujetos coloniales en el *Libro de la vida y costumbres* de Alonso Enríquez de Guzmán”, en *Sujetos coloniales: Escritura, identidad y negociación en Hispanoamérica (siglos XVI-XVIII)*. Ed. Carlos F. Cabanillas Cárdenas. New York: Instituto de Estudios Auriseculares (IDEA), 2017. 159-170.

“*Celestina* in the Context of 15th Century Castilian Vernacular Humanism” in *A Companion to Celestina*, edited by Enrique Fernández. The Renaissance Society of America Vol. 9. Leiden & Boston: Brill, 2017. 94-107.

“Sobre la diversidad de saberes en la *Celestina*”, in *Literature, Science & Religion: Textual Transmission and Translation in Medieval Europe*. Edited by Manel Bellmunt Serrano & Joan Mahiques Climent. Col. Problemata Literaria. Kassel: Reichenberger, 2020. 219-234.

“The Picaresque in Spanish America”, in *The Spanish Picaresque Novel*. Edited by Edward H. Friedman. Suffolk, UK & Rochester, NY: Tamesis, 2022. 156-169.

“Sobre las modalidades de la melancolía en la *Celestina*”, *Celestina y ecos celestinescos. “Contarte he maravillas...”*. Estudios hispánicos dedicados a Joseph T. Snow. Vol. I. Edited by Ruth Martínez Alcorlo & Amaranta Saguar García. Berlin: Peter Lang, 2023. 487-498.

Essays and Journal Articles

- “La Respuesta a Sor Filotea como carta deprecatoria”. *Lexis* (Lima, Perú), 24.1 (2000): 127-149.
- “Roberto González Echevarría. *Love and the Law in Cervantes*. Yale University Press: New Haven & London, 2005” [Review-Article]. *Dissidences* 1.2. Article 14.
- “Diego de San Pedro y el descontento en la corte de los Reyes Católicos. Una lectura de *Cárcel de amor*”. *Bulletin of Hispanic Studies* 85 (2008): 809-820.
- “El Inca Garcilaso, José de Acosta, la injuria y el sarcasmo”. *Hispanic Journal* 31.2 (Fall 2010): 53-65.
- “Silencio o blasón. Escribir la *Celestina* entre dos extremos”. *Celestinesca* 36 (2012): 143-160.
- “*Barbarians in their language, but Greek in their manners*. Empathizing with the Andeans in the 16th century”. *Hispanófila* 173 (2015): 53-67.
- “La *Celestina*, el humanismo vernáculo y la invención literaria”. *Celestinesca* 39 (2015): 7-26.
- “Entre naturalismo y didactismo: Los personajes femeninos de la *Celestina*”. [Forthcoming in *eHumanista*].

Reviews:

- “Víctor Infantes. *La trama impresa de Celestina. Ediciones, libros y autógrafos de Fernando de Rojas*. Biblioteca Filológica Hispana 121. Madrid: Visor Libros, 2010”. *eHumanista* 19 (2011): 548-552.
- “E. Michael Gerli. *Celestina and the Ends of Desire*. Toronto: University of Toronto Press, 2011”. *Celestinesca* 36 (2012): 239-246.
- “José Alejandro Cárdenas Bunsen. *Escritura y derecho canónico en la obra de Bartolomé de Las Casas*. Madrid: Iberoamericana Vervuert, 2011”. *Revista Apuntes* 71 (2012): 253-255.
- “Mallorquí-Ruscalleda, Enric (Editor). Saavedra Fajardo”. Un número especial de *Crítica Hispánica* 32.2 (2010). 340 pp. *Dissidences* 5.9 (2013), Article 5.
- “Lauren Beck. *Transforming the Enemy in Spanish Culture. The Conquest through the Lens of Textual and Visual Multiplicity*. Amherst, NY: Cambria Press, 2013”. *Bulletin of Hispanic Studies* 92.6 (2015): 723-724.
- “Susan Byrne. *Law and History in Cervantes’ Don Quixote*. Toronto: University of Toronto Press, 2012”. *Dissidences* 6.11 (2015), Article 15.
- “Carol Salus. *Picasso and Celestina. The Artist’s Vision of the Procureur*”. Newark, DE: Juan de la Cuesta, 2015”. *Dissidences* 7.12 (2016), Article 3.
- “La *Celestina* de Carolina Calema (Teatro del Arte)”. *Celestinesca* 40 (2016): 201-204.

- “Emilio de Miguel Martínez. *a, ante, bajo, cabe, con La Celestina*. Salamanca: Universidad de Salamanca, 2016”. *eHumanista* 36 (2017): 435-438.
- “*Celestina. La Tragicomedia* del grupo Atalaya”. *Celestinesca* 41 (2017): 181-184.
- “Christina H. Lee. *The anxiety of sameness in early modern Spain*. Manchester: Manchester University Press, 2016”. *Dissidences* 8.13 (2018), Article 7.
- “Rachel Scott. *Celestina and the Human Condition in Early Modern Spain and Italy*. Woodbridge, UK: Tamesis, 2017”. *Celestinesca* 42 (2018): 299-302.
- “La *Celestina* de la compañía Bambalina Teatro Practicable”. *Celestinesca* 43 (2019): 289-292.
- “Exposición *La Celestina (1499) y Picasso (1968)*”. *Celestinesca* 43 (2019): 293-296.
- “Cárdenas, Bernardino de. *Memorial y relación de cosas muy graves y muy importantes al remedio y aumento del reino del Perú*. Edición de Marta Ortiz Canseco. Col. Hispano-Americana. Geschichte, Sprache, Literatur 72. Berlín: Peter Lang, 2020”. *eHumanista* 46 (2020): 256-259.
- “Canet, José Luis. *Estudios sobre Celestina: de la “sotil invención” a la imprenta. Con glosas nuevamente añadidas*. Universidad de Valencia, 2020”. *La Corónica* 49.3 (2021): 16-22.
- “Julián Solana Pujalte & Rocío Carande (eds.), Erasmo de Róterdam, *Coloquios* (Zaragoza: Pórtico, 2020). 2 vols. 1037 pp. isbn 978-84-7956-201-4.” *Erasmus Studies* 42 (2022): 81-84.

Papers Read In Conferences

- “La vida como anécdota. Las biografías en la *Silva de varia lección* de Pedro Mexía.” The 14th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, Department of Spanish and Portuguese, University of Texas, Austin, April 10, 2004.
- “Hybridity in Antonio de Guevara’s Epistolary Writing: The Letters on the *Comunidades*.” 51st Renaissance Society of America Annual Meeting, Cambridge, UK, April 7-9, 2005.
- “Inca Garcilaso, Boccaccio, Acosta: A Reading of Royal Commentaries, Book VIII.” 10th Mediterranean Studies Association Conference, Evora, Portugal, May 30-June 2, 2007.
- “The Reading of Literature and the Re-elaboration of Memory.” Colloque International “Les réélaborations de la mémoire dans le monde luso-hispanophone”. Université de Nancy 2, Nancy, France, May 29-30, 2008.
- “Suma de las cosas que acontecieron a Diego García de Paredes. Entre la historia y la autobiografía.” 12th Mediterranean Studies Association Conference, Cagliari (Sardinia), Italy, May 27-30, 2009.
- “El Villano del Danubio en los Andes”. Seminario Sujetos coloniales: homogenización, negociación y subversión en los textos hispanoamericanos (siglos XVI-XVIII). Pontificia Universidad Católica del Perú. Lima, Perú (May 31 – June 1, 2012).
- “Melibea’s Old and New Books”. 2013 NeMLA Convention. Boston, March 21-24, 2013.
- “A Poetic of Fear in *Celestina*”. The Fortieth Sewanee Medieval Colloquium: Medieval Emotions. Sewanee, The University of the South, Sewanee, TN, April 4-5, 2014.

- “The *Studia Humanitatis* and the Creation of *Celestina*”. 17th Mediterranean Studies Association Conference, Málaga, Spain, May 28-31, 2014.
- “The Characters in *Don Quixote*: A Community of Readers”. 18th Mediterranean Studies Association Conference, Athens, Greece, May 27-31, 2015.
- “¿Por qué Calisto y Melibea no se escriben cartas?”. XIX Congreso Internacional de la Asociación Internacional de Hispanistas (AIH), Münster, Germany, July 11-16, 2016.
- “*Celestina*’s 15th Century Castile: No Country for Old Fashioned Lovers”. Southeastern Medieval Association Conference (SEMA 2016). The Marco Institute for Medieval and Renaissance Studies. University of Tennessee, Knoxville. October 6-8, 2016.
- “Calisto’s Options”. 20th Mediterranean Studies Association Conference, La Valletta, Malta, May 31 - June 3, 2017.
- “Cartas transatlánticas: La transmisión de noticias americanas en el *Libro de la vida* de Alonso Enríquez de Guzmán”. Congreso “En los bordes del archivo: escrituras periféricas, escrituras efímeras en los Virreinos de Indias”, Universidad Complutense de Madrid (UCM) & Consejo Superior de Investigaciones Científicas (CSIC), Madrid, Spain, July 5-7, 2017.
- “Sobre la brecha generacional en la *Celestina*”. XII Jornadas Internacionales de Literatura Medieval Española UCA 2017: “La Celestina y lo celestinesco”. Pontificia Universidad Católica Argentina. Buenos Aires, Argentina. August 23-25, 2017.
- “Autobiography as a Passport to Court: The Case of Alonso Enríquez de Guzmán”. The Renaissance Society of America (RSA) Annual Meeting. New Orleans, LA. March 22-24, 2018.
- “Rereading Celestina’s Epistolary Prologue”. 21st Mediterranean Studies Association Conference. Sant’Anna Institute, Sorrento, Italy. May 30 - June 2, 2018.
- “El catálogo de conocimientos en *Celestina*”. Grup de Recerca d’Estudis Medievals Interdisciplinaris (GREMI): “*Traductio et Traditio Mediaevals: science, knowledge and ideology*”. Universitat Jaume I, Castellón (Valencia, Spain). March 14-16, 2019.
- “Celestina and Greek Culture”. 22nd Mediterranean Studies Association Conference. University of Crete, Rethymnon, Greece. May 29 - June 1, 2019.
- “Calisto and Melibea: Love and Melancholia in Late Fifteenth-Century Castile”. The Renaissance Society of America (RSA) Annual Meeting. April 13-15 & 20-22, 2021. [Virtual conference].
- “Sobre las modalidades de la melancolía en la *Celestina*”, in «*Contarte he maravillas...*» Congreso internacional de estudios medievales hispánicos en honor a Joseph T. Snow, organized by Biblioteca Nacional de España, Universidad de Alcalá de Henares and Universidad Complutense (Madrid, Spain). October 25-29, 2021.
- “Love as disease and social sickness in *Celestina*”, 25th Mediterranean Studies Association Annual International Conference. Masaryk University, Brno, Czech Republic. May 31 – June 3, 2023.
- “¿Qué es una “terenciana”?”, Asociación Internacional de Hispanistas. Université de Neuchâtel, Neuchâtel, Switzerland. July 10 – July 15, 2023.

“Medical Lore and Literary Tradition in *Celestina*”, the 26th Mediterranean Studies Association Annual International Conference. Universidad de Valencia, Valencia, Spain. May 28-31, 2024.

“Dorotea’s Unseen Library” [Forthcoming at SAMLA 95 and Cervantes Society of America (CSA). Jacksonville, Florida, November 15-17, 2024].

Invited Lectures

“*Siglo de Oro*. A round table.” Graduate Center, CUNY, New York, December 7, 2006.

“El Inca Garcilaso, los *Comentarios reales* y la historiografía de Indias”. Spanish Cultural Series, Bryn Mawr College, Pennsylvania, March 19, 2007.

“Midaq Alley”. Invited by the Center for Arab and Islamic Studies to be the guest speaker in the screening of the Mexican film “El callejón de los Milagros” (Midaq Alley) as part of Celebrating Egypt’s Nobel Laureate Naguib Mahfouz, whose novel inspired the film. Villanova University, April 24, 2007.

“Behind the sun”. Invited by the Cultural Film & Lecture Series to be the guest speaker in the screening of “Behind the Sun”, a Brazilian film by Walter Salles. Villanova University, September 27, 2010.

“Cuzco School of Painting: The Basics.” Hispanic Cultural Heritage Month Lecture, Falvey Memorial Library, Villanova University, September 15, 2011.

“De la agricultura a la observación de las estrellas. Una nota sobre el providencialismo del Inca Garcilaso”. A Symposium in Honor of Ronald Surtz. Princeton University. October 12, 2013.

“La caracterización humanista de los reyes Incas en los *Comentarios reales* del Inca Garcilaso de la Vega”, Department of Spanish and Portuguese, Vanderbilt University, April 7, 2015.

“*Buen hortelano, pastor y príncipe prudente*. El retrato de la *Cápac cuna* en Inca Garcilaso de la Vega”, Seminario Escrituras Virreinales, Universidad Complutense de Madrid, May 20, 2015.

“Don Alonso Enríquez de Guzmán”. Ciclo de Conferencias 3-4-20. Santa Eularia des Riu (Ibiza, Spain). June 18, 2020. [Postponed].

Academic Awards

National Endowment for the Humanities (NEH) Award, 2009: Seminar “*Celestina* and the Threshold of Modernity”, directed by professor E. Michael Gerli. University of Virginia (Charlottesville, VA).

Other Awards

Library Enhancement Initiative Grant Academic Years 2013-2014, 2016-2017, 2019-2020 & 2022-2023.

Office of Equity and Diversity Grant Summer 2015

CAS Supplemental Travel Grant Summer 2015 & Fall 2016

EDO [Evaluation by Development and Objectives] Rating of “Exceeds Expectations”
2015-2016 Academic Year

Ruth S. Holmberg Grant for Faculty Excellence Year 2017-2018

Faculty Grant Summer 2017, Spring 2018, Spring 2019, Spring 2020, Fall 2021, and Summer 2022.

Summer Faculty Stipend. Summer 2021.

Professional Development Leave. Fall 2021.

CAS Research and Creative Activity (RCA) Grant. Summer 2023.

CAS Travel Award. Year 2024.

Student Government Association Outstanding Mentor Award 2023-2024.

Language Skills

Spanish, English, Portuguese, Italian, and French. Reading knowledge of Latin and most Romance languages.

Relevant Faculty Development Activities

Seminar. *Uniqueness of Brazilian History*, Latin American Studies, Villanova University
Faculty development seminar by Dr. Marshall Eakin, Professor of History, Vanderbilt University. (October 18, 2010).

Workshop. *Portuguese Language / Brazilian Culture*. Latin American Studies, Villanova University (May 9-12, 2011).

Syllabus Development Workshop. The Andrew H. Mellon Teaching and Learning Institute at Bryn Mawr College (Summer 2012).

Workshop. *Linking literary-cultural content and second language learning: Recovering Foreign Language study for the Humanities*. Curriculum workshop by Dr. Heidi Byrnes, German Department, Georgetown University. Haverford College (November 2, 2012).

Workshop. *Collections and the Ordering of Knowledge in Medieval and Early Modern Iberia*. Directed by Marina S. Brownlee. Department of Spanish and Portuguese, Princeton University. May 5, 2012.

Workshop. American Council on the Teaching of Foreign Languages (ACTFL): *Modified Oral Proficiency Interview Assessment Workshop*. Directed by Dr. Jim Wilkins. University of Tennessee at Chattanooga. May 3-4, 2017.

Applying the QM (Quality Matters) Rubric. December 2017.

Courses at the University of Tennessee at Chattanooga (UTC)

HUM 3400 Humanities Program Internship
HUM 4960 Senior Capstone Seminar
LTAM 1250 Introduction to Latin American Studies
MLNG 1500 World Cinema
SPAN 1010 Elementary Spanish I
SPAN 1020 Elementary Spanish II
SPAN 2110 Intermediate Spanish for Conversation I
SPAN 2120 Intermediate Spanish for Conversation II
SPAN 2130 Intermediate Spanish for Reading I
SPAN 2140 Intermediate Spanish for Reading II
SPAN 3110 Composition and Conversation I
SPAN 3120 Composition and Conversation II
SPAN 3130 Introduction to Textual Analysis and Composition
SPAN 3210 Advanced Spanish Grammar I
SPAN 3230 Spanish Culture
SPAN 3310 Masterpieces of Spanish Literature
SPAN 3400 Spanish Internship
SPAN 3450 Advanced Conversation
SPAN 3999 Love & Conquest: A Transatlantic Approach to Literature in Spanish
SPAN 4010 *Celestina* and the End of the Middle Ages
SPAN 4030 Cervantes: *Don Quixote*
SPAN 4050 Romance Philology

Service to the Profession

Dissidences. Hispanic Journal of Theory and Criticism. Member of the Editorial Board and Editor of the Book Review section.

External grant proposal reviewer for David Miralles's "A partir de Parra o sobre la imaginación poética en el Chile finisecular". Facultad de Lenguas y Letras, Universidad Autónoma de Querétaro (México). October 19 – November 3, 2010.

External reader in the Dissertation Examination Committee for Alberto Sandro Chiri's doctoral thesis "El imaginario nacional en las *Tradiciones peruanas* de Ricardo Palma". Department of Spanish and Portuguese, Temple University. April 23, 2012.

External reader for *Hispanófila*. (Summer 2016).

External reader for *Celestinesca*. (Fall 2021).

External reader for *Journal of Spanish Cultural Studies* (Spring 2023).

External reader for *Viator* (Summer 2023).

Membership in Professional Organizations

Modern Languages Association (MLA)

Renaissance Society of America (RSA)

Mediterranean Studies Association (MSA)

Asociación Internacional de Hispanistas (AIH)

Southeastern Medieval Association (SEMA)

South Atlantic Modern Languages Association (SAMLA)

Cervantes Society of America (CSA)

CURRICULUM VITAE

Carl P. E. Springer, SunTrust Chair of Excellence in the Humanities; Department of Modern and Classical Languages; University of Tennessee Chattanooga; 236F Lupton Hall; Chattanooga, TN 37403; office phone: 423-425-4114; e-mail: carl-springer@utc.edu; website: <https://www.utc.edu/suntrust-chair-excellence-humanities/>

Education

University of Wisconsin-Madison 1979-84 PhD (Classics; Latin).

University of Wisconsin-Madison 1978-79 MA (Biblical Languages).

Northwestern College 1973-77 BA (emphases in Classics, German, and Theology).

Academic Positions

SunTrust Chair of Excellence in the Humanities; Professor, Department of Modern and Classical Languages and Literatures, University of Tennessee Chattanooga, 2015-present.

Coordinator: Interdisciplinary Humanities Program (International Studies and Liberal Arts), University of Tennessee Chattanooga, 2016-19.

Professor: Department of English Language and Literature, Southern Illinois University Edwardsville, 2010-15 (Professor Emeritus since 2017).

Director: Liberal Studies Program, College of Arts and Sciences, Southern Illinois University Edwardsville, 2006-10.

Coordinator: Interdisciplinary Classical Studies Minor Program, Southern Illinois University Edwardsville, 2002-15.

Associate Dean: College of Arts and Sciences, Southern Illinois University Edwardsville, 2000-10.

Chair: Department of Foreign Languages, Illinois State University, 1996-2000.

Professor: Department of Foreign Languages, Illinois State University, 1996-2000.

Alexander von Humboldt-Research Fellow: University of Regensburg, Institut für klassische Philologie, 1993-4.

Associate Professor: Department of Foreign Languages, Illinois State University, 1990-6.

Fulbright Research Fellow: *Corpus Christianorum*; St. Peter's Abbey, Brugge, Belgium, 1990.

Visiting Assistant Professor: Department of Classics, University of Wisconsin-Madison, 1986.

Assistant Professor: Department of Foreign Languages, Illinois State University, 1984-90.

Graduate Research Fellow: Department of Classics, University of Wisconsin-Madison, 1982-4.

Graduate Teaching Assistant: Department of Classics, University of Wisconsin-Madison, 1979-82.

SCHOLARSHIP

Books and Monographs

Sedulii Opera Omnia. New critical edition for *Corpus Christianorum: Series Latina* (with Professor Joshua Davies; proposal in progress).

Albrecht Dürer's "Four Apostles:" Images, Texts, and Meaning. Monograph in preparation.

The Latin Verse of Martin Luther: Texts, translations, and commentary. Forthcoming in

“Bloomsbury Neo-Latin Series: Early-Modern Texts and Anthologies.”

Athens and Wittenberg: Poetry, Philosophy, and Luther's Legacy; co-editor with James A. Kellerman and R. Alden Smith = *Studies in Medieval and Reformation Traditions* 234 (Leiden: E.J. Brill, 2023).

Luther's Rome, Rome's Luther: How the City Shaped the Reformer (Minneapolis: Fortress Press, 2021), xxv + 292 pp. Reviewed in *Concordia Theological Quarterly* 86 (2022): 373-4; *Lutheran Quarterly* 36 (2022): 478-81; and *Logia: A Journal of Lutheran Theology* 32 (2023): 52.

Cicero in Heaven: The Roman Rhetor and Luther's Reformation = *St Andrews Studies in Reformation History* 9 (Leiden and Boston: E.J. Brill, 2017), xxi and 291 pp. Received “Award of Commendation for Major Publication” from the Concordia Historical Institute in 2018. Reviewed in *Liturgy, Hymnody, and Pulpit Quarterly Book Review* (May, 2018): <http://lhpqbr.blogspot.com/>; *Bryn Mawr Classical Review* (July, 2018): <http://bmcr.brynmawr.edu/2018/2018-07-03.html>; *Lutheran Quarterly* 33.2 (2019): 231-33; *Renaissance Quarterly* 72 (2019): 712-4; *Classical Review* 69 (2019): 451-3; *Logia: A Journal of Lutheran Theology* 28.2 (2019): 52; *Journal of Ecclesiastical History* 70 (2019): 616-18; and *Atene e Roma* 13 (2019): 180-88.

Ad Fontes Witebergenses. Select proceedings of “Lutheranism and the Classics II: Reading the Church Fathers,” a conference held at Concordia Theological Seminary, September 28-29, 2012; co-editor with James Kellerman (Fort Wayne: Lutheran Legacy Press, 2014), 358 pp.

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- Review of Birgit Stolt, *Martin Luthers Rhetorik des Herzens* (Tübingen: J.C.B. Mohr, 2000), in *Journal of English and German Philology* 101 (2002): 105-7.
- Review of August Suelflow, *Servant of the Word: The Life and Ministry of C.F.W. Walther* (St. Louis: Concordia Publishing House, 2000), in *Faith-Life* 74.6 (2001): 10-16.
- Review of Philip Melancthon, *Orations on Philosophy and Education*, ed. Sachiko Kusukawa in *Cambridge Texts in the History of Philosophy* (Cambridge: University Press, 1999), in *Seventeenth-Century News* 58 (2000): 307-9.
- Review of Joyce L. Irwin, *Neither Voice nor Heart Alone: German Lutheran Theology of Music in the Age of the Baroque* in *American University Studies, Series VII: Theology and Religion*, Vol. 132 (New York: Peter Lang, 1993), in *CrossAccent: Journal of the Association of Lutheran Church Musicians* 6 (1998): 56.
- Review of Philip Melancthon, *Annotations on First Corinthians*, introduced, translated, and edited by John Patrick Donnelly S.J., in series *Reformation Texts with Translation (1350-1650)*, ed. Kenneth Hagen (Milwaukee: Marquette University Press, 1995), in *Seventeenth-Century News* 56 (1998): 158-9.
- Review of Carl Schalk, *God's Song in a New Land: Lutheran Hymnals in America* (St. Louis: Concordia Publishing House, 1995) and *Source Documents in American Lutheran Hymnody* (St. Louis: Concordia Publishing House, 1996), in *CrossAccents: Journal of the Association of Lutheran Church Musicians* 5 (1997): 57.
- Review of Frank Senn, *The Witness of the Worshipping Community: Liturgy and the Practice of Evangelism* (New York: Paulist Press, 1993), in *CrossAccents: Journal of the Association of Lutheran Church Musicians* 5 (1997): 58.
- Review of J. den Boeft and A. Hillhorst, eds., *Early Christian Poetry = Supplements to Vigiliae Christianae: Texts and Studies of Early Christian Life and Language* 22 (Leiden, New York, and Cologne: E.J. Brill, 1994), in *Journal of Early Christian Studies* 4 (1996): 392-4.
- Review of G.M.A. Grube, *Longinus, On Great Writing* (Indianapolis/Cambridge: Hackett Publishing), in *Patristics* (Newsletter of the North American Patristics Society) 20 (1992): 8-9.
- Review of Anne-Marie Palmer, *Prudentius on the Martyrs*, in the Oxford Classical Monograph Series (Oxford: Clarendon Press, 1989), in *Patristics* 18 (1990): 5.

Awards and grants

- Outstanding Mentor Award, Student Government Association, UTC, 2024.
- Service Award from the College of Arts and Sciences for contributions to the Liberal Arts, UTC, 2019.

“Award of Commendation for Major Publication” (*Cicero in Heaven: The Roman Rhetor and Luther’s Reformation*) from the Concordia Historical Institute in 2018.

Andrew W. Mellon Foundation grant for article on Sedulius to be published in *Catalogus Translationum et Commentariorum: Medieval and Renaissance Latin Translations and Commentaries*, 2006-8.

Illinois Humanities Council Grant, “Thinking about Religion: Engaging the Community,” in support of the College of Arts and Sciences’ Third Annual Spring Colloquium (in collaboration with Professor Greg Fields and SIUE’s Religious Center), 2006.

“Outstanding University Researcher Award,” Illinois State University, 1997.

Alexander von Humboldt Research Fellowship for Experienced Researchers, sponsored by the Institute of Classical Philology, University of Regensburg, under the aegis of Prof. Dr. Dr. Klaus Thraede, 1993-4.

American Philosophical Society for Promoting Useful Knowledge, Travel Grant, Bibliothèque Nationale, Paris and Biblioteca Apostolica Vaticana, Rome, 1992.

American Council on Education Grant: “Spreading the Word: Improving Graduate Assistant Instruction of Introductory Foreign Languages,” 1992-1996.

Travel Grants, “Center for Renaissance Studies,” Consortium Program of The Newberry Library, in partnership with Illinois State University, several in the early 1990s.

Fulbright-Hays Research Grant, sponsored by Dom Eligius Dekkers, founding Director of *Corpus Christianorum*, St. Peter’s Abbey in Brugge, Belgium, 1990.

“Outstanding College Researcher Award,” College of Arts and Sciences, Illinois State University, 1990.

Andrew W. Mellon Fellowship, Knights of Columbus Vatican Microfilm Library, Charles Ermatinger, Director, St. Louis University, 1989.

Travel Grant, Social Sciences and Humanities Research Council of Canada (administered by the University of Toronto), 1988.

National Endowment for the Humanities Travel to Collections Grant (Hill Monastic Microfilm Library at St. John’s University, Collegeville, Minnesota), 1988.

Illinois State University Research Initiative Award, 1987.

Novus Prize, Committee for the Advancement of Early Studies, Ball State University, 1985.

National Endowment for the Humanities Summer Institute, “Neo-Latin Archival Sciences” (led

by Jean-Claude Margolin, Director of the Centre d'Etudes Superieures de la Renaissance at the University of Tours), Folger Shakespeare Library, Washington, D. C., 1985.

Scholarly presentations

"Fifteen Years of 'Lutheranism and the Classics: A Retrospective.'" Invited banquet address for "Lutheranism and the Classics VIII," Concordia Theological Seminary, October 2025.

"Mark's Eyes: Albrecht Durer and Martin Luther." Presented at Reformation Research Consortium (REFORC), "Early Modern Encounters. Religions, Cultures and Societies," Palermo, May 14-16, 2024.

"I Love Terence: Roman Comedy and the Lutheran Reformation." Presented at conference on "Lutheranism and the Classics VII," Concordia Theological Seminary, 2023.

"Sword and Sheath: Lutheran Theology and the Classics." Invited talk presented to faculty at Concordia Theological Seminary, 2023.

"Reading the Biblical Verse of Late Antiquity: Rhetoric, Exegesis, and Tradition." Presented at summer school seminar on "Biblical Rewritings in Latin" at the University of Strassburg, 2023.

"Juvenius and Sedulius (in the Manuscripts)." Presented at workshop organized by Stefan Freund: "*Vestigia Juvenci*," University of Wuppertal, 2023.

"Greed is not good. Martin Luther and Profit Economics." Presented at Reformation Research Consortium (REFORC): "Early Modern Christianity, Economic Entrepreneurship, and Social Welfare," Leuven, 2023.

"Martin Luther and the Pantheon." Presented at annual meeting of the Renaissance Society of America, Puerto Rico, 2023.

"Translating Martin Luther's Latin: A Classicist's Perspective." Presented at the International Medieval Congress, Western Michigan University, 2022.

"Who Knows Whether It's True? Luther and the Holy Stairs." Presented at a symposium in honor of Eric Gritsch at the George Peabody Library, Johns Hopkins University, 2022.

"Martin Luther's Rome." Presented at conference, "Early Modern Rome 4," sponsored by the University of California, Rome, in collaboration with the Istituto Storico Italiano per il Medioevo, the Biblioteca Vallicelliana, the Archivio Storico Capitolino, the Casa delle Letterature, and the Castello Orsini-Odescalchi di Bracciano, 2021.

"Luther and the Visual Arts." Presented at "Lutheranism and the Classics VI: Beauty," Concordia Theological Seminary, 2021.

"Rhyming Rome: Luther's *In Clementem Papam VII*." Presented at the annual meeting of the

- Society for Classical Studies, Washington D.C., 2020.
- “Luther in Rome/Rome in Luther.” Presented at the 50th annual meeting of the Sixteenth Century Society Conference, St. Louis, 2019.
- “The Poetics of Typology: Sedulius’ Use of the Old Testament in the *Paschale carmen* and *Cantemus, socii, Domino*.” Presented at a conference on “Das Alte Testament in der christlichen Dichtung der Antike. Paraphrase, Exegese, Intertextualität und Figurenzeichnung,” University of Wuppertal, 2019.
- “Luther between Stoics and Epicureans.” Presented at the fifth conference on “Lutheranism and the Classics: Arguing with the Philosophers,” Concordia Theological Seminary, 2018.
- “A Neo-Latin Theological Bestiary of the Seventeenth Century” (with Alex Spanjer). Presented (by Alex Spanjer) at session on “The World of Neo-Latin: Current Research,” annual meeting of Society for Classical Studies, Boston, 2018.
- “Cicero in Heaven.” Presented at the International Congress on Luther Research, Wittenberg, Germany, 2017, where I also gave a presentation on Birgit Stolt and her rhetorical analyses of Luther’s writings to a seminar on “Luther’s Theology of Beauty and Desire.”
- “*Cicero Americanus*.” Presented to the St. Louis Classical Club, February, 2017.
- “Martin Luther and the History of Rhetoric.” Presented at the Modern Language Association’s annual meeting, Philadelphia, 2017.
- “C.S. Lewis’s Latin Letters.” Presented at the Classical Association of the Midwest and South’s Southern Section meeting, Emory University, 2016.
- “Pious Mirth: Listening to Martin Luther’s Latin Poetry.” Presented at the fourth conference on “Lutheranism and the Classics,” Concordia Theological Seminary, 2016.
- “Martin Luther’s Anti-Ciceronianism.” Presented at the 16th Century Society and Conference in Bruges, Belgium, 2016.
- “Calvin’s Latin.” Presented at the annual meeting of the Society for Classical Studies, San Francisco, 2016.
- “Luther’s Cicero: The Roman Rhetor and the German Reformer.” Presented at the International Society for the History of Rhetoric, University of Tübingen, 2015.
- “To Forget Latin: Reflections on the Fading of a European Sign.” Presented at “European Studies Symposium,” Illinois State University, 2015. Revised version presented at the 40th Annual European Studies Conference at the University of Nebraska at Omaha, October, 2015.

- “Luther and the Letters of Cicero.” Presented at the Classical Association of the Midwest and South, University of Colorado, 2015.
- “*Kirche und Kultur: J.P. Koehler’s Sacred Historiography.*” Presented at the third conference on “Lutheranism and the Classics,” Concordia Theological Seminary, 2014.
- “The Artful Exegete: Johann Albrecht Bengel and his *Gnomon Novi Testamenti.*” Presented at the Kentucky Foreign Language Conference, University of Kentucky, 2014.
- “Pious Mirth: Poetry and Pleasure in the Biblical Epics of Late Antiquity and the Early Middle Ages.” Presented at the International Medieval Congress in Leeds, 2013.
- “Bach the Latin Teacher.” Presented at annual meeting of the Classical Association of the Midwest and South, University of Iowa, 2013.
- “Reformation Neo-Latin: Towards an Aesthetics of Theological Prose in the Sixteenth Century.” Presented at annual meeting of the Renaissance Society of America, San Diego, 2013.
- “Unwinged Words: Orality, Literacy, and the Book in Ancient Greece.” Presented at the CAS Colloquium, “Thinking about the Book,” SIUE, 2013.
- “Cicero in Heaven? The Roman Rhetor and the Protestant Reformation.” Presented at the Illinois Classical Conference, University of Chicago, 2012.
- “Bach’s Latin.” Presented at “Lutheranism and the Classics II,” Concordia Theological Seminary (Fort Wayne, Indiana), 2012 (plenary address).
- “Cicero in Heaven? Reading Luther’s Latin Letters.” Presented at XVth International Congress of the International Association for Neo-Latin Studies in Muenster, 2012.
- “Wonder, Delight, and ‘the Ludic Impulse’ in the Biblical Epics of Late Antiquity.” Presented at “The Classics Renewed: The Latin Poetry of Late Antiquity,” Rice University, 2011.
- “Wise, Steadfast, and Magnanimous: Patrons of the Classics in Luther’s Wittenberg.” Presented as banquet address at “Lutheranism and the Classics,” Concordia Theological Seminary (Fort Wayne, Indiana), 2010.
- “Myths of Progress and Decline in Ancient Greece.” Presented at Sixth Annual CAS Colloquium: “Thinking about Evolution,” Southern Illinois University Edwardsville, 2010.
- “Death and Immortality in Martin Luther’s Latin Elegies.” Presented at the XIVth International Congress of the International Association for Neo-Latin Studies, Uppsala, 2009.
- “Aesop, Martin Luther, and the Fable of the Fable.” Presented to the St. Louis Classical Club, 2009.

- “Barbaric Humanism: Martin Luther and the Classics.” Presented at the Sixteenth Century Society and Conference Annual Meeting in Geneva, 2009.
- “Scatology and Eschatology: Reading Martin Luther’s Latin Verse.” Presented at the Classical Association of the Midwest and South’s annual meeting, University of Minnesota, 2009 (Presidential Panel on Neo-Latin Studies).
- “Bridging the Empire: Religion and Engineering in Roman Mérida.” Presented at joint meeting of the Illinois Classical Conference and the Iowa Association of Classicists, Augustana College, 2008.
- “Christ the Giant.” Presented at meeting of the Southeastern Medieval Association, “Bodies, Embodiments, Becomings,” St. Louis University, 2008.
- “Martin Luther and the *Vita Aesopi*.” Presented at IVth International Conference on the Ancient Novel, Gulbenkian Foundation, Lisbon, 2008.
- “Ovid, Etiquette, and the Uses of Latin Poetry in Colonial Mexico.” Presented at annual meeting of the Classical Association of the Midwest and South, University of Arizona, 2008.
- “The Not-So-Trivial Trivium.” Website presentation at Council of the Colleges of Arts and Sciences annual meeting, Portland, 2008. See www.siue.edu/CAS/trivium
- “The Angers Manuscript of Sedulius.” Presented at symposium, “Late Antiquity in Illinois IV,” University of Illinois, 2008.
- “Farming and the Development of Cultural Identity in Republican Rome.” Presented at 4th Annual CAS Colloquium, “Thinking about the Environment,” Southern Illinois University Edwardsville, 2007.
- “Romans on the Danube: The Traces of Empire.” Plenary presentation (with Avery R. Springer) at annual meeting of the Illinois Classical Conference (joint meeting with the Chicago Classical Club), Loyola University, Chicago, 2007.
- “Martin’s Martial: Luther’s Latin Epigrams on the Blessed Life.” Presented at XIIIth International Congress of the International Association for Neo-Latin Studies, Budapest, 2006.
- “Luther’s Aesop.” Presented at “The Word in the World: Christianity’s Encounter with Other Cultures,” Conference on Christianity and Literature, Pepperdine University, 2006.
- “Of Roosters and *Repetitio*: Ambrose’s *Aeterne Rerum Conditor*.” Presented at symposium “Late Antiquity in Illinois III,” University of Illinois, 2006.
- “Moses, Socrates, and Leo Strauss.” Presented at Third Annual CAS Colloquium, “Thinking about Religion,” SIUE, 2004.

- “*Religio* and Religion.” Presented at Third Annual CAS Colloquium, “Thinking about Religion,” SIUE, 2004.
- “Arms and the Theologian: Martin Luther and the *Aeneid*.” Presented to St. Louis Classical Club, 2004.
- “Untrammelled Eclecticism: Toward a New Text of Sedulius.” Presented at colloquium on “Editing from Antiquity to the Enlightenment” at The Ohio State University, 2003.
- “The Biblical Epic in Late Antiquity and the Renaissance.” Presented at symposium on “Late Antiquity and the Renaissance Compared” at the University of Groningen, 2001.
- “Arms and the Theologian: Martin Luther's *Adversus armatum virum Cochlaeum*.” Presented at XIth International Congress International Association for Neo-Latin Studies, Cambridge University, 2000.
- “Anaphora in the Hymns of Ambrose.” Presented at the XIIIth International Conference on Patristic Studies, University of Oxford, 1999.
- “Vergil in the Mind of Luther.” Plenary address at annual meeting of the Illinois Classical Conference, University of Illinois, 1999.
- “*Musa Witebergensis*: The Latin Verse of Martin Luther.” Presented at annual meeting of American Philological Association, Chicago, 1997.
- “Martin Luther's *De Fonte Oreadum Witebergensium*.” Presented at Xth International Congress of the International Association for Neo-Latin Studies, Avila, 1997.
- “Martin Luther, the Oreads of Wittenberg, and *Sola Gratia*.” Presented at annual meeting of the Classical Association of the Midwest and South, University of Colorado, 1997.
- “In the Beauty of the Lilies: Prophecy, Exegesis, and the Nativity in Late Antiquity.” Presented at seminar on “The Late Antique Bible and its Impact,” Rutgers University, 1997 and at North American Patristics Society's annual meeting, Loyola University, Chicago, 1996.
- “Sedulius' *Paschale Opus*: The Manuscript Witnesses.” Presented at St. Louis Conference on Manuscript Studies, St. Louis University, 1995.
- “Nicetas and the Authorship of the *Te Deum*.” Presented at XIIth International Conference on Patristic Studies, University of Oxford, 1995.
- “Touching the Stars: Theme and Variations in Pagan and Christian Antiquity.” Presented at meeting of the International Society of the Classical Tradition, Boston University, 1995.
- “The Ambrosian Hymn: Structure, Artistry, and Meaning.” Presented at Xth Congress of the International Federation of the Societies of Classical Studies, Université Laval, Quebec,

1994.

“Scriptural Truth and Poetic Imagination in the Biblical Epics of Late Antiquity.” Presented at Leeds International Latin Seminar, University of Leeds, 1994.

“The Dating and Authorship of Proba’s Cento.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1993.

“The Theology of Proba’s Cento.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1992.

“Jerome and the Cento of Proba.” Presented at XIth International Conference on Patristic Studies, University of Oxford, 1991.

“A New Critical Edition of Sedulius: Prolegomena.” Presented at Saint Louis Conference on Manuscript Studies, sponsored by *Manuscripta*, St. Louis University, 1989.

“Ambrose’s *Veni Redemptor Gentium*: The Aesthetics of Antiphony.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1989.

“Proba’s Vergilian Cento in the Middle Ages: Reception, Aesthetics, and the Canon.” Presented at 24th International Congress on Medieval Studies, Western Michigan University, 1989.

“The Living and the Dead in the *Cena Trimalchionis*. ” Presented at Classical Association of the Midwest and South’s annual meeting, University of Kentucky, 1989.

“Macarius Mutius’ *De Triumpho Christi*: Christian Epic Theory and Practice in the Late Quattrocento.” Presented at VIIIth International Congress of the International Association for Neo-Latin Studies, University of Toronto, 1988.

“Augustine and Vergil: The Poet as *Mendax Vates*. ” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1988.

“The Descent from Heaven in the Biblical Epics of Late Antiquity.” Presented at 23rd International Congress on Medieval Studies, Western Michigan University, 1988.

“The Prefaces to Macarius Mutius’ *De Triumpho Christi*: Christian Epic Theory in the Late Quattrocento.” Presented at annual meeting of the American Philological Association, New York, 1987.

“Friends and Rivals in Cicero’s *De Amicitia*. ” Presentation at Illinois Humanities Council Summer Institute: “Teaching Roman Civilization in High Schools,” Rockford College, 1987.

“Milton and the Early Biblical Epic.” Presented at 21st International Congress on Medieval Studies, Western Michigan University, 1986.

“The Church as Mother in Augustine's *Psalmus contra Partem Donati*. ” Presented at “International Congress on the Conversion of St. Augustine,” sponsored by the Istituto Patristico Augustiniano, Rome, 1986.

“Sedulius’ *A Solis Ortus Cardine*: A Reexamination.” Presented at annual meeting of Committee for the Advancement of Early Studies, Ball State University and at the International Congress on Medieval Studies, Western Michigan University, 1985.

“The Artistry of Augustine’s *Psalmus contra Partem Donati*. ” Presented at Xth International Conference of Patristic, Medieval, and Renaissance Studies at Villanova University, 1985.

“The Family Curse in Greek Tragedy and Hebrew Prophecy.” Presented at symposium on “Literature and Family,” Marquette University, 1985.

“The Jewish-Hellenistic Epic: Forms and Transformations.” Presented at annual meeting of the American Philological Association, Toronto, 1984.

“Sedulius’ *Paschale Carmen*: Text and Context.” Presented at seminar on “Cultural Change in the Mediterranean World and the Near East in Late Antiquity,” University of Chicago, 1984.

“The Sedulous Editor: Turcius Rufius Asterius and His Edition of the *Paschale Carmen*.” Presented at 19th International Congress on Medieval Studies, Western Michigan University, 1984.

“Character Enhancement in Juvenecus’ *Evangeliorum Libri Quattuor*. ” Presented at 18th International Congress on Medieval Studies, Western Michigan University, 1983.

“Sedulius’ *Paschale carmen* as Literary Rival of the *Aeneid*. ” Presented at symposium on “The Western Literary Tradition: The Christian Perspective,” Marquette University, 1983.

Courses Taught

Latin language courses at all levels, from the elementary (Wheelock, *Latin via Ovid*, *Latin for the New Millennium*) to intermediate and advanced.

Greek language courses (New Testament, Homeric, Classical) at all levels from elementary to intermediate and advanced.

“Classical Mythology” (large lecture class taught with the help of graduate assistants at UW-Madison and ISU).

“Introduction to Western Civilization” (Integrated Liberal Studies program at UW-Madison).

“Texts and Contexts” (intensive writing course developed for general education program at ISU).

“History of the Latin Language” (upper level undergraduate course at ISU and UTC).

“Latin Prose Composition” (upper level undergraduate course at ISU).

“Interpretation of Classical Mythology” (honors seminar at ISU)

“The Classical Tradition” (graduate seminar at ISU).

“Myth and Meaning” (World Mythology course at ISU, team-taught with Professor of Chinese).

“Classical Mythology and Its Influence” (300-level English class at SIUE).

“Rome: Culture, Ideas, and Values” (freshman seminar; team-taught with History professor at SIUE).

“Searching for Excellence in Ancient Greece” (study-abroad course, team-taught with SIUE and SIUC faculty in Greece and western Turkey.)
 “World Mythology” (Interdisciplinary Studies course, team-taught on-line with Geography professor at SIUE.)
 “History of the English Language” (upper-level English class at SIUE).
 “Tragedy: Violence, Entertainment, and Education in Ancient Greece” (Interdisciplinary Studies course, team-taught with Philosophy professor at SIUE).
 “Cicero, Ciceronianism, and the Development of Prose Style” (Graduate seminar at SIUE).
 “Introduction to the Bible” (upper-level English class at SIUE).
 “The Hobbit: Myth and Meaning” (Interdisciplinary Studies course, team-taught with German professor at SIUE).
 “Death and Dying” (Interdisciplinary Studies course, team-taught with Philosophy professor at SIUE).
 “The Rhetoric of Humor” (Graduate Seminar at SIUE).
 “Humor” (Honors Freshman Seminar at SIUE).
 “Comedy” (English Senior Assignment Seminar at SIUE).
 “Pain” (Honors Junior Seminar at SIUE, team-taught with Pharmacologist).
 “Classical Mythology” (UTC; lecture/discussion format).
 “Legendary Rome: Epic Founders, Wicked Emperors, Saintly Martyrs” (freshman general education course, UTC).
 “Greek and Roman Comedy in Translation” (upper-level course for Classics majors and minors at UTC).
 “Humor” (Upper-level Humanities Seminar, UTC).
 “The Good Place” (Honors seminar, team-taught with historian/political theorist, UTC).
 “Everyday Life in the Roman Empire” (general education course, UTC).
 “Ancient Anger: Reading Homer’s *Iliad* Today” (upper-level course for Classics majors and minors at UTC).

Authors and texts taught in Latin and Greek in advanced courses and independent studies
 Aelred, *De spiritali amicitia*; Aesop’s fables (Babrius and Phaedrus); Apuleius, *The Golden Ass*; Aristotle, *Poetics*; Augustine, *Confessions* and *City of God*; Bede, *Historia ecclesiastica gentis Anglorum*; Benedict, *Regula*; Boccaccio, *De claris mulieribus*; Caesar, *Gallic Wars* and *Civil War*; *Carmina Burana*; Catullus, *Carmina*; Cicero: letters, selected speeches, *De Amicitia*, *De Officiis*, *De oratore*, *De Senectute*; Erasmus, *Ciceronianus*; Homer, *Iliad* and *Odyssey*; Horace, *Odes* and *Sermones*; Juvenal, *Satires*; Livy, *Ab urbe condita*; Lysias, *The Murder of Erasthones*; Juvenal, *Satires*; Martin Luther, “Lectures on Genesis” and *De servo arbitrio*; Menander, *Dyskolos*; Ovid, *Metamorphoses*, *Amores*, and *Ars Amatoria*; Petronius, *Cena Trimalchionis*; Plato, *Apology*, *Crito*, *Lysis*, *Philebus*; Plautus, *Amphitryo*, *Miles Gloriosus*, and *Menaechmi*; Pliny the Younger’s epistles; Quintilian, *Institutio Oratoria*; Sallust, *Bellum Catilinae* and *Bellum Iugurthinum*; Sedulius, *Paschale Carmen*; Seneca, *Apocolocyntosis Claudii*, *Epistulae morales*, and *Medea*; the Septuagint; Sophocles, *Oedipus the King*; Suetonius, *Lives of the Caesars*; Tacitus, *Annales* and *Germania*; Terence, *Andria*, *Eunuchus*, *Phormio*; Thomas Aquinas, *Summa Theologica*; Vergil’s *Georgics* and *Aeneid*; the Vulgate; Xenophon, *Anabasis* and *Apology*.

Student research projects

Member of examination committee for doctoral dissertation (“Sedulius’ *Carmen Paschale* 1: Einleitung, Text mit Übersetzung und Kommentar”), University of Wuppertal, 2023.

Examiner for Honors Thesis (“Boudica at the Intersection: Gender, Alterity, and Narrative in Imperial Roman Historiography”), UTC, 2023.

Director of Honors Thesis (“Bee Pluribus Unum”), UTC, 2020-21.

Mentor for student research on Latin poetry of Martin Luther, UTC, 2015 and 2019-20.

Member of MA committees, Department of English and Department of Historical Studies, SIUE, 2010-15.

Mentor for Undergraduate Research and Creative Activities Academy, SIUE: “Erasmus’ Ciceronianism,” 2012.

Chair of MA thesis committee for Department of English, SIUE, 2010-11, study of Robert Graves’ *I, Claudius*.

Faculty mentor for Undergraduate Research and Creative Activities Academy, SIUE: “Translating Sedulius’ *Paschale Carmen* V,” 2010.

Faculty mentor for Bachelor of Liberal Studies Senior Assignment, study of the history of the doctrine of predestination, 2009.

Member of examination committee for doctoral dissertation on J.P. Koehler and the Wauwatosa Theology, Luther Theological Seminary, 2008.

Faculty mentor for SIUE Undergraduate Research Academy: “A Translation of Sedulius’ *Paschale Carmen*, Books 1 and 3,” 2007-8.

Faculty mentor for Bachelor of Liberal Studies Senior Assignment, study of 16th-century Latin manual on fighting with broad swords, 2006.

Member of examination committee for doctoral dissertation on “Blindness Spells in the Egyptian Magical Papyri,” University of Illinois, Champaign-Urbana), 2000-1.

Scholarly and Professional Service (selected)

Sponsored campus visit and lecture by Keshia Ajose Fischer, “No God like the Mother,” March, 2024.

Sponsored campus visit and lecture by Bassem Eid, “Israel, Hamas and the Future in Gaza,” February 2024.

Reviewed chapter of “The Golden Thread,” a Western Civilization history textbook, for Encounter Books.

Reviewed article for *Journal of Orthodox Christian Studies*, 2023.

Sponsored campus visit and lecture by Andrew Davison, “Astrobiology and Christian Belief,” UTC, 2023.

Sponsored campus visit and lecture by Holly Ordway, Annual C.S. Lewis Lecture, “Iron Sharpening Iron: Lewis and Tolkien’s Ecumenical Friendship and Mutual Influence,” UTC, 2023.

Discussion leader of *Luther’s Rome, Rome’s Luther* for “Take Five,” reading group sponsored by English Department, UTC, 2023.

Co-organizer of conference “Luther and the Classics VII” (with Professor John Nordling), 2022-23.

Revised entry on Martin Luther for the *Literature Criticism from 1400 to 1800* series, a Gale publication, Layman Poupard Publishing, LLC, 2022.

Sponsored campus visit and lecture by David C. Downing, Annual C.S. Lewis Lecture, “The Most Reluctant Convert,” UTC, 2022.

Member of departmental curriculum committee, 2022-present.

Sponsored campus visit and lecture by Jackie Murray, “*Contra Nationis Natum: When Black Writers Embrace the Classical Past*,” UTC, 2021.

Member of Council of Scholars, UTC, 2021 to present.

Member of the Undergraduate Academic Standards Committee, UTC, 2020-23.

Member of Classics Lecturer Search Committee, UTC, 2020-1.

Discussion leader of “Antigone,” for *Take Five*, reading group sponsored by Department of English, UTC, 2020.

Chair, Post-Tenure Review Committee (Humanities), UTC, 2019.

Co-organizer of conference “Luther and the Classics VI” (with Professor John Nordling), 2019-21.

Wrote endorsement for Steven Paulson, *Luther’s Outlaw God*, volume 2 (Fortress Press), 2019.

Wrote self-study of Humanities Program at UTC for five-year program review, 2018-19.

Participant in panel on “Dollars and Sense: The Value of a Liberal Arts Education,” UTC, 2018.

Presented paper entitled “The Old Lie: WWI Poetry and the Classics,” as part of a 2018 panel presentation for UTC’s commemoration of WWI: <https://allevents.in/tennessee/of-prairies-poets-and-parapets-literary-responses-to-ww1/20002510402114>

Sponsored campus visit by poet Ed Hirsch, UTC, 2018.

Wrote endorsement for translation of *Magnalia Dei: de Iesu Christo, Scripturae nucleo et medulla* by Matthew Carver for Emmanuel Press, 2018.

Reviewed Classical Mythology textbook proposal for Thames and Hudson, 2018.

Presentation on “Luther and Rome” to UTC Classics Club, 2018.

Presentation (“Cicero amongst the Americans”) to Chattanooga Institute of Noetic Science, 2018.

Discussion leader of Andrew Pettegree, *Brand Luther*, for “Take Five,” reading group sponsored by English Department, UTC, 2018.

Organized and chaired interdisciplinary discussion for Humanities and Foreign Language Majors: “Foreign Languages, the World, and You,” 2018.

Presentation on “Martin Luther and the Rhetoric of Anti-Rhetoric” to Chattanooga Phi Beta Kappa Society, 2018.

Co-organizer of “Lutheranism and the Classics V,” Concordia Theological Seminary (with Professor John Nordling), 2017-18.

Sponsored production of “Measure for Measure” (“Actors from the London Stage”), UTC, 2017.

Member of panel discussion, “The Reformation: 500 Years and Counting,” UTC, 2017.

Reviewed book proposal for Routledge Press, 2017.

Participated in seminar on “Virgil and the Modern Christian Literary Imagination.” Samford University, 2017. See <https://www.samford.edu/news/2017/07/Samford-Hosts-Faculty-for-Unique-Humanities-Experience>

Reviewed book manuscript for Bloomsbury Press, 2017.

Reviewed applications for North Callahan Essay Prize, UTC, 2017-19.

Organized and chaired interdisciplinary discussion for Humanities Majors: “International Studies, the Liberal Arts, and Jobs,” UTC, 2017.

Member of search committee for Lyndhurst Chair of Excellence in Art Education at UTC, 2016-8.

Member of committee to select George Connor Professorship of English at UTC, 2016-7.

Member of review committee for LeRoy Martin Professorship, UTC, 2016.

Wrote summary/blurb of book manuscript for Oxford University Press, 2016.

“Teaching Pain.” Presentation with Jeff Skoblow for the 2nd Interdisciplinary Humanities Colloquium, UTC, 2016.

Advisor and/or mentor for Humanities and Classics Majors, UTC, 2016-present.

Member of CS Lewis Annual Lecture Committee, Chattanooga, Tennessee, 2015-present.

Member of search committee for French and Spanish Assistant Professor positions, 2015-16.

Member of department retention, tenure, and promotion committee, 2015-present.

Interviewed for article in UTC student newspaper, *The Echo*, November, 2015:
<http://www.theutcecho.com/?p=17681>

Co-organizer of “Lutheranism and the Classics IV,” Concordia Theological Seminary (with Professor John Nordling and Dr. James Kellerman), 2015-16.

Reviewer for *Classical Receptions Journal*, 2015-6.

Vice-President and Member of the Executive Board of the Institute of Lutheranism and the Classics (*Institutum Lutheranism Classicumque*), 2014-present.

Copy editor of J.P. Koehler’s *Kirchengeschichte* (English translation), 2014-18. Published on line: <https://protestantconference.org/church-history-textbook>

Outside evaluator for promotion decision for Department of Classics, Brown University, 2014.

Reviewer for *Oral Tradition*, 2014.

Member of Board of Regents for Concordia University Chicago, 2013-15.

Judge for Illinois Junior Classical League South, Collinsville High School, 2013. (I served as judge for IJCL a number of times at high schools across Illinois.)

Co-organizer of “Lutheranism and the Classics III,” Concordia Theological Seminary (Fort Wayne, Indiana), September, 2014 (with Professor John Nordling and Dr. James Kellerman), 2013-14.

Interviewed for article on *Sedulius, The Paschal Song and Hymns* in “This Week in CAS,” October 6, 2013. See: <http://thisweekincas.com/2013/10/06/springers-unprecedented-translations-of-latin-poet-published-by-the-society-of-biblical-literature/>

Guest speaker on “Greek Poetry” (with Philip Barnes) at concert of the St. Louis Chamber Chorus, Ethical Society of St. Louis, 2013.

Chair of session on “Reception and Tradition” for annual meeting of the Illinois Classical Conference, SIU Carbondale, 2013.

Interviewed for radio show “Book Talk” with Rodney Zwonitzer on KFUE, 2013. See <http://www.kfueam.org/tag/luthers-aesop/>

Coordinating Editor, *Faith-Life* (a journal of Lutheran history, theology, and culture), 2013-14.

Guest lecture at Newberry Library, Center for Renaissance Studies, graduate seminar on “Asceticism, Eroticism, and the Premodern Foucault: Revisiting Foucault’s *History of Sexuality* through Medieval and Early Modern Sources,” 2013.

Advisor and editor for *Te Laudamus*, a Lutheran hymnal to be published by Emmanuel Press, 2013 to present.

Co-organizer of “Lutheranism and the Classics II,” Concordia Theological Seminary (with Professor John Nordling and Dr. James Kellerman), 2011-12.

Member of awards committee for Concordia Historical Institute, 2012-present.

Consultant for Art and Design Department, SIUE, 2011-13.

Interviewed for article on *Luther’s Aesop* in “This Week in CAS,” Jan. 16, 2012. See <http://thisweekincas.com/2012/01/16/springers-book-looks-to-luther-and-aesop/>

Featured in article in *Edwardsville Intelligencer*: “Springer Studies Links Between Religions,”

2011. See <http://www.siu.edu/artsandsciences/CTarticle11.pdf> Also interviewed on radio show "Segue" at WSIE, 2011.

Participant in presentation on "Why Teachers Teach," at the Edwardsville Public Library, May, 2011.

Chair of Phi Kappa Phi Undergraduate Paper Competition, 2004-2006 and again in 2011-13; I served as a member of the committee from Fall 2006 onward. I was a member of the Phi Kappa Phi Executive Board at the SIUE Chapter, 2003-2006, and served as a judge in the Phi Kappa Phi Graduate Paper Competition, 2011.

Named member of editorial board of *Ovid, Myth, and (Literary) Exile*, a journal to be published by the Ovidius University of Constanta, 2011. See <http://www.univ-ovidius.ro/litere/ovidius/board.html>

Organizer and chair of roundtable on "Louis Sullivan and the Battle for American Architecture" for CAS Annual Colloquium, "Thinking about America," 2011.

Co-organizer, with Professor John Nordling and Dr. Jon Bruss, of conference on "Lutheranism and the Classics," Concordia Theological Seminary, October 2010.

Reviewed sixth edition of Barry Powell, *Classical Myth*, for Pearson/Longman, 2010.

Organized and led College of Arts and Sciences Interdisciplinary Roundtable on "Premodern Studies," Spring 2010, and "Promoting the Louis Sullivan Collection at SIUE," in Fall 2010.

Organized Sixth Annual CAS Colloquium: "Thinking about Evolution," with Jonah Lehrer, author of "Proust was a Neuro-Scientist," as plenary speaker, April, 2010. Organized session entitled "The Evolution of Evolution." See <http://www.siu.edu/artsandsciences/colloquia>

Interviewed on "Issues, Etc.," web-based talk radio show: "Luther and the Fables of Aesop," 2010.

Invited reader in a marathon reading of Ovid's *Metamorphoses* sponsored by the Pulitzer Foundation of the Arts, St. Louis, 2009 and repeated at John Burroughs School in 2010. See YouTube interview at <http://www.youtube.com/watch?v=LPqEzIOgFio>

Chaired CAS Committee to review the University Museum, 2009-10.

Organized 5th Annual CAS Colloquium, "Thinking about the University" (24 sessions with over 70 presenters), 2008. Served as moderator of panel I organized on "Plating the University: Heavy on the Humanities."

"Conversation with Lee Presser." A TV interview on the influence of Classical Mythology, first aired on Charter Cable Channel 18, August 4, 2008.

Member of panel on "Implementing First Year Experiences in Different College/University Settings" at the annual meeting of the Council of Colleges of Arts and Sciences, Chicago, 2007.

"Give Me that Old-Time Erudition: Instances of Scholarship and Pedagogy from Yesteryear," *Oculus: The Newsletter of the Classical Association of the Midwest and South* 17 (2007): 12.

Organized 4th Annual CAS Colloquium, "Thinking about the Environment," including a special session I organized and chaired entitled "Poetry and Plumbing: Exploring the Relationship between the Romans and their Natural Environment," SIUE, 2007.

Member of the J Library's Center for Renaissance Studies Executive Committee, 2006-11, and program subcommittee. See <http://www.newberry.org/renaissance/consortium/exec.html>

"First Year Seminars: CAS Perspectives." Panel that I organized and moderated for the annual meeting of the Illinois Deans of Colleges of Arts and Sciences, hosted by SIUE, 2006.

Organized Third Annual CAS Colloquium, "Thinking about Religion," co-sponsored by the Illinois

Humanities Council with Stanley Fish as the plenary speaker (over 100 participants and approximately 700 attendees). Organized and chaired two panels: "Jerusalem and Athens" and "Sacrifice: A Dialogue with the Ancient World."

"Gospels." Talk given for "Dialogue with Senior Citizens" series, SIUE's Office of Continuing Education, 2006.

"Teaching the Ancient Greeks in Modern Greece." Talk given to high school teachers from southwestern Illinois at a reception organized by SIUE's School of Education, 2006.

Member of a panel to discuss advising issues and strategies for improvement of undergraduate advisement at annual meeting of Illinois College of Arts and Sciences Deans, Western Illinois University, 2005.

Launched new colloquium series for CAS designed to have broad appeal for both faculty and students at SIUE and the surrounding communities. We had over 40 presentations at our first colloquium, "Thinking about Empire" for which I delivered the opening address, "Thinking about the *Pax Americana*," and over 50 presentations for the second colloquium, "Thinking about Masculinity" in 2005.

Member of Classical Association of the Middle West and South's Committee on the Manson A. Stewart Education and Travel Awards, 2004-2007. I served as Chair of the Committee from 2005 to 2007 and also was a member of the CAMWS Steering Committee on Awards and Scholarships from 2005 to 2007.

Member of local committee for the 100th anniversary meeting of the Classical Association of the Midwest and South (over 800 in attendance) in St. Louis, 2004.

Speaker at workshop for high school teachers of Geography held at SIUE, "Exploring the Aegean," 2002.

Member of International Studies Advisory Committee for the Deputy Governor of Illinois, 2000-2002.

Organized and chaired session on "The Future of Interdisciplinary Studies" for the annual meeting of the Illinois College of Arts and Sciences Deans at SIUE, 2000.

Speaker at banquet reception for Presidential Scholars: "Mythical Monsters: The Comforts of the Grotesque," Illinois State University, 2000.

Member of American Philological Association's Committee on the Classical Tradition, 1998-2000. I also was a member of American Philological Association's Joint Committee on the Classics in American Education, 1993-1996 and served as Chair of the committee from 1995 to 1996.

Consultant for National Mythology Exam, 1998.

Consultant for *Insular, Anglo-Saxon, and Early Anglo-Norman Manuscript Art at Corpus Christi College, Cambridge* (Kalamazoo: Medieval Institute Publications, 1998).

Outside evaluator for tenure decision in the Department of Foreign Languages, University of North Carolina-Charlotte, 1997.

Referee for *Transactions of the American Philological Association*, 1996.

Outside evaluator for review of Classics Department at Rockford College, 1996.

Reviewed for publisher (Mayfield): S. Harris and G. Platzner, *Classical Mythology: Images and Insights* (Mountain View: Mayfield Publishing, 1995), 1996.

Host of Illinois State Latin Tournament (c. 200 students), Illinois State University, 1993 and 1988. I also helped to write and grade for the Illinois State Latin Examination, 1986-1987.

Co-authored article surveying placement in Latin at colleges and universities in Illinois, published in *The Augur*, bulletin of the Illinois Classical Conference, 1993.

President of the Illinois Classical Conference (state organization founded in 1938, with membership of over 100 high school and college teachers of Latin and Classics), 1992-1993; Vice-President, 1990-1992. I served as Program Chair for annual meetings of the Illinois Classical Conference in 1991-1992. I also organized and chaired a session, "Teaching Women in Antiquity," Illinois Classical Conference, Western Illinois University, 1991, as well as a session on "The Classical Tradition," Illinois Classical Conference annual meeting, Loyola University, Chicago, 1992. I chaired the Illinois Classical Conference Liaison Committee and served on the ICC Committee for the Teaching of Latin in Illinois, 1988-1992.

Grant reviewer for National Endowment for the Humanities Translations Program and Reference Materials Program, 1992-1995.

"Outstanding Teacher Award," Illinois State Red Tassel/Mortar Board Honor Society, 1992.

Guest speaker at "Latin Olympics," University of Illinois-Chicago ("Classical Mythology and Popular Music"), 1992.

Visiting Woodward Scholar, Loyola Academy, Wilmette, IL, 1992.

Associate in Research Group on Manuscript Evidence: Cambridge University, Corpus Christi College, and Princeton, New Jersey, 1991-present. See

<http://manuscriptevidence.org/data/node/8>

Referee for *Mediaevalia et Humanistica: Studies in Medieval and Renaissance Culture*, 1991.

Contributing editor for *Logia: A Journal of Lutheran Theology*, 1991-present.

Outside evaluator for tenure decision at Catholic University of America, Classics Department, 1991

Guest speaker at annual meeting of Illinois Junior Classical League, St. Ignatius Preparatory School, Chicago, "Mythological Monsters," 1991.

Illinois Council on the Teaching of Foreign Languages, Executive Board and Leadership Council, 1990-1993.

Invited speaker at "Workshop for Social Studies and Latin Teachers: Teaching Ancient Civilizations in High School," sponsored by the Illinois Classical Conference and Western Illinois University ("Trimalchio's Dinner as a Microcosm of Roman Civilization"), 1989.

Participant on Illinois Classical Conference panel on "The State of Latin in the State of Illinois," University of Chicago, 1988.

Guest speaker, Illinois Junior Classical League, Illinois State University ("Monsters as Images of Chaos"), 1986.

Referee for *Classical Journal*, 1985-1988.

Organizer and Chair of session on the Medieval Latin hymn at 19th International Congress on Medieval Studies, Western Michigan University, 1985.

Languages

Other languages besides English in which I am fluent, or read with some degree of facility, include (in descending order of ability): Latin, Greek, German, Italian, French, Dutch, and Biblical Hebrew.

Membership in Learned and Professional Societies (not all current)

American Association of Neo-Latin Studies, Archeological Institute of America, American Philological Association (Society of Classical Studies), Classical Association of Midwest and South, Conference on Christianity and Literature, Council of Colleges of Arts and Sciences, Illinois Classical Conference, International Association for Neo-Latin Studies, International History of Rhetoric Society, International Society for the Classical Tradition, Medieval Association of the

Midwest, Modern Language Association, North American Patristics Society, Phi Kappa Phi, Renaissance Society of America, Sixteenth Century Studies Conference, Vergilian Society.

Humanities 4960: Senior Capstone Project **Spring 2024**

Professor: Dr. Dennis Plaisted

Phone: 425-4472

Email: dennis-plaisted@utc.edu

Office: Lupton 231J

Hours: MWF, 12:00pm-12:50pm.

Course: HUM 4960, section 4, CRN: 25649

Credit: 3 semester hours

Pre or Co-Requisites: none

Catalog Description: Students in the Liberal Arts and International Studies concentrations will work independently on a reflective, scholarly account of their Humanities studies as a capstone to their programs. Students will submit a short reflective essay (5-7 pages) and an annotated bibliography (3-5 pages) of the course of study reading that has been most significant in integrating and unifying their chosen disciplines, as articulated in the initial Program Rationale. Every semester.

Course Requirements:

1. Final Draft of Program Rationale: this is an approximately 1-page (double-spaced, 1-inch margins, 12-point Times New Roman font) description of the theme the student has pursued through their liberal arts studies. Ideally, the student will have completed a draft of this early on in their liberal arts studies and will submit a revised, final version of that program rationale. The program rationale document should be emailed to me as a Word attachment. **Due date: Monday, 1/29.** This assignment is worth 10 points.
2. Mandatory Progress Report Meeting: students must meet with me at least once during the semester to discuss their progress on the capstone paper. **The meeting must be held no later than Friday, 4/5.** It is the student's responsibility to schedule this meeting with me. This meeting is worth 5 points.
3. Capstone Paper: an approximately 10-page paper (double-spaced, 1-inch margins, 12-point Times New Roman font). Approximately 6-7 pages of the paper should describe how the student was able to examine the theme of their program rationale in their liberal arts courses. The other 3-4 pages of the paper should be an annotated bibliography that lists the books, articles, etc. that were most influential to the student's thinking about their rationale. An annotated bibliography provides standard bibliographic information (e.g., author, publisher, date, etc.), along with a few sentences on how the work impacted the student's thinking. The bibliographic information should be presented in an accepted citation style (e.g., MLA or APA). The capstone paper should be submitted to me by email attachment **no later than 3 pm on Monday, 4/22.** The capstone paper is worth 85 points.

--Grading Scale: there are a total of 100 points to earn in the class. Letter grades will be assigned as follows:

A: 90-100 points

B: 80-89

C: 70-79

D: 60-69

F: 59 or below.

Technology Details for the Course:

--**Technology Requirements for Course:** students must have access to the internet and a UTC email account.

--**Technology Skills Required for Course:** students must be able to use the internet, email, and UTC Learn.

--**Technology Support:** If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Class and Institutional Policies:

--**Student Conduct Policy:** UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

--**Honor Code Pledge:** I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

--**Late Assignments:** late assignments (whether they are the program rationale, the progress report meeting, or the capstone paper) can only receive full credit if the student can prove that they suffered an illness or personal crisis that prevented them from completing the assignment on time. Unexcused late assignments will have credit deducted from them at the following rates:

- Final Draft of Program Rationale: 2 points per day, including weekend days
- Progress Report Meeting: 1 point per day, not including weekend days
- Capstone Paper: 5 points per day, including weekends

Rubric for Humanities: Liberal Arts Outcome 1:

Outcome 1: Students will write a capstone paper that clearly explains how their program rationale was pursued through their humanities coursework.

1. Program rationale is clearly explained in capstone paper introduction:
 - 1 point: Program rationale is only vaguely stated but not explained in introduction.
 - 2 points: Program rationale is stated with some explanation in introduction but lacks clarity and elaboration.
 - 3 points: Program rationale is clearly explained and elaborated in introduction.

2. Coursework clearly aligns with the program rationale.
 - 1 point: Coursework is only vaguely connected to the program rationale. Most courses are not connected at all.
 - 2 points: Some courses are clearly connected but others lack a clearly explained connection or are not connected at all.
 - 3 points: All (or nearly all) courses are clearly connected to the program rationale.

3. Capstone paper is well-written overall and free from grammatical errors.
 - 1 point: Paper has many grammatical errors and is hard to follow.
 - 2 points: Paper is mostly clear but sometimes is not and there are a few grammatical errors.
 - 3 points: Paper is clearly written and generally free from grammatical errors.

Rubric for Humanities Outcome 2

Outcome 2: Students will create a clearly written annotated bibliography for their capstone paper that lists the books, articles, stories, etc., that were most meaningful to them during their humanities studies and explains for each why that work was meaningful for them.

1. Citations in bibliography are formatted correctly in an acceptable citation style (e.g., MLA, APA).
1 point: some citations are properly formatted but many are not.
2 points: most citations are properly formatted but there are some minor mistakes.
3 points: all or nearly all citations are properly formatted.
2. Bibliography clearly explains how the books and other sources align with the student's program rationale.
1 point: most references are not clearly linked to the program rationale.
2 points: many references are clearly linked to the program rationale, but some are not.
3 points: all or nearly all references are clearly linked to the program rationale.
3. Annotations clearly explain how the books and other sources influenced the student's thinking and view of the world.
1 point: annotations explain this perhaps for some sources, but not for most.
2 points: annotations explain this for many sources, but some fail to do this.
3 points: annotations do this for all or nearly sources.

Rubric for Humanities: Liberal Arts Outcome 3

Outcome 3: Students will create a clearly written, approximately 1-2 page program rationale document that explains the theme they will pursue in their humanities coursework.

1. The theme is specific and clearly articulated.
 - 1 point: the theme is overly general and/or is only vaguely described.
 - 2 points: the theme is made fairly clear but is vague or overly general in places.
 - 3 points: the theme is very clear, well-explained and specific.

2. The rationale demonstrates that there are sufficient humanities-related courses at UTC for the student to pursue their theme.
 - 1 point: the program rationale only weakly demonstrates what UTC courses will be useful for studying the theme.
 - 2 points: the program rationale demonstrates how some courses can be used to study the theme, but there is still some doubt whether enough humanities-related courses exist at UTC to study the theme.
 - 3 points: the program rationale clearly demonstrates that there are sufficient courses at UTC to study the theme.

3. Program rationale is well-written overall and free from grammatical errors.
 - 1 point: rationale has many grammatical errors and is hard to follow.
 - 2 points: rationale is mostly clear but sometimes is not and there are a few grammatical errors.
 - 3 points: rationale is clearly written and generally free from grammatical errors.

Rubric for Humanities: Liberal Arts Outcomes 4 and 5:

Outcome 4: Students will be able to articulate complex ideas, theories, and arguments.

1 point: The paper discusses complex ideas, theories, or arguments, but the student generally does not articulate them clearly, or the paper discusses only basic or rudimentary ideas, theories, and arguments.

2 points: The paper discusses complex ideas, theories, and arguments, and the student articulates them clearly in some instances but not at others.

3 points: The paper discusses complex ideas, theories, and arguments and the student clearly articulates them throughout.

Outcome 5: Students will develop skills of critical reasoning that enable them to analyze texts, arguments, doctrines, theories, and ideas.

1 point: The paper displays little or no ability to analyze or evaluate texts, arguments, and theories it discusses.

2 points: The paper displays only moderate ability to analyze or evaluate the texts, arguments, and theories it discusses.

3 points: The paper displays well-developed ability to analyze or evaluate the texts, arguments, and theories it discusses, including the ability to anticipate and respond to objections to its own critical analysis.

HUM-Liberal Arts Assessment Report 2022-2023

Outcome 1: Students will write a capstone paper that clearly explains how their program rationale was pursued through their humanities coursework.

--Means of Assessment: Capstone paper completed in HUM 4960 and its associated scoring rubric.

--Relation of Means of Assessment to Outcome: The HUM 4960 course is the only required course for the HUM: Liberal Arts major. It is thus the only course that all Liberal Arts majors take and provides the best opportunity to assess how students have done in the program. The course requires the writing of a capstone paper, and that paper, together with its associated rubric, provides the necessary information for assessing this outcome.

--Criteria for Success: There are a maximum of 9 points to earn on the rubric. In this first attempt at assessing this outcome, I will set a goal that at least 75% of liberal arts students who take HUM 4960 will score at least 7 out of 9 on the rubric.

--Assessment Results: 3 Humanities Liberal Arts majors wrote capstone papers in 2022-2023. 2 out of the 3 (66%) scored a 7 or higher on the rubric.

--Strengths and Weaknesses Based on Results: The one student who didn't meet the goal was simply not responsible in the way she approached the writing of her capstone paper. Her advisor made multiple attempts to meet with her and encouraged her to try to improve her paper, but she didn't make the effort to improve. The students who hit or exceeded the target were better about following instructions from their advisors and simply invested more effort into their papers.

--Follow Up Actions Planned: Previously, expectations for the capstone paper have mostly been communicated verbally to students by their advisors. This has been adequate for nearly all students, but I will complete a detailed assignment sheet to give to all students who are writing capstones in HUM 4960. The sheet will explain the requirements so that students can better ensure that they're meeting them. Also, I plan to make attendance at meetings with the capstone advisor part of the grade for the HUM 4960 course. This will hopefully motivate students to meet with their advisor, which should in turn result in better papers.

--Continuous Improvement: This is the first time this outcome has been assessed, and the scoring rubric is brand new as well. So, we are not yet in a position to consider how the results compare to the previous year's results.

Outcome 2: Students will create a clearly written annotated bibliography for their capstone paper that lists the books, articles, stories, etc., that were most meaningful to them during their humanities studies and explains for each why that work was meaningful for them.

--Means of Assessment: Capstone paper, including its annotated bibliography, completed in HUM 4960, and the associated scoring rubric.

--Relation of Means of Assessment to Outcome: The HUM 4960 course is the only required course for the HUM: Liberal Arts major. It is thus the only course that all Liberal Arts majors will take and provides the best opportunity to assess how students have done in the program. The course requires the writing of a capstone paper, and that paper and its annotated bibliography, together with the associated rubric, will provide the necessary information for assessing this outcome.

--Criteria for Success: There are a maximum of 9 points to earn on the rubric. In this first attempt at assessing this outcome, I will set a goal that at least 75% of liberal arts students who take HUM 4960 will score at least 7 out of 9 on the rubric.

--Assessment Results: 3 students completed capstone papers in 2022-2023. 2 out of the 3 (66%) scored a 7 or higher on the rubric. 95

--Strengths and Weaknesses Based on Results: The one student who didn't meet the goal was simply not responsible in the way she approached the writing of her capstone paper and its annotated bibliography. Her advisor made multiple attempts to meet with her and encouraged her to try to improve her paper, but she didn't make the effort to improve. The students who hit or exceeded the target were better about following instructions from their advisors and simply invested more effort into their papers.

--Follow Up Actions Planned: Previously, expectations for the capstone paper and its annotated bibliography have mostly been communicated verbally to students by their advisors. This has been adequate for nearly all students, but I will complete a detailed assignment sheet to give to all students who are writing capstones in HUM 4960. The sheet will explain the requirements so that students can better ensure that they're meeting them with their annotated bibliographies. Also, I plan to make attendance at meetings with the capstone advisor part of the grade for the HUM 4960 course. This will hopefully motivate students to meet with their advisor, which should in turn result in better annotated bibliographies.

--Continuous Improvement: This is the first time this outcome has been assessed, and the scoring rubric is brand new as well. So, we are not yet in a position to consider how the results compare to the previous year's results.

Outcome 3: Students will create a clearly written, approximately 1-page program rationale document that explains the theme they will pursue in their humanities coursework.

--Means of Assessment: The program rationale document (a 1-2 page statement of the theme the student is pursuing through their liberal arts coursework) that is submitted in conjunction with the HUM 4960 class, along with the associated scoring rubric.

--Relation of Means of Assessment to Outcome: The HUM 4960 course is the only required course for the HUM: Liberal Arts major. It is thus the only course that all Liberal Arts majors take and provides the best opportunity to assess how students have done in the program. The students will have been developing their program rationales prior to their taking HUM 4960, but the final version of the rationale is turned in at the conclusion of the class, and that is the version that will be evaluated for the purpose of assessing this outcome.

--Criteria for Success: There are a maximum of 9 points to earn on the rubric. In this first attempt at assessing this outcome, I will set a goal that at least 75% of liberal arts students who take HUM 4960 will score at least 7 out of 9 on the rubric.

--Assessment Results: 3 students completed program rationales in 2022-2023. 2 out of the 3 (66%) scored a 7 out of 9 or better.

--Strengths and Weaknesses Based on the Results: The one student who didn't meet the goal was simply not responsible in the way she approached her program rationale and capstone paper. Her advisor made multiple attempts to meet with her and encouraged her to try to improve her program rationale, but she didn't make the effort to improve. The students who hit or exceeded the target were better about following instructions from their advisors.

--Follow Up Actions Planned: I am going to publicize clearer guidelines for the program rationale. These guidelines have largely been communicated to students verbally by their advisors until now. I will make sure to have a document that clearly explains what is expected for the program rationale. This way, even if students aren't always responsible about meeting with their liberal arts advisor, they will still be informed about the program rationale requirements, and hopefully follow them.

--Continuous Improvement: This is the first time this outcome has been assessed, and the scoring rubric is brand new as well. So, we are not yet in a position to consider how the results compare to the previous year's results.

HUM-Liberal Arts Assessment Report 2023-2024

Outcome 1: Students will write a capstone paper that clearly explains how their program rationale was pursued through their humanities coursework.

--Means of Assessment: Capstone paper completed in HUM 4960 and its associated scoring rubric.

--Relation of Means of Assessment to Outcome: The HUM 4960 course is the only required course for the HUM: Liberal Arts major. It is thus the only course that all Liberal Arts majors take and provides the best opportunity to assess how students have done in the program. The course requires the writing of a capstone paper, and that paper, together with its associated rubric, provides the necessary information for assessing this outcome.

--Criteria for Success: There are a maximum of 9 points to earn on the rubric. I set a goal that at least 80% of liberal arts students who take HUM 4960 will score at least 7 out of 9 on the rubric.

--Assessment Results: 6 students wrote a capstone paper during the assessment period (2023-2024). All 6 of the students (100%) scored 7 or higher on the capstone paper rubric.

--Strengths and Weaknesses Based on Results: All the students did well with their capstone papers. The paper requires that they explain their program rationale in their introduction, that they use the body of the paper to explain how their coursework fit their rationale, and that their papers be well-written and free from grammatical errors overall. No student did poorly with any of these. They all did at least a decent job on each, and all students did a very good job on at least 2 of them. It was the best set of capstone papers I have received for this course. This year, I provided students with more detailed written instructions for how to do the paper and met with each individually to explain the requirements. The improvement was significant. There were no significant weaknesses in the students' papers. At worst, some papers were mediocre in some portions, but even those excelled in other sections.

--Follow Up Actions Planned: Though the capstone papers were much improved, I believe it's still possible for them to be better. One thing I plan to do is offer students the chance to turn in a draft of the paper. Students can get feedback on their draft and have the opportunity to make revisions to their papers. I will also keep working on expanding and clarifying the instructions for the papers.

--Continuous Improvement: In last year's assessment of this category, only 66% of the students met the goal. This year, with the enhanced instructions and preparation for the students, there was marked improvement. 100% of the students met the goal.

Outcome 2: Students will create a clearly written annotated bibliography for their capstone paper that lists the books, articles, stories, etc., that were most meaningful to them during their humanities studies and explains for each why that work was meaningful for them.

--Means of Assessment: Capstone paper, including its annotated bibliography, completed in HUM 4960, and the associated scoring rubric.

--Relation of Means of Assessment to Outcome: The HUM 4960 course is the only required course for the HUM: Liberal Arts major. It is thus the only course that all Liberal Arts majors will take and provides the best opportunity to assess how students have done in the program. The course requires the writing of a capstone paper, and that paper and its

annotated bibliography, together with the associated rubric, will provide the necessary information for assessing this outcome.

--Criteria for Success: There are a maximum of 9 points to earn on the rubric. The goal will be that at least 80% of liberal arts students who take HUM 4960 will score at least 7 out of 9 on the rubric.

--Assessment Results: 6 students took HUM 4960 and completed a capstone paper, along with the corresponding annotated bibliography. 5 out of the 6 (83.3%) received at least 7 out of 9 on the bibliography. So, the goal was met.

--Strengths and Weaknesses Based on Results: The students who met the goal did a good job explaining how the books and articles in their bibliographies related to the theme of their program rationales, as well as how the works impacted them personally (See Rubric Outcomes 2 and 3). All students also did well with putting their citations in an accepted format (e.g., MLA) (Outcome 1). I believe providing students with more detailed instructions this year led to this improvement. I also met with each student and talked through the instructions for the bibliography. The one student who didn't meet the target only submitted a standard bibliography, not an annotated one. Despite my attempts at publicizing and explaining the assignment, he still forgot to provide annotations.

--Follow Up Actions Planned: I will continue to provide the detailed instructions I did during this cycle. I will also include a sample annotated bibliography so students can get a better sense of what one of these looks like. I will also provide students with a chance to submit a draft of their capstone paper with the annotated bibliography, so if anything is wrong with the bibliography, they will have a chance to revise it.

--Continuous Improvement: There was definite improvement this year over last year. Last year the success rate for the annotated bibliography was 66.7%. This year it was 83.3%. Undoubtedly, the enhanced instructions and explanations provided this year contributed significantly to this improvement.

Outcome 3: Students will create a clearly written, approximately 1-page program rationale document that explains the theme they will pursue in their humanities coursework.

--Means of Assessment: The program rationale document (a 1-2 page statement of the theme the student is pursuing through their liberal arts coursework) that is submitted in conjunction with the HUM 4960 class, along with the associated scoring rubric.

--Relation of Means of Assessment to Outcome: The HUM 4960 course is the only required course for the HUM: Liberal Arts major. It is thus the only course that all Liberal Arts majors take and provides the best opportunity to assess how students have done in the program. The students will have been developing their program rationales prior to their taking HUM 4960, but the final version of the rationale is turned in at the conclusion of the class, and that is the version that will be evaluated for the purpose of assessing this outcome.

--Criteria for Success: There are a maximum of 9 points to earn on the rubric. In this cycle, the goal is that at least 80% of liberal arts students who take HUM 4960 will score at least 7 out of 9 on the rubric for their program rationales.

--Assessment Results: 6 students turned in program rationales as part of the work for the HUM 4960 class. All 6 students (100%) satisfied the success criteria for their rationales.

--Strengths and Weaknesses Based on Results: All students did a good job showing that there were sufficient numbers of liberal arts courses at UTC that they could use to pursue their program theme (see Outcome 2 on the rubric). Nearly all students wrote well and with

correct grammar (Outcome 3). The one area that was somewhat weaker was in how clearly the basic theme for the program was stated (Outcome 1). No one did a poor job on this; it's just that the statements could have been articulated a little more perspicuously. Admittedly, it can be difficult to discover a common theme for all one's coursework at all, let alone express it in a crystal clear manner. But some of the students' statements of these were a tad mediocre.

--Follow Up Actions Planned: I think the improved results this year show that we're moving in the right direction. I will continue trying to clarify the instructions for how to do the program rationale. I think the best time to work on improving the program rationale is when I meet with students. We can discuss more how they envision the theme running through their coursework and how they can best express their theme. I will make clarifying the theme a part of our meeting agendas.

--Continuous Improvement: Last year 66.7% of the students met this goal. This year 100% of the students satisfied the goal. That's clear improvement and encourages me to aim for an even better showing next year.

Program Rationale

With a strong desire to serve people and work alongside those in need in my future career, I took on a psychology major. The goal of studying psychology is to gain an understanding of how people function mentally and thus, how they interact with the world around them. It can also be viewed as a study of why and how people become who they become. While the science and explanation of behavior that psychology provides are crucial to answering these questions, it often neglects artistic portrayals of people, or the complexity of philosophy, or the tangible experience of culture that impacts and represents who people are. So, I decided to major in Humanities as well, planning to expand my background in psychology through deeper and richer experience. I will primarily focus on how the mentalities and unique experiences of people are revealed through literary perspectives and how to also represent those perspectives through my own creating with art and creativity focused classes. Additionally, I will study cultures that are relevant to the demographics of where I plan to live and work. Literature studies will include courses such as ENGL 3550: Disability in Literature and ENGL 3750R: Creative Writing Poetry. Cultural focused classes will include UHON3550R: Guatemala in Chattanooga, UHON 3520R: Appalachia Contemporary Art/ Literature, and Spanish courses. Classes that discuss both psychology and culture (PSY 3310: Social Psychology) or psychology and religion (PSY 4610: Philosophical Psychology) will also be of interest.

As I plan to enter a field of mental health therapy and/ or therapy with individuals with disabilities, this route of study will broaden my perspective of people and the different means by which to understand them. The populations I work with will be of varying cultural backgrounds and demographics. Therefore, the better understanding I have of humanity on a variety of levels,

the better I will be able to help the individuals that I encounter in my future practice. I believe that my studies in Humanities, though seemingly general, will allow me to be more specifically attentive to the people I work with in the future.

Program Rationale

02-01-24

During my undergraduate studies, I have maintained an interest in the intersections of language, religion, and philosophy. While I was able to successfully engage with these disciplines in my alternate major, Rhetoric and Professional Writing, I was barred because of the major requirements from being able to take religion courses, which pushed me to search out an alternative.

In particular, I have committed to researching cults and how religion, philosophy, and language influence cultic involvement. With the ability to take additional courses discussing New Religious Movements (NRMs) and American Evangelicalism, I have been able to gain insight into the ways that religions function and how religious abuse can be perpetrated. My Honors Thesis, “Gender Performance in ‘Cult’ Conversion Narratives: Twelve Tribes,” speaks to the importance of my ability to take classes external to the Rhetoric program, as my final product was heavily informed by the work I did in these and other courses.

Further, I have been able to foster my interest in the classics through courses like Black Athena, which discussed race-based thinking in antiquity, as well as a course about beer that highlighted antiquity’s relationship with alcohol. These courses have inspired me to incorporate many concepts into my work that I otherwise would not have pursued, given that the time spent in these courses exceeded my alternate major’s elective hours.

Because my scholarship is mostly in cult studies and requires in-depth research, I have tried to maintain, throughout my studies, a practice of the conventions and writing of poetry. The humanities major has allowed me to thoroughly understand how to incorporate my shaped poetic

voice in my conventional and professional writing, and I have been given the opportunity to take several courses in the discipline.

Overall, the interdisciplinarity of the Humanities major has allowed me to gain expertise and knowledge in many disciplines, empowering me to be a more well-rounded student and person.

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Humanities Capstone

April 14, 2021

Relevant Coursework

My Humanities: Liberal Arts degree, as outlined in my program rationale, was designed to focus on the relationship between the natural world and creative writing. This theme coincides with the topic of my Departmental Honors thesis, which took the form of a poetry collection that explores ecological and political poetry and the relation of these themes to the self. Each class listed below contributed to my understanding of these topics in some way, whether that be in a direct or an indirect way.

English and Writing Courses

These courses constitute the majority of the coursework contributing to my degree. Primarily writing workshops, it was in these classes that I developed my ability to read and analyze writing to understand the components that made it most compelling, and through this was able to further develop my own writing ability.

English 2700 Creative Writing – This class served as an introduction to various types of creative writing, such as prose, creative nonfiction, essays, and poetry. We were asked to produce several pieces of each type of writing, and the class itself served as a group critique. Additionally, we were exposed to various literary devices, such as metaphor, personification, tone, and rhythm. By reading and writing different types of creative works, I was able to learn that I most enjoyed writing poetry. This influenced me to pursue more poetry workshops and classes to improve my poetry.

English 1999 Special Project: Intro to Creative Writing – This single credit course was focused on workshopping and discussing poetry and poetic techniques. This was an opportunity to work in a small group setting to develop my own understanding of poetry, read a larger variety of poetry, and improve on my writing skills.

English 3750R Creative Writing Poetry – I have taken this course twice for my degree. This class is a poetry workshop with an emphasis on understanding the components of a good poem and breaking down poetry into its base parts: voice, language, movement, and conclusion. Each week, we were asked to submit an analysis of a selected poem and a poem that we had written ourselves. During class time, we read our own poetry, as well as poetry selected by the instructor, and discussed its merits.

English 4940R Poetry Workshop – Much like the other poetry workshops I have taken, in this course we read selected poetry and submitted our own pieces for critique once every two weeks. The critiques were primarily lead by the professor, though we were encouraged as students to offer our own understandings of classmates' poetry as well. This class helped me clarify my own poetic style and voice, and the emphasis that was put on the revision of our writing helped me better grasp the process of refining a poem to its completed form.

Humanities 4995R Departmental Thesis – This four credit hour course divided between two semesters served as a capstone for the work I have done throughout my Humanities degree. For my Departmental thesis, I produced a collection of poetry titled "Young Adult: A Poetic Exploration of Modern American Life" that explored the themes of environmental destruction, political power, familial relationships that have defined my adolescence. The collection was accompanied by a fifteen page paper outlining my intentions and inspiration for the piece. In the

process of producing this thesis, I read and wrote dozens of poems and learned to articulate both the qualities of poetry that I enjoy, and the processes that I utilize in writing a poem.

Honors 3530R The Art of Fly Fishing – This course closely aligned with my program rationale, as it combined outdoor experience and education with creative writing. The class was divided into two halves: one half was learning to fly fish and the other was a literature course. During the technical half, as a class we learned to tie flies, cast a fly, how to observe where fish would bite and which types of flies would work best, and ultimately took a fishing trip to the South Holston River. During the literature section, we read several books that related to the author's experience with the outdoors, such as "Big Two-Hearted River," "A River Runs Through It," and "Even Brook Trout Get the Blues." Each of these books and short stories exemplify writing that draws from the natural world and uses it to serve the writers' intentions for their work. For our final project, we were asked to write a magazine article on the art of fly fishing, using both our fishing and writing abilities gained from the class.

Honors 3520R Adolescent Literature and Intersection Oppression – This literature course, while not related to the natural world or ecology, was important to my understanding of creative writing and the effect good writing can have on the public discourse. In this class we read a series of books, directed towards both adolescent and adult readers, that explored the social constructs surrounding the issue of race in America. Through this reading I came to realize the important role literature and writing plays in social change, and this realization has influenced the topics I choose to write about and the approach I take towards writing about political issues such as climate change. I am now more willing to make political statements and write persuasively on controversial issues than before.

Supplemental Courses

As a writer, a comprehensive understanding of the topics of one's writing is necessary. The courses that I have chosen to take to supplement my core creative writing credits largely involve human history, culture, and the environment. Each contributed to my understanding of the themes that ultimately arose in my final thesis.

History 2020 United States to 1865 – These credits were earned via an Advanced Placement course taken during high school. From this class, I gained a comprehensive understanding of the history of the United States prior to the Civil War. This is the foundation upon which my understanding of current American culture was built. This allowed me to trace current events and norms to events in the past, enriching my understanding and strengthening my ability to write about them.

Spanish 2110 Intermediate Spanish for Conversation – While this course did not directly relate to my creative writing or cultural/environmental understanding, I did find it extremely useful in my writing to have an understanding of the Spanish language. I found myself able to pull vocabulary, syntax, and sentence structure from both Spanish and English, which allowed me to write in more varied and interesting language.

Environmental Science 4840 Values and the Environment – Perhaps one of the most influential courses of my undergraduate career, Values and the Environment was a joint philosophy and environmental science course in which we explored various ideologies surrounding the conservation and destruction of the environment. These philosophies ranged from Christianity to that of Peter Singer, and that exposure to such a wide range of beliefs and perspectives on the environment and the natural world has stuck with me since. Much of the literature presented during this course has stayed with me and been read and reread. I believe that

my desire to write about the natural world is born from this course. When writing my thesis, many of the ideas about nature and the wilderness found their way into my poetry and the introduction to the collection.

Honors 3550R Cultivating Creativity – This was a collaborative and fluid course that focused on the elements of good design and creative thinking. We were asked to complete a variety of projects, ranging from product design to art installation, intended to challenge our preconceived notions and encourage creative thought.

Supplemental Anthropology Courses

My Humanities: Liberal Arts degree is in addition to my degree in Anthropology, and was added in my Junior year. This is reflected in the abundance of Anthropology courses that contribute to my Humanities degree. While I did not earn those credits explicitly for Humanities, they did contribute to my understanding of the world around me and expanded the pool of knowledge from which to draw inspiration for my work.

Anthropology 3100 Ethnographic Methods – This course contributed primarily to my degree in Anthropology. The goal in completing this course was to understand the process of conducting ethical and technically sound human ethnographies and research projects. We discussed methodology, research paradigms, and data collection techniques. The course culminated with each student developing our own ethnographic research project. My research project involved studying architecture patterns for city bus stops to determine whether the design of the stop had any influence over the quantity and type of use. This course contributed to my Humanities degree by exposing me to the variety and disparity of lived experiences in Chattanooga, which I often consider in my writing.

Anthropology 3130R Media and Communication Laboratory – This course was intended to teach students of Anthropology how to communicate Anthropological findings and ideas to the general public. This was accomplished through a variety of different mediums: museum exhibits, articles, videos, documentaries, podcasts, and illustrations. I took the communication techniques demonstrated in these mediums and applied them to my own writing. The creators of many of the films and articles we consumed in this course shared the belief that knowledge and ideas need to be shared, and because of this course I often ask myself what I hope to communicate with my work and why. This allows me to write more concisely and with a greater purpose.

Anthropology 3210 Anthropological Theory – This Anthropology course covered the expansive history of Anthropological thought and theory. Beginning with the racist, colonialist ideas of British explorers, on to American academics such as Franz Boas, and then to current research methods and theories. Alongside the theory portion of the course, we also explored various cultures, such as the Kwakiutl, Yanomamo, and Etoro people, that exemplify the concepts discussed in class, such as family dynamics, social structure, and religious beliefs. I believe that my knowledge of cultures around the world has allowed me to view things from a variety of perspectives. This often translates into my poetry, where I often write from points of view that I are not my own.

Honors 3510R – Marriage, Family, and Kinship in Colonial Africa – This course contributed to my Humanities degree in two ways; first, by exposing me to a history and culture that I had not known about prior, and second, by having such a large emphasis on reading literature and writing essays. Homework for this course was always a reading, and class time was

dedicated to discussion. By reading and writing in such a large quantity, my literacy and comprehension increased greatly.

Bibliography

Abbey, Edward. *The Monkey Wrench Gang*. Robin Clark, 1991.

This book was my first plunge into the world of wilderness literature and adventure writing. I fell in love with Abbey's descriptions of the American southwest, and this spurred my desire to memorialize the wilderness of the southeast in my own writing.

Coates, Ta-Nehisi. *Between the World and Me*. Spiegel and Grau, 2020.

I read this book for my Adolescent Literature and Intersectional Oppression course. I loved how Coates was able to write a beautiful and compelling narrative while also encouraging social change.

Cox, Mark. *Sorrow Bread: Poems, 1984-2015: Selected and New*. Serving House Books, 2017.

This book was required reading for my poetry workshop and one of the many books of poetry from which I drew inspiration for my departmental thesis. Cox writes with a simplicity and directness that I admire and hope to emulate in my own work.

Eisenkramer, Eric, and Michael Attas. *Fly-Fishing-the Sacred Art: Casting a Fly as a Spiritual Practice*. SkyLight Paths Pub., 2012.

This book was required reading for my fly fishing course. Similarly to my Environmental ethics course, it dealt with the intersection of wilderness and philosophy. Both authors are deeply spiritual men, and I relate to the deep connection they feel to the natural world.

Gierach, John. *Even Brook Trout Get the Blues*. Fireside/Simon & Schuster, 1993.

This collection of short stories is both lighthearted and, at times, introspective. Gierach uses fly fishing as a proxy for discussing heavier topics such as love, death, and heartbreak. I also use the natural world as a means to write about more personal themes.

Hoagland, Tony. *What Narcissism Means to Me*. Bloodaxe Books, 2005.

This book is one of the many books of poetry from which I drew inspiration for my departmental thesis. Hoagland utilizes rhythm, tone, and lyricity in a way that I admire and emulate in my own work.

Komunyakaa, Yusef. *Dien Cai Dau*. Wesleyan University Press, 1988.

This book was required reading for my poetry workshop and one of the books of poetry from which I drew inspiration for my departmental thesis. Komunyakaa writes unapologetically about the realities of the Vietnam war. I admire his vivid imagery and his ability to capture the humanity that exists within the brutality of war, both within himself and the enemy. He uses a precise vocabulary to carefully control the reader's perception of the war and of the people he writes about.

Krakauer, Jon. *Into Thin Air*. Villard, 1997.

Krakauer may be one of the best known adventure writers of the modern day. His book *Into Thin Air* recounts a tragic expedition to the peak of Everest, detailing the past lives of each member of the expedition, as well as exploring the repercussions of the event both for

Krakauer himself and the others who survived. I was again attracted to the beauty of his imagery, even when describing a nightmarish rescue situation.

Lehman, David. *The Daily Mirror*. Simon and Schuster, 2000.

This book is one of the many books of poetry from which I drew inspiration for my departmental thesis. In it, Lehman writes a poem for each day of the year. I enjoyed the way the book moved through time, and it inspired me to try writing a poem every day.

Maclean, Norman. *A River Runs Through It*. HighBridge Company, 2010.

One of my favorite stories of all time, Maclean writes a narrative that is equal parts comedy, tragedy, heartbreak, philosophy, love story, adventure story, and ode to the American wilderness. I admire his candid tone and beautiful imagery.

Merwin, W. S. *The Rain in the Trees*. Alfred A. Knopf, 1987.

This book is one of the many books of poetry from which I drew inspiration for my departmental thesis. Merwin is one of the greatest nature poets of all time, and I admire the way he eschews form and grammar in favor of pure imagery and emotion.

Neruda, Pablo. *Selected Poems*. Houghton Mifflin Company, 1970.

This book is one of the many books of poetry from which I drew inspiration for my departmental thesis. Neruda is both a nature poet and political poet, and the imagery and language of his poetry works well in both Spanish and English

O'Brien, Tim. *The Things They Carried*. 4th Estate, 2019.

One of the first books I read as an undergraduate student, *The Things They Carried* instilled in me a love of reading and of stories. In one aside, O'Brien discusses the difference between writing the factual truth and the emotional truth of a story. He wonders if it is better to tell the reader exactly what happened, or to change the story in a way that they feel as though it happened to them. This has stuck with me throughout my writing career.

Plato. *Phaedrus*. Giardini, 1975.

Though the philosophical content of *Phaedrus* doesn't particularly excite me, I felt I had to include this short essay, as I have used excerpts from it (typically out of context) in many of my poems and prose. I appreciate the language used, and enjoy the imagery.

Stafford, William Edgar. *Traveling Through the Dark*. Harper & Row, 1962.

This book is one of the many books of poetry from which I drew inspiration for my departmental thesis. Stafford is one of my favorite poets because of his ability to capture a moment or a scene so perfectly in words. As a reader, I often felt as though I had experienced each poem alongside him.

Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. Scribe, 2020.

I read this book for my Adolescent Literature and Intersectional Oppression course. I was struck by the stories of the men on death row, and admired how Stevenson was able to tell their stories, despite being ugly and at times violent, with honesty, dignity, and respect.

Ainslee Berry

HUM4960

Dr. Dennis Plaisted

22 April 2024

Capstone Paper: Where Psychology and Humanities Intersect

College is a time to discover and pursue new interests and to expand one's capacity for knowledge through education. So, over the course of my studies I have sought to do just that, engaging in a wide variety of disciplines and perspectives from which to learn. My Humanities: Liberal Arts program of study has acted as an expansion of my psychology degree, allowing me to pursue my more specific interests in culture, literature, creative writing, and the Spanish language whilst maintaining a focus on the human mind and people's interactions with the world. I have compiled the courses that influenced my studies into three categories: culture, psychological courses, and English and literature. Throughout this paper I will explain the ways in which the courses in my program of study have furthered my understanding of the human mind and allowed for a deeper and richer understanding of humanity as a whole. I will focus particularly on ways in which these courses will enrich my future practice in the field of psychology as well.

Culture:

To start, let's dive into the courses that involve studies of culture. These courses include Guatemala in Chattanooga, Appalachia Contemporary Art and Literature, and Spanish courses. While these courses may appear disconnected, each one connects to my life and interests in a specific way!

Guatemala in Chattanooga

Guatemala in Chattanooga was a course that acted as an in depth experiential learning course surrounded around the growing population of Guatemalan individuals in the city of Chattanooga. Throughout the course of the class, we discussed and experienced Guatemalan history, literature, food, and culture. We visited Guatemalan owned businesses, health care centers that cater to this population, and schools largely populated by Guatemalan Americans. We conversed with Guatemalan individuals to learn about their own experiences. I also had the chance to conduct an interview with a Guatemalan individual who I actually worked with at the time. He shared his experience as the son of a Guatemalan immigrant and the tension between being defined by a culture that he doesn't necessarily identify with, but that is incredibly important to his mother. One of the lines from my reflection of the interview stated that "I could tell there was a tension in him to feel like he should relate to the Guatemalan community when in reality he doesn't much." It was a very unique experience to get to understand someone's unique cultural experience in this way, and to notice how my own expectations for his responses were not always correct. This class provided many opportunities for gaining a richer understanding of people in my community and to ask questions about their unique experience, while learning how to listen more than cast my own expectations on a person.

Appalachia Contemporary Art/ Literature

In perfect correlation with my theme, this course closely connected art with human experience. The course was structured around photographer Stacy Kranitz's special exhibition at UTC entitled *As it was Give(n) to Me*. Through this Honors College course, we explored the possibilities and limits of documenting "reality" in Appalachia, investigating various modes of

Appalachian cultural production (photography, literature, and film) to ask how Kranitz's work is situated in representations of Appalachia. We wondered about the aesthetics of “the real” and the ethical responsibilities attached to making visual images, specifically in communities with generational histories of misrepresentation. Through the mode of photography, Kranitz sought to provide accurate representation of the communities that make up the Appalachian region. She photographed people in the vulnerability of their homes, religious spheres, and local community centers like grocery stores. Stacy photographed people in cluttered, run down homes, and she photographed landscapes in the region and represented the brutal impacts that coal mining has on the region as well. Primary topics of discussion included the ethical responsibilities of the artist when representing a people group, and how to represent people accurately. We also explored additional avenues of artistic representation of the region of Appalachia which included works of literature, music, poetry, and humanitarian organizations in the region. These discussions led me to a deeper understanding of the compassion and willingness necessary to portray a people accurately.

Spanish

For my language requirement, I chose to study Spanish. I fell in love with the beautiful language while taking Spanish courses in highschool, so I wanted to continue learning. Through three semesters of college level Spanish, I was able to gain enough conversational competency to have the confidence to move to Spain for a summer to volunteer at a local school. Those ten weeks were the height of cultural immersion and experience for me. While I didn't take classes or get educational credit for the experience, I would not have had such a wonderful experience had it not been for studying Spanish as part of my program. I was able to connect with staff, volunteers, and students at the school at a much more personal level than if I did not speak the language. I

was able to embrace a new culture, experience being an outsider in a country where the language was not my first language, and use my education in the real world.

Psychology

While psychology is my second major, there are many psychology courses that apply to my humanities course of study as well, courses that pertain to both ideas of the humanities but are rooted in psychology. These courses include Social Psychology, Philosophical Psychology, and the Psychology of Black Experience. I will write specifically about Social Psychology and Psychology of Black Experience for the purpose of this paper.

Social Psychology

This course focused on how we as individuals interact in the society around us. How do our cultures and sociological constructs influence our personal psychology, and on the flip side how do we psychologically explain the sociality of the world? The course focused on ideas like attitudes, prejudices, conformity, deviance, socialization, and interpersonal attraction. The course analyzed how understanding people's behavior and thought processes can help predict the social world. A person's unique perceptions, the way they attribute behaviors, and their own biases indicate social behavior. But even further there are social psychological theories and phenomena that predict people's behavior, conformity being one of the primary. One of the main things that sticks with me from this course is that we naturally believe that others' interpretation of an ambiguous situation is more correct than our own and will help us choose an appropriate course of action. This phenomenon can have drastic implications when it occurs in the cases of crimes or disasters, wherein people follow each others' leads and choose not to stop and help.

Overall, this course enlightened me on individual behavior in society, how stereotypes and prejudices influence people's behavior, and the tendencies to conform. This course provided a psychological perspective to the trends in humanity that other courses revealed to me, such as the stereotypes and prejudices that prominently define the communities of Appalachia.

The Psych of Black Experience

In further context of applying social psychology to the experience of humans, The Psychology of Black Experience focuses specifically on how social psychological concepts play out in individuals. The course explored the unique experience of black individuals and how prejudice, discrimination, biases, and social constructs define how black people view themselves and are viewed in society. We didn't just stop at observing, but we also discussed the importance of advocacy and activism in bringing change to the many painful experiences that black individuals have faced. We had open dialogue about the experiences of individuals in the class, providing further insight into how different people experience the world. As a white individual, this class provided a broadened perspective on humanity as it pertains to both culture and psychology.

Creativity and Writing

Finally, I included courses in my program of study that allowed me to think creatively and expansively- pushing me out of the box of my own thought and reaching to broaden my ability to think like others. While art based classes were a part of my study program (Storytelling with Podcasts and Cultivating Creativity), I will focus on my literary and English courses for this paper. Those courses include Creative Writing Poetry, Disability in Literature, and Reading like a Writer: Young Adult Literature.

Poetry

Through poetry workshops, I worked to expand my own creative thought, entering into realms of my own mind that I did not know how to access prior. I also got a firsthand look into the mental and creative processes of my classmates and their unique human experiences that seep into their writing. Art in all forms is rooted in individual experience and individual perceptions of the world.

Disability in Literature:

In this course, we discussed the representations of physical and cognitive disabilities in literature. We assessed how disability is portrayed both historically and in more modern works of literature. We read works written both by individuals who had disabilities and who did not, works that celebrated people's differences and stereotyped them. In an assignment for the class, I wrote about one such example of an author who writes about their own experience with disability. I wrote the following about David Sedaris' essay "a plague of tics:" "Though the narrative provides an understanding and awareness of OCD and anxiety disorders, it is not ultimately read as a story appealing to the readers' emotions. Rather, Sedaris refrains from using emotion language, naming his experience simply for what it is. He includes representations of those who misunderstand and shame him, highlighting people's mixed perceptions of mental illness. But he does not define himself by their judgements. He tells his story entertainingly and comedically, not withholding the raw realities of the situation, but not confining himself to the difficulty of his childhood either." Analyzing books and essays in this way, helped me gain a richer understanding of the myriad of ways that people's experiences can be shared. I also discovered

the power of written language to put words and images to the unique mental processes of individuals, a beautiful intersection of psychology and literature.

Reading like a writer Young Adult Literature:

This course is designed to look at the themes and strategies of authors in the Young Adult genre to successfully gear towards adolescent readers. We examined topics of sex, power, death, and religion and the ways these topics have historically been presented to young readers. Connecting this course back to the theme of my studies, the course allowed a glimpse into the mind of a young adult author but also a deeper understanding of adolescents and the topics that are crucial to their development into adulthood. After taking a course on childhood development, and understanding psychologically the development of the adolescent, this course expanded some of my psychological understanding to see development through the lens of literature. I learned about different portrayals of the topics that shape an adolescent's identity.

Annotated Bibliography:

Acevedo, Elizabeth. *The Poet X: A Novel*. First edition., HarperTeen, an imprint of HarperCollinsPublishers, 2018.

Acevedo's novel was the work of literature that most profoundly impacted me in my Young Adult Literature course. In the course, we analyzed the ways that the book portrays sex, young womanhood, religion, and authority. Acevedo utilized the poetic voice of a young female protagonist to make known the voices of young latina women oppressed by legalistic religion and constant objectification by men. This novel represents a unique depiction of the female youth experience. The writing powerfully and persuasively invites the reader to empathize with the protagonist Xiomara, and enter into the world, which is exactly what I hope to do with my majors: be equipped to enter into the world of other people.

Aronson, Elliot, Wilson, Timothy D., Sommers, Samuel R. *Social Psychology*. Tenth edition. Pearson, 2019.

This book reveals the intersections of psychology and humanities, explaining the myriad of ways that people interact with the world and how the mind perceives social interactions and social phenomena. Many social psychology concepts seem too bizarre to be true, but this book walks through the many ways that we are shaped by our environment and vice versa. I think social psychology reveals both how fragile and how resilient we are as humans.

Catte, Elizabeth. *What You Are Getting Wrong about Appalachia*. First edition., Belt Publishing, 2018.

This book was essential to teaching me how to historically look at a region and

community of people and seek to understand them accurately. The book explores the misrepresentations of Appalachia and seeks to find truth in its history and its people. In regards to my theme of study, the book demonstrated how to appropriately analyze a culture and a region, while maintaining the dignity of the people who inhabit the place.

Dorothy Stevens. *Psychology of the Black Experience*. Cognella, 2024.

Psychology of the Black Experience is a compilation of essays, articles, and research of various individuals (both black and not) who define and explain the phenomena, historical and cultural moments, and psychological factors that shape the unique experiences of black individuals. The book, alongside the course, allowed me to gain a deeper understanding of the biases, the stereotypes, the prejudices, and the history that influences the psychological experience of black people. These concepts shape the way that black individuals see themselves and see the world around them, and the book helped teach me how to better relate and understand people of color whom I encounter in my day to day life.

Moghaddam, Fathali M. (2004). "From 'Psychology in Literature' to 'Psychology is Literature': An Exploration of Boundaries and Relationships." *Theory & Psychology*. vol. 14, no. 4, 2004, pp. 505–525.

When thinking through the theme of my study, I was inspired by this research article which notes that psychology and literature inevitably overlap and function together. Psychologist Fathali Moghaddam argues that "psychology is literature" as "both [literature and psychology] involve telling a story according to cultural conventions accepted by a particular community" (521). This research really influenced how I viewed my studies. All of the psychology courses can be viewed through a lens of literature and

art, while all of my humanities and english and cultural studies can be viewed with a direct lens of psychology.

Morrison, Toni. *The Bluest Eye*. Vintage Books, 1970.

I read this novel in ENGL3550: Disability in Literature. I wrote an analysis on the novel, dissecting how the language surrounding the main protagonists' desire to be someone different invites the reader into the complexities of the character's mind. Analyzing this novel through close reading was a fantastic display of the ways in which language can be utilized to provide richer understanding of a mental disability and of individuals' experiences, as well as access to unique perspectives.

Western Humanities II

Spring 2023

English 1150-04, CRN: 24089, In-Class Lecture/Discussion, 3 credit hours

Instructor: Aaron Shaheen

Email and Phone Number: Aaron-Shaheen@utc.edu; 423-425-5398

Office Hours and Location: MWF: 10-10:50 in Lupton 344

Course Meeting Days, Times, and Location: MWF, 11-11:50, 390 Lupton Hall

Course Catalog Description: A historical approach to the pivotal ideas, systems of thought, and creations of the Western world from approximately 1600 C.E. to the present. Emphasis on matters of literary structure, style, and content.

Course Pre/Co Requisites: Pre or corequisite: ENGL 1010 or ENGL 1011 or ENGL 1020 or UHON 1010 and UHON 1020 or department head approval.

Course Student Learning Outcomes: 1. Recognize and analyze figurative language. 2. Identify and discuss multiple levels of meaning. 3. Construct theses and logical arguments related to the meaning or contexts of texts. 4. Arbitrate competing interpretations. 5. Articulate differences in genre (e.g. fiction, poetry, drama, etc.) and sub-genre (e.g. short story, essay, epic, sonnet, etc.). 6. Address the influence of cultural and historical contexts on literary texts. 6. Read and comprehend college-level literature.

General Education Statement: Successful completion of ENGL 1150 fulfills either the “Literature” or “Thoughts, Values, and Beliefs” component of the “Fine Arts and Humanities” category of UTC’s general education requirements.

Required Course Materials:

Miquel Cervantes, *Don Quixote*

John Locke, excerpts from *Second Treatise on Civil Government* and *Essay Concerning Human Understanding* (Canvas)

Mary Wollstonecraft, excerpts from *Vindication of the Rights of Women*

Thomas Jefferson, Letter to Benjamin Rush (Canvas)

Victor Hugo, *Les Misérables*

Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Charles Darwin, excerpts from *On the Origin of Species* (Canvas)

Ivan Turgenev, *Fathers and Sons*

Rebecca West, *Return of the Soldier*

Benito Mussolini, “The Doctrine of Fascism” (Canvas)

Alexander Solzhenitsyn, *A Day in the Life of Ivan Denisovich*

Technology Requirements for Course: None. In fact, NO technology is allowed in the course—no laptop computers/tablets, no mobile devices, etc. Unless otherwise permitted, students can take notes with pen/pencil and paper only.

Technology Skills Required for Course: None: Technology not allowed in class

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Student Conduct

The following are prohibited during class:

1. The use of laptop computers (please take notes with pen and paper)
2. The use of cell phones and smart watches
3. Text messaging
4. Coming to class without your texts (**counted as an absence after 3 days w/out them**)
5. Sleeping
6. Coming to class not having read the day's reading
7. Disrupting students or teacher

Course Assessments and Requirements:

Exam #1-75 pts: The exam will have various components, including questions requiring short answers and a passage identification/explication section.

Exam #2-75 pts: The exam will have various components, including questions requiring short answers and a passage identification/explication section.

Exam #3-90 pts. The exam will first cover West, Mussolini, and Solzhenitsyn with a series of short answers and passage explication/identification. It will then have a comprehensive essay question.

Quizzes-30 pts: Usually given daily, unannounced at the beginning of class. The quizzes are simple questions just to verify that people stay up on the reading. Course packet printing to be included here.

Participation-30 pts: Participation comes primarily in the form of contributing consistently and productively to class discussion.

[Click here to enter text.](#)

Course Grading:

As you can see above, the bulk of your grade will come from examinations, which CANNOT be made up. You must take your exam with your regularly assigned class on the dates specified on the syllabus.

Course Grading Policy:

300-270 = A

269-240 = B

239-210 = C

209-180 = D

179 and below = F

[Click here to enter text.](#)

Instructor Grading and Feedback Response Time: I try very hard to return exams within one week. If I need longer than that, I will let you know.

Course and Institutional Policies

Late/Missing Work Policy: You cannot make up a daily quiz, nor can you make up an exam. Since I ask quizzes at the start of class, you will need to make sure you are here on time.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: CLASS ATTENDANCE IS MANDATORY, but I will not make grade deductions until a student has missed more than ~~six~~ classes (two weeks total). I do not distinguish between "excused" and "unexcused" absences. You do not need to show me a note of any kind, nor do you need my permission to miss a day. If you miss more than six days, whatever the reasons, your final grade will receive an automatic ten-point deduction for every additional day you miss. If you miss ten or more days, however, you can receive **no better than a D** in the course, but you'll most likely fail.

Tardies: You will receive a full absence after *three* tardies.

Course Participation/Contribution: As stated above, participation is 10% of your overall grade. It comes primarily in the form of contributing consistently and productively to class discussion. Attentive listening alone, while important, will not ensure full credit for this portion of the course grade.

Course Themes

As you might expect from a literature course, discussions of race, gender, and sexuality are inherent in the subject matter. You may read texts that voice offensive ideas or use degrading language, especially racial epithets. Our job as literary critics is to approach these texts, and even their inflammatory language, with rationality and adult maturity. *We must keep in mind that at the core of our discipline we are charged with the rational and unhindered analysis of the written and spoken word.* I do not prohibit the reading aloud or discussing of offensive language when those discussions are executed in good faith and with a clear eye for how such language contributes to the larger rhetoric or artistry of the text under analysis. Respect for both the academic discipline and each other are top priorities for this class, even when discussion, or targeted reading aloud, of racial and other epithets seems to set that respect at cross purposes. Please feel free to see me if you have further concerns about these or related issues.

Course Calendar/Schedule: [Click here to enter text.](#)

WEEK 1: From the Medieval to the Early Modern Period: The Ground Begins to Shift

January 9

Getting Started: Discussion of syllabus, necessary terms, geographical scope, etc.

Jan 11

Lecture and Discussion: Medieval and Renaissance Worlds

Jan 13

Don Quixote, Part I: chapters I-VI (1-6)

Last Day to Print Out Materials for Extra Credit (13/10 pts in quiz grade)

WEEK 2:

Jan 16

MLK Day—NO CLASS

Jan 18

Don Quixote, Part I: chapters VIII-XII (7-12)

Jan 20

Don Quixote, Part II, chapters I-IV (1-4)

Last Day to Print Out Materials for Full Credit (10/10 pts in quiz grade)

WEEK 3

Jan 23

Don Quixote, Part II, chapters VIII-XI (8-11)

Jan 25

Don Quixote, Part II, chapters XII-XV (12-15)

Jan 27

Don Quixote, Part II, chapters LXV-LXX (65-70)

WEEK 4: The Enlightenment

Jan 30

Don Quixote, Part II, chapters LXXI-LXXIV (71-74 [end of novel])

Last Day to Print Out Materials for Half Credit (5/10 pts in quiz grade)

Feb 1:

John Locke, *Essay Concerning Human Understanding* (Print out from Canvas)

Feb 3

John Locke, *Second Treatise on Civil Government* (Print out from Canvas)

WEEK 5

Feb 6

Mary Wollstonecraft, *Vindication of the Rights of Women*

Feb 8

Mary Wollstonecraft, *Vindication of the Rights of Women*

Feb 10

Thomas Jefferson, Letter to Benjamin Rush (Print out from Canvas)

For class, watch this video on the French Revolution: <https://www.youtube.com/watch?v=snriliNuVAg>

WEEK 6: Romanticism in the Nineteenth Century

Feb 13

Exam #1—Bring Blue Book!

Feb 15

Victor Hugo, *Les Misérables*: pp. 3-47 (The Fall—To Entrust Is Sometimes to Abandon)

For Class, watch this video on the Napoleonic Era: <https://www.youtube.com/watch?v=Pd6E38FfuMg>

Feb 17

Hugo, *Les Misérables* pp. 49—109 (The Descent—Counter-Stroke)

WEEK 7

Feb 20

Hugo, *Les Misérables*, pp. 113-180 (The Ship Orion—The Grandfather and Grandson)

Feb 22

Hugo, *Les Misérables*, pp. 181-233 (The Excellence of Misfortune—The Noxious Poor)

Feb 24

Hugo, *Les Misérables*, pp.237-301 (Eponine—The Ruse De L'Homme Armé)

WEEK 8

Feb 27

Hugo, *Les Misérables* pp. 305-357 (War between Four Walls—The White Night)

March 1

Hugo, *Les Misérables*, pp. 358-400 (The Last Drop in the Chalice—Supreme Shadow, Supreme Dawn)

March 3

Lecture: Watch the following video for class: <https://www.youtube.com/watch?v=ImoNi5AS7hE>

Douglass, *Narrative of the Life of Frederick Douglass* (Preface, Letter to Wendell Phillips, chapters 1-3)

WEEK 9

March 6

Narrative of the Life of Frederick Douglass, chapters 4-9

March 8

Narrative of the Life of Frederick Douglass, chapter 10

March 10

Narrative of the Life of Frederick Douglass, chapter 11-end

WEEK 10—NO CLASS: SPRING BREAK

WEEK 11: Scientific and Social “Progress” in the Late Nineteenth Century

March 20

Charles Darwin, *On the Origin of Species* (Print out from Canvas)

Turgenev, *Fathers and Sons*, chapters I-VII (1-7)

March 22

Fathers and Son, chapters VIII-XV (8-15)

March 24

Fathers and Sons, chapters XVI-XIX (16-19)

WEEK 12

March 27

Fathers and Sons, chapters XX-XXIII (20-23)

March 29

Fathers and Sons, chapters XXIV-XXVI (24-26)

March 31

Fathers and Sons, chapters XXVII-end

WEEK 13: The Twentieth Century: World War I and the End of “Progress”

April 3

Exam #2—Bring Bluebook

April 5

Rebecca West, *Return of the Soldier*, chapters 1-2

For today watch video on WWI’s modern warfare: <https://www.youtube.com/watch?v=WzCxVzL3i3g>

This supplemental link is for broader historical context: <https://www.youtube.com/watch?v=QJfTfyt3Cfk>

April 7

NO CLASS—Good Friday

WEEK 14

April 10

West, *Return of the Soldier*, chapters 3-4

April 12

West, *Return of the Soldier*, chapters 5-6

Nov 14

Benito Mussolini, “The Doctrine of Fascism” (Print out from Canvas)

For class, watch the following video: <https://www.youtube.com/watch?v=uE-ewzt9Yfg>

WEEK 15: Dictatorships on the Left and Right

April 17

Benito Mussolini, “The Doctrine of Fascism,” cont.

April 19

Alexander Solzhenitsyn, *A Day in the Life of Ivan Denisovich*, pp. 3-45 (no chapter breaks in novel!)

For class, watch this video on Soviet gulags: <https://www.youtube.com/watch?v=d-TveTNqrDQ>

April 21

Solzhenitsyn, *A Day in the Life of Ivan Denisovich*, pp. 46-100

Week 16

April 24

Solzhenitsyn, *A Day in the Life of Ivan Denisovich*, pp. 101-140

Final Exam: Monday, May 1: 10:30 am—12:30 pm in regular classroom

Course Learning Evaluation

I am aware of the learning outcomes of this course, as stated in the syllabus.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Fall 2019	267	96.7	14,397	95.2	25,497	95.2	5	1.8	272	1.8	531	2.0	4	1.4	452	3.0	766	2.9
Spring 2020	135	97.1	8,527	96.3	16,835	96.3	2	1.4	111	1.3	250	1.4	2	1.4	220	2.5	389	2.2
Fall 2020	159	97.5	9,233	96.1	17,289	96.0	2	1.2	144	1.5	269	1.5	2	1.2	229	2.4	443	2.5
Spring 2021	150	96.2	8,723	96.4	17,118	96.4	3	1.9	110	1.2	219	1.2	3	1.9	220	2.4	412	2.3
Fall 2021	142	98.6	10,526	95.1	19,324	95.4	1	0.7	168	1.5	311	1.5	1	0.7	373	3.4	597	2.9
Spring 2022	126	94.7	8,695	96.2	17,360	96.3	2	1.5	137	1.5	267	1.5	5	3.8	208	2.3	395	2.2
Fall 2022	221	95.3	10,650	97.4	20,510	97.7	4	1.7	130	1.2	227	1.1	7	3.0	65	0.6	106	0.5
Spring 2023	142	98.6	8,865	97.7	17,776	97.8	0	0.0	96	1.1	190	1.0	2	1.4	0	0.0	0	0.0
Fall 2023	217	93.9	11,087	97.1	20,492	97.6	11	4.8	190	1.7	302	1.4	2	0.9	62	0.5	0	0.0
Spring 2024	173	99.0	9,324	97.0	18,517	98.0	2	1.0	117	1.0	239	1.0	2	1.0	0	0.0	0	0.0

The course content addresses the learning outcome of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Fall 2019	261	94.6	14,286	94.5	25,271	94.3	8	2.9	324	2.1	631	2.4	6	2.2	511	3.4	892	3.3
Spring 2020	137	98.6	8,459	95.5	16,693	95.5	0	0.0	152	1.7	343	2.0	2	1.4	247	2.8	438	2.5
Fall 2020	159	97.5	9,932	94.9	17,085	94.9	3	1.8	186	1.9	363	2.0	1	0.6	288	3.0	553	3.1
Spring 2021	150	96.2	8,615	95.2	16,919	95.3	3	1.9	159	1.8	305	1.7	3	1.9	279	3.1	525	3.0
Fall 2021	142	98.6	10,409	94.1	19,138	94.5	2	1.4	238	2.2	419	2.1	0	0.0	420	3.8	702	3.5
Spring 2022	125	94.0	8,614	95.3	17,193	95.4	3	2.3	192	2.1	368	2.0	5	3.8	234	2.6	461	2.6
Fall 2022	218	94.0	10,485	95.9	20,164	96.0	6	2.6	186	1.7	338	1.6	6	2.6	261	2.4	498	2.4
Spring 2023	139	96.5	8,737	96.3	17,483	96.2	1	0.7	148	1.6	290	1.6	4	2.8	188	2.1	403	2.2
Fall 2023	215	93.1	10,863	95.1	20,097	95.7	9	3.9	271	2.4	423	2.0	6	2.6	287	2.5	483	2.3
Spring 2024	171	97.0	9,173	97.0	17,922	97.0	3	2.0	183	2.0	371	2.0	3	3.0	95	1.0	158	1.0

The course structure assists me in achieving the learning outcomes of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Fall 2019	258	93.5	13,550	89.6	23,957	89.4	9	3.3	367	2.4	755	2.8	9	3.3	1204	8.0	2,082	7.8
Spring 2020	137	98.6	8,052	90.9	15,987	91.5	1	0.7	175	2.0	390	2.2	1	0.7	631	7.1	1,097	6.3
Fall 2020	158	96.9	8,550	89.0	15,998	88.9	3	1.8	236	2.5	496	2.8	2	1.2	820	8.5	1,507	8.4
Spring 2021	145	92.9	8,063	89.1	15,936	89.8	4	2.6	228	2.5	419	2.4	7	4.5	262	2.9	1,394	7.9
Fall 2021	141	97.9	9,746	88.1	18,057	89.1	2	1.4	269	2.4	489	2.4	1	0.7	1052	9.5	1,713	8.5
Spring 2022	122	91.7	8,126	89.9	16,301	90.5	2	1.5	217	2.4	430	2.4	9	6.8	697	7.7	1,291	7.2
Fall 2022	209	90.1	9,858	90.2	19,007	90.5	7	3.0	245	2.2	481	2.3	16	6.9	829	7.6	1,512	7.2
Spring 2023	134	93.1	8,257	91.0	16,505	90.8	3	2.1	212	2.3	450	2.5	7	4.9	604	6.7	1,221	6.7
Fall 2023	203	87.9	10,102	88.5	18,867	89.8	9	3.9	362	3.2	593	2.8	19	8.2	957	8.4	1,543	7.3
Spring 2024	160	90.0	8,651	91.0	16,972	91.0	5	3.0	255	3.0	506	3.0	12	7.0	620	7.0	1,135	7.0

I am achieving the learning outcomes of this course.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Fall 2019	261	94.6	13,627	90.1	24,246	90.5	7	2.5	442	2.9	863	3.2	6	2.2	1052	7.0	1,685	6.3
Spring 2020	136	97.8	8,084	91.3	16,096	92.1	2	1.4	244	2.8	501	2.9	1	0.7	530	6.0	877	5.0
Fall 2020	156	95.7	8,604	89.6	16,226	90.1	5	3.1	271	2.8	559	3.1	2	1.2	731	7.6	1,216	6.8
Spring 2021	147	94.2	8,115	89.6	16,164	91.1	3	1.9	287	3.2	530	3.0	6	3.8	651	7.2	1,055	5.9
Fall 2021	139	95.5	9,787	88.4	18,214	89.9	2	1.4	360	3.3	630	3.1	3	2.1	920	8.3	1,415	7.0
Spring 2022	123	92.5	8,180	90.5	16,479	91.4	3	2.3	283	3.1	537	3.0	7	5.3	577	6.4	1,006	5.6
Fall 2022	206	88.8	9,834	90.0	19,121	91.1	13	5.6	355	3.2	628	3.0	13	5.6	743	6.8	1,251	6.0
Spring 2023	133	92.4	8,252	91.0	16,682	91.8	4	2.8	269	3.0	494	2.7	7	4.9	552	6.1	1,000	5.5
Fall 2023	210	90.9	10,186	89.2	19,077	90.8	10	4.3	406	3.6	673	3.2	11	4.8	829	7.3	1,253	6.0
Spring 2024	165	94.0	8,713	91.0	17,183	92.0	3	2.0	298	3.0	543	3.0	9	5.0	515	5.0	887	4.0

I keep up with all course readings and assigned work.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N		%		N		%		N		%		N		%		N	
Fall 2019	256	92.8	14,235	94.1	25,310	94.5	10	3.6	329	2.2	615	2.3	8	2.9	557	3.7	869	3.2
Spring 2020	137	98.6	8,480	95.7	16,753	95.9	2	1.4	153	1.7	326	1.9	0	0.0	225	2.5	309	1.8
Fall 2020	153	93.9	9,166	95.4	17,202	95.6	4	2.5	161	1.7	320	1.8	6	3.7	279	2.9	479	2.7
Spring 2021	149	95.5	8,579	94.8	16,936	95.4	4	2.6	172	1.9	321	1.8	3	1.9	302	3.3	415	2.3
Fall 2021	137	95.1	10,428	94.2	19,243	95.0	5	3.5	241	1.6	416	2.1	2	1.4	398	2.6	600	3.0
Spring 2022	123	92.5	8,558	94.7	17,191	95.4	6	4.5	204	2.3	358	2.0	4	3.0	234	2.6	473	2.6
Fall 2022	215	92.7	10,433	95.4	20,208	96.2	7	3.0	188	1.7	326	1.6	9	3.9	269	2.5	391	1.9
Spring 2023	141	97.9	8,671	95.6	17,481	96.2	1	0.7	156	1.7	295	1.6	2	1.4	214	2.4	340	1.9
Fall 2023	218	94.0	10,785	94.4	20,081	95.6	5	2.2	260	2.3	410	2.0	7	3.0	376	3.3	426	2.0
Spring 2024	169	96.0	9,086	95.0	17,877	97.0	1	1.0	176	2.0	332	2.0	7	4.0	227	3.0	353	2.0

The course encourages my use of critical thinking skills.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	246	89.1	13,845	91.6	24,555	91.6	17	6.2	536	3.5	960	3.6	147	53.3	740	4.9	1,279	4.8
Spring 2020	136	97.8	8,207	92.7	16,322	93.4	1	0.7	274	3.1	516	3.0	69	49.6	377	4.3	636	3.6
Fall 2020	152	93.3	8,870	92.3	16,676	92.6	6	3.7	307	3.2	549	3.0	50	30.7	429	4.5	776	4.3
Spring 2021	145	92.9	8,390	92.7	16,589	93.5	9	5.8	283	3.1	487	2.7	62	39.7	380	4.2	673	3.8
Fall 2021	136	94.4	10,152	67.1	18,715	92.4	5	3.5	327	3.0	585	2.9	81	56.3	588	5.3	959	4.7
Spring 2022	118	88.7	8,430	93.3	16,886	93.7	8	6.0	259	2.9	469	2.6	37	27.8	351	3.9	667	3.7
Fall 2022	195	84.1	10,124	92.6	19,577	93.2	11	4.7	347	3.2	592	2.8	54	23.3	461	4.2	831	4.0
Spring 2023	137	95.1	8,492	93.6	17,061	93.9	4	2.8	257	2.8	470	2.6	3	2.1	324	3.6	645	3.5
Fall 2023	188	81.4	10,499	91.9	19,513	92.9	17	7.4	431	3.8	697	3.3	26	11.3	491	4.3	793	3.8
Spring 2024	171	97.0	8,952	94.0		94.0	1	1.0	293	3.0	519	3.0	4	2.0	281	3.0	538	3.0

Fall 2020	155	95.1	8,158	84.9	15,374	85.4	3	1.8	380	4.0	729	4.0	5	3.1	1068	11.1	1,898	10.5
Spring 2021	142	91.0	7,693	85.0	15,362	86.6	5	3.2	326	3.6	597	3.4	9	5.8	1034	11.4	1,790	10.1
Fall 2021	138	95.8	9,437	85.3	17,513	86.4	4	2.8	359	3.2	678	3.3	2	1.4	1271	11.5	2,068	10.2
Spring 2022	122	91.7	7,886	87.2	15,817	87.8	5	3.8	302	3.3	617	3.4	6	4.5	852	9.4	1,588	8.8
Fall 2022	199	85.8	9,466	86.6	18,273	87.0	7	3.0	418	3.8	791	3.8	26	11.2	1048	9.6	1,936	9.2
Spring 2023	136	94.4	7,946	87.6	15,977	87.9	3	2.1	311	3.4	601	3.3	5	3.5	816	9.0	1,598	8.8
Fall 2023	195	84.4	9,656	84.5	18,096	86.2	10	4.3	474	4.2	822	3.9	26	11.3	1291	11.3	2,085	9.9
Spring 2024	164	93.0	8,354	88.0	16,457	88.0	5	3.0	391	4.0	693	4.0	8	5.0	781	8.0	1,463	7.0

The instructor is willing to assist me with achieving the course learning outcomes.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	260	94.9	13,666	91.3	24,243	90.5	10	3.6	576	3.9	1,061	4.0	4	1.5	719	4.8	1,237	4.6
Spring 2020	137	99.3	8,117	92.5	16,161	93.2	0	0.0	249	2.8	505	2.9	1	0.7	413	4.7	682	3.9
Fall 2020	158	96.9	8,520	89.6	16,113	90.3	3	1.8	380	4.0	722	4.0	2	1.2	614	6.5	1,008	5.6
Spring 2021	150	96.8	8,083	89.9	16,104	91.4	0	0.0	372	4.1	632	3.6	5	3.2	526	5.9	880	5.0
Fall 2021	140	97.9	9,796	89.3	18,201	90.6	2	1.4	439	4.0	755	3.8	1	0.7	740	6.7	1,122	5.6
Spring 2022	123	94.6	8,196	91.5	16,461	92.2	1	0.8	339	3.8	644	3.6	6	4.6	423	4.7	755	4.2
Fall 2022	208	91.2	9,701	89.3	18,762	89.9	6	2.6	400	3.7	751	3.6	14	6.1	763	7.0	1,357	6.5
Spring 2023	134	95.0	8,109	90.3	16,315	90.6	4	2.8	310	3.5	628	3.5	3	2.1	560	6.2	1,061	5.9
Fall 2023	210	92.1	10,001	88.1	18,734	89.7	7	3.1	495	4.4	832	4.0	11	4.8	860	7.6	1,311	6.3
Spring 2024	162	92.0	8,615	91.0	16,895	91.0	7	4.0	347	4.0	651	4.0	7	4.0	509	5.0	965	5.0

The instructor provides constructive feedback on my coursework.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	253	92.3	12,757	85.3	22,805	85.1	13	4.7	852	5.7	1,516	5.7	7	2.6	1346	9.0	2,207	8.2
Spring 2020	132	96.4	7,678	87.5	15,333	88.4	4	2.9	420	4.8	825	4.8	1	0.7	675	7.7	1,180	6.8
Fall 2020	157	96.3	7,942	83.5	15,109	84.7	3	1.8	551	5.8	1,028	5.8	3	1.8	1018	10.7	1,703	9.5
Spring 2021	149	96.8	7,608	84.7	15,206	86.4	2	1.3	499	5.6	911	5.2	3	1.9	875	9.7	1,485	8.4
Fall 2021	142	99.3	9,134	83.2	17,110	85.2	1	0.7	592	5.4	1,050	5.2	0	0.0	1246	11.4	1,922	9.6
Spring 2022	122	93.8	7,714	86.2	15,550	87.1	4	3.1	454	5.1	878	4.9	4	3.1	783	8.7	1,421	8.0
Fall 2022	197	86.4	9,139	84.2	17,835	85.5	13	5.7	572	5.3	1,029	4.9	18	7.9	1139	10.5	1,984	9.5
Spring 2023	128	90.8	7,624	85.0	15,390	85.5	8	5.7	460	5.1	943	5.2	5	3.5	890	9.9	1,655	9.2
Fall 2023	190	83.7	9,374	82.6	17,663	84.7	12	5.3	714	6.3	1,252	6.0	25	11.0	1261	11.1	1,950	9.3
Spring 2024	151	87.0	8,108	85.0	16,001	86.0	12	7.0	548	6.0	1,040	6.0	12	8.0	815	8.0	1,462	7.0

The instructor responds to my questions and emails within the time-frame indicated in the syllabus.

	Agree ¹						Neither Agree nor Disagree						Disagree ²					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fall 2019	257	93.8	12,976	86.9	23,258	86.8	11	4.0	1,258	8.4	1,997	7.5	5	1.8	752	5.0	1,220	4.6
Spring 2020	135	97.8	7,840	89.6	15,705	90.7	2	1.4	494	5.6	891	5.1	1	0.7	418	4.8	711	4.1
Fall 2020	156	96.3	8,253	86.9	15,630	87.8	4	2.5	646	6.8	1,149	6.5	2	1.2	599	6.3	1,032	5.8
Spring 2021	146	95.4	7,841	87.4	15,670	89.1	4	2.6	673	7.5	1,106	6.3	3	2.0	454	5.1	803	4.6
Fall 2021	141	98.6	9,437	86.2	17,578	87.7	1	0.7	811	7.4	1,338	6.7	1	0.7	700	6.4	1,123	5.6
Spring 2022	120	92.3	7,887	88.3	15,885	89.2	7	5.4	657	7.4	1,187	6.7	3	2.3	383	4.3	743	4.2
Fall 2022	202	88.6	9,499	87.7	18,537	89.1	14	6.1	844	7.8	1,387	6.7	11	4.8	483	4.5	889	4.3
Spring 2023	131	93.6	7,899	88.3	16,031	89.3	6	4.3	659	7.4	1,231	6.9	3	2.1	362	4.0	690	3.8
Fall 2023	203	89.4	9,665	85.4	18,175	87.3	15	6.6	1,123	9.9	1,756	8.4	8	3.5	527	4.6	886	4.3
Spring 2024	164	94.0	8,320	88.0	16,428	89.0	11	6.0	774	8.0	1,366	7.0	0	0.0	346	3.0	731	3.0

¹ Agree results are a combination of the following responses: Strongly Agree, Agree, Somewhat Agree

² Disagree results are a combination of the following responses: Strongly Disagree, Disagree, Somewhat Disagree